



AGENDA

1. **Call to Order** | Greenwood

2. **Approval of Minutes** | Greenwood
 - 2.1. Academic Senate Meeting on May 12, 2026 pp. 3-5

3. **Communications and Announcements** | Greenwood pp. 6-7

4. **Consent Agenda** | May 26, 2026 pp. 8-13

5. **Written Reports**
 - 5.1. **Academic Senate Chair** | Greenwood (none)
 - 5.2. **President** | Haft pp. 14-15
 - 5.3. **Provost** | Liddicoat pp. 16-18
 - 5.4. **CSU Statewide Senate** | Frame, Rein, & Stegner (SLO); Senk & Inoue (Solano) pp. 19-20
 - 5.5. **CFA** | Kawamura (SLO) & Sinha (Solano) (none)
 - 5.6. **ASI** | Cabeliza & Engel p. 21
 - 5.7. **Strategic Enrollment Management & Student Affairs** | Harris pp. 22-23

6. **Discussion Items** | None

7. **Special Written Reports**
 - 7.1. **Annual Kennedy Library Report** | Katherine O’Clair, Interim Dean of Library Services... pp. 24-32
 - 7.2. **Annual Program Review Report** | Andrew Morris, Executive Director of Academic Programs and Planning pp. 33-37

8. **Old Business Items** | All resolutions listed in this section are returning to the Academic Senate in first reading.
 - 8.1. **[TIME CERTAIN: 4:20] Resolution on UFPP 12.2 Office Hours**
Kenneth Brown, Faculty Affairs Committee Chair pp. 38-64
 - 8.2. **Resolution to Establish Cal Poly’s Principles of Community**
Jorge Moraga, Diversity Committee Chair pp. 65-67
 - 8.3. **Resolution on Revised Academic Assessment Council Membership**
Jean Lee, Academic Assessment Council Chair pp. 68-71



9. New Business Items | All resolutions listed in this section are being introduced in first reading.

- 9.1. Resolution on Student Perceptions of Learning Experience** pp. 72-165
John Pan, Ad Hoc Committee Chair
- 9.2. Resolution to Update Academic Dishonesty: Cheating and Plagiarism Policy to include Generative Artificial Intelligence** pp. 166-170
Ava Wright, Ad Hoc Committee Chair
- 9.3. Resolution on Stacked Courses** pp. 171-173
John Walker, Curriculum Committee Chair
- 9.4. Resolution to Establish the Cal Poly Maritime Academy Council** pp. 174-176
Jerusha Greenwood, Academic Senate Chair
- 9.5. Resolution on the Modification of the Academic Senate Constitution**..... pp. 177-180
Jerusha Greenwood, Academic Senate Chair
- 9.6. Resolution on the Modification of the Academic Senate Bylaws**..... pp. 181-208
Jerusha Greenwood, Academic Senate Chair
- 9.7. Resolution on Proposed New Degree Program: Master of Science in Computer Engineering** pp. 209-284
Andrew Danowitz, Computer Engineering
- 9.8. Resolution on Supporting an Academic Component for a Living Green Residential Community at Cal Poly, San Luis Obispo** pp. 285-290
Anastasia Telesetsky, Sustainability Committee Chair
- 9.9. Resolution on Archiving of Course Syllabi** pp. 291-293
Kris Jankovitz, Instruction Committee Chair

10. Adjournment | Greenwood



CAL POLY

Academic Senate

Academic Senate Meeting

Tuesday, May 12, 2026 | 3:10 p.m. – 5:00 p.m.

ATTENDEES

ACADEMIC SENATE MEMBERS

Benjamin Alexander; Christian Anderson; Lisa Anderson; Brian Ayash OCOB Caucus Chair; Jacques Belanger; Darin Bennett; Angela Bracco; David Camp; Sabrina Canady; John Clements; Matthew Cole; Dennis Derickson; Shunping Ding; Robert Easton; Matthew Fairbanks; Samuel Frame Vice Chair & Statewide Senator; Scott Fraser; Lauren Garner; Christine Gray; Jerusha Greenwood Academic Senate Chair; Thomas Gutierrez Immediate Past Senate Chair; William Harrison; Kara Hitchcock PCS Caucus Chair; Sean Hurley CAFES Caucus Chair; Eric Kantorowski; Sarah Lester; Patrick Lin; Bo Liu; Heather Liwanag; Ulric Lund; Bwalya Malama; Casey McDonald-Liu; James Mealy; Blair Middlebrook; Ryan Miller; Keir Moorhead; Allison Myers; José Navarro; Leslie Nelson; Phillip Nico; Erin Pearse; Nathan Perry; Steffen Peuker CENG Caucus Chair; Siroj Pokharel; Majid Poshtan; Steve Rein CSU Statewide Senator; Andrew Schaffner BCSM Caucus Chair; Samuel Shalhoub; Dustin Stegner CSU Statewide Senator; Taufik; Alice Tierney-Fife; Hiren Trada; William Tsai; Stamatis Vokos; Daniel Waldorf; Christina Wolfe-Chandler; Ava Wright CLA Caucus Chair; Hocheol Yang

GUESTS

Simone Aloisio; Helen Bailey; Allison Baird-James; Kenneth Brown; Marc Cabeliza ASI President; PJ Crocker; Alyson Engel ASI Board of Directors Chair; Daniel Grassian; Jennifer Haft; Terrance Harris; Dawn Janke; Kris Jankovitz; Lisa Kawamura; Michelle Kekaha; Angie Kraetsch; Maneesh Kumar; Amanda Lathrop; Meggan Levitt; Al Liddicoat; Cheryl May; Beth Merrit Miller; Andrew Morris; Jett Palmer; John Pan; Daniel Parsons; Aparna Sinha; Zora Sowinska; Shannon Sullivan-Danser; Cem Sunata; Jennifer Teramoto Pedrotti; Cari Vanderkar; Dean Wendt; Prema Windokun

MINUTES

1. **Call to Order** | Jerusha Greenwood, Academic Senate Chair, called the meeting to order at 3:11 p.m.
2. **Approval of Minutes**
 - 2.1. The [minutes](#) of Academic Senate Meeting on April 28, 2026, were approved.
3. **Communications and Announcements** | None.
4. **Consent Agenda** | One course (AGED 5526) was pulled by the department proposing it. All additional [consent agenda items](#) passed.
5. **Written Reports**
 - 5.1. **Academic Senate Chair:** Jerusha Greenwood, Academic Senate Chair, shared that she, Samuel Frame, and several other Cal Poly San Luis Obispo faculty attended the Cal Poly Maritime Academy Commencement ceremony.
 - 5.2. **President:** The Office of the President provided a written report that may be viewed [here](#) (pp. 48-49).
 - 5.3. **Provost:** The Office of the Provost provided a written report that may be viewed [here](#) (pp. 50-51).
 - 5.4. **CSU Statewide Senate:** No report.



CAL POLY

Academic Senate

Academic Senate Meeting

Tuesday, May 12, 2026 | 3:10 p.m. – 5:00 p.m.

5.5. CFA: Lisa Kawamura, President CFA-SLO, and Aparna Sinha, President CFA-Solano, provided a written report that may be viewed [here](#) (pp. 52-53).

5.6. ASI: ASI provided a written report that may be viewed [here](#) (p. 54).

5.7. Strategic Enrollment Management & Student Affairs: The Division of Strategic Enrollment Management & Student Affairs provided a written report that may be viewed [here](#) (pp. 55-56).

6. Discussion Items | None

7. Special Report

7.1. Annual Budget & MPP Reports: David Valadez, Administration & Finance, provided special reports that may be viewed [here](#) and [here](#).

8. Special Written Report

8.1. 2024-2025 Course Evaluation Response Rates: Kenneth Brown, Faculty Affairs Committee Chair, provided a special written report that may be viewed [here](#) (pp. 57-80).

9. Old Business Items

9.1. Resolution on Scheduling of Online Assessments

Kris Jankovitz, Instruction Committee Chair, reintroduced in first reading a Resolution on Scheduling of Online Assessments. This resolution revises some of the provisions and guidelines in AS-939-22 in preparation for semesters. M/S/P to move a Resolution on Scheduling of Online Assessments to second reading. M/S/P to adopt a Resolution on Scheduling of Online Assessments.

9.2. Resolution on Course Syllabi

Kris Jankovitz, Instruction Committee Chair, reintroduced in first reading a Resolution on Course Syllabi. This resolution updated AS-644-06. M/S/P to move a Resolution on Course Syllabi to second reading. M/S/P to adopt a Resolution on Course Syllabi.

10. New Business Items

10.1. Resolution on UFPP 12.2 Office Hours

Kenneth Brown, Faculty Affairs Committee Chair, introduced in first reading a Resolution on UFPP 12.2 Office Hours. This resolution supersedes current policy in UFPP 12.2 established by AS-886-20 and AS-929-22. This resolution will return in first reading at the next Academic Senate meeting.

10.2. Resolution to Establish Cal Poly's Academy Principles of Community

Jorge Moraga, Diversity Committee Chair, introduced in first reading a Resolution to Establish Cal Poly's Academy Principles of Community. This resolution will return in first reading at the next Academic Senate meeting.



CAL POLY

Academic Senate

Academic Senate Meeting

Tuesday, May 12, 2026 | 3:10 p.m. – 5:00 p.m.

10.3. Resolution on Revised Academic Assessment Council Membership

Jean Lee, Academic Assessment Council Chair, introduced in first reading a Resolution on Revised Academic Assessment Council Membership. This resolution supersedes AS-909-21. This resolution will return in first reading at the next Academic Senate meeting.

10.4. Resolution to Establish the Cal Poly Maritime Academy Council

Due to time constraints, this item will be introduced in first reading at an upcoming Academic Senate meeting.

11. Adjournment | Jerusha Greenwood, Academic Senate Chair, adjourned the meeting at 5:00 p.m.

Minutes submitted by

P.J. Crocker



On Tuesday, May 19, 2026, the Academic Senate of the CSU received the following communication from Junius J. Gonzales, M.D., M.B.A., CSU Vice Chancellor for Academic Affairs.

SUBJECT: For Members of the ASCSU: Update on OpenAI Contract Renewal

Dear Chair Boyd and Vice Chair Swenson,

I'm writing to inform you that the CSU has renewed its partnership with OpenAI and will continue offering ChatGPT Edu to our students, faculty and staff. Renewing our contract with OpenAI allows us to maintain continuity in curriculum, professional development, student support and workforce preparation, while firmly committing the CSU to providing equitable access to AI tools across all campuses. Our systemwide approach also helps to reduce costs; avoids shifting expenses to students, faculty and staff; and ensures no campus or student is left behind.

The CSU renewed its agreement with OpenAI following extensive evaluation and input from stakeholders across the system, including the CSU's Gen AI Advisory Committee and its three subcommittees, which unanimously recommended renewing the contract. The CSU's decision to renew its agreement with OpenAI was guided by the following systemwide priorities:

- **Data privacy.** The highest consideration for choosing OpenAI was the legal and data privacy protections for our students, staff and faculty. Open AI provides the strongest security measures possible.
- **Consistency.** The second consideration was ensuring continuity for students, faculty and staff, who are already using these tools in coursework, research and daily operations. Continuing with OpenAI avoids the complications that would arise in starting with a new service.
- **Access.** The current agreement with Open AI costs \$1.60 per user. This cost is covered with systemwide resources, which allow the CSU to offer OpenAI's services free to our students, faculty and staff. The closest provider offered an \$8 per user, per month fee and would need to be supported by campus resources or a user fee.
- **Expansion.** Finally, the new agreement anticipates expanding the service from 500,000 to 675,000 users, including a new benefit for free service to students up to one year after graduation to assist them in their efforts to enter the workforce.

Artificial intelligence is rapidly changing higher education, the workforce and the way students learn and work. That is why the CSU believes it is imperative that we continue to invest in AI—to ensure our students, faculty and staff are prepared for a rapidly evolving future, while keeping student success at the center of our work.

As we move forward, the CSU will continue to expand training opportunities, strengthen guidance around responsible AI use and build a broader multi-vendor AI ecosystem that supports innovation while aligning with our core academic mission.



CAL POLY

Academic Senate Chair Communications

Academic Senate Meeting

May 26, 2026

AI is a powerful tool, but it is not a replacement for learning, expertise or human critical thinking. Our focus remains on using these technologies responsibly to improve outcomes and prepare the CSU community for the future.

Thank you for your support.

Junius J. Gonzales, M.D., M.B.A.

Vice Chancellor for Academic Affairs
The California State University
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Long Beach, California 90802
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The following courses have been put on the Consent Agenda for the May 26, 2026, Academic Senate meeting.

Courses Submitted by the Academic Senate Curriculum Committee

2026 – 2027 Review

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/Other	Academic Senate	Provost	Term Effective
ANT 3313: Bioarchaeology (4), 3 lectures, 1 laboratory	Reviewed and recommended for approval 05/10/2026	On the consent agenda 5/26/2026		
ANT 3444 Sex, Death, and Human Nature (3), 3 lectures	Reviewed and recommended for approval 05/10/2026	On the consent agenda 5/26/2026		
ARCH 4401: Advanced Architectural Design (5), 1 discussion, 4 laboratories (existing course lessening requisites)	Reviewed and recommended for approval 05/11/2026	On the consent agenda 5/26/2026		
ARCH 4460: Senior Architectural Thesis Theory and Research Seminar (3), 3 seminars (existing course lessening requisites)	Reviewed and recommended for approval 05/11/2026	On the consent agenda 5/26/2026		

Pursuant to AS-829-17, "Items removed from the Academic Senate consent agenda will be placed on the Senate agenda as business items. Personnel policy revisions shall be presented as reports attached to resolutions. The report contains the new university policy and all background or explanatory information about the change in policy. The Academic Senate Faculty Affairs Committee chair (or designee) is responsible for presenting the policy proposal to the Academic Senate Executive Committee and to the Academic Senate. The Academic Senate Chair (or designee) may invite interested parties concerning the policy proposals to be present at the meetings where pulled proposals will be discussed. Items not removed from the consent agenda are considered approved on the meeting date of the consent agenda."



ARCH 4461: Senior Project: Architectural Thesis I (5), 1 discussion, 4 laboratories (existing course lessening requisites)	Reviewed and recommended for approval 05/11/2026	On the consent agenda 5/26/2026		
ASCI 2220 Animal Nutrition and Feeding (3), 2 lectures, 1 laboratory (existing course lessening prerequisites)	Reviewed and recommended for approval 05/05/2026	On the consent agenda 5/26/2026		
ASCI 4438 Systemic Animal Physiology (4), 3 lectures, 1 laboratory (existing course lessening prerequisites)	Reviewed and recommended for approval 05/05/2026	On the consent agenda 5/26/2026		
CHEM 3370 Marine Chemistry (3), 3 lectures (existing course lessening prerequisites)	Reviewed and recommended for approval 05/05/2026	On the consent agenda 5/26/2026		
CLA 3000 Career Readiness for CLA Majors (2), 2 lectures	Reviewed and recommended for approval 05/12/2026	On the consent agenda 5/26/2026		
CPE 4181 Machine Learning for Embedded Systems (3), 2 lectures, 1 activity	Reviewed and recommended for approval 05/01/2026	On the consent agenda 5/26/2026		
CSC 5888 Artificial Intelligence and Games (3), 3 lectures	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/26/2026		
DSCI 4401 Physical and Chemical Properties of Dairy Products (3), 2 lectures, 1 laboratory	Reviewed and recommended for approval 05/05/2026	On the consent agenda 5/26/2026		



(existing course lessening prerequisites)				
EDUC 4430 Learning to Teach PK-3 Science to Diverse Populations (3), 3 seminars	Reviewed and recommended for approval 05/10/2026	On the consent agenda 5/26/2026		
EDUC 4432 Inclusive Education in Pre-Kindergarten – 3rd Grade (PK-3) (2), 2 seminars	Reviewed and recommended for approval 05/10/2026	On the consent agenda 5/26/2026		
EDUC 4434 PK-3 Teaching Performance Assessment Seminar (2), 2 seminars	Reviewed and recommended for approval 05/10/2026	On the consent agenda 5/26/2026		
EE 4521 Vision-Based Robotic Manipulation (2), 2 lectures	Reviewed and recommended for approval 05/01/2026	On the consent agenda 5/26/2026		
EE 4521L Vision-Based Robotic Manipulation Laboratory (1), 1 laboratory	Reviewed and recommended for approval 05/01/2026	On the consent agenda 5/26/2026		
ERSC 4443: Applied Environmental Contaminant Transport (4), 3 lectures, 1 laboratory	Reviewed and recommended for approval 05/12/2026	On the consent agenda 5/26/2026		
(existing course lessening requisites)				
ES 3383 African Diaspora Studies (4), 4 lectures Upper-Division 4	GEGB reviewed and recommended for approval 03/30/2026 ASCC reviewed and recommended for approval 05/01/2026	On the consent agenda 5/26/2026		



ET 3344: Thermodynamics (3), 3 lectures Upper-Division 2/5	GEGB reviewed and recommended for approval 04/20/2026 ASCC reviewed and recommended for approval 05/01/2026	On the consent agenda 5/26/2026		
IME 1143: Introduction to Design and Manufacturing (2) 1 lecture, 1 laboratory (existing course lessening requisites)	Reviewed and recommended for approval 05/11/2026	On the consent agenda 5/26/2026		
IME 3330: Fundamentals of Manufacturing Engineering (4) 3 lectures, 1 laboratory (existing course lessening requisites)	Reviewed and recommended for approval 05/11/2026	On the consent agenda 5/26/2026		
IME 4417: Supply Chain and Logistics Management (4) 4 lectures (existing course lessening requisites)	Reviewed and recommended for approval 05/11/2026	On the consent agenda 5/26/2026		
ME 3360: Instrumentation and Measurement Systems (3), 2 lectures, 1 laboratory Upper-Division 2/5	GEGB reviewed and recommended for approval 05/10/2026 ASCC reviewed and recommended for approval 05/01/2026	On the consent agenda 5/26/2026		
ME 4460 Senior Design Project I (2), 2 laboratories (existing course lessening requisites)	Reviewed and recommended for approval 05/01/2026	On the consent agenda 5/26/2026		



NR 3319: Watershed Processes and Management (2), 2 lectures (existing course lessening requisites)	Reviewed and recommended for approval 05/12/2026	On the consent agenda 5/26/2026		
NR 3320: Watershed Processes and Management Laboratory (1), 1 laboratory (existing course lessening requisites)	Reviewed and recommended for approval 05/12/2026	On the consent agenda 5/26/2026		
NR/SS 4421: Wetlands (4), 3 lectures, 1 laboratory (existing course lessening requisites)	Reviewed and recommended for approval 05/12/2026	On the consent agenda 5/26/2026		
SS 4402: Soil, Compost, and Water Testing Enterprise (3), 3 supervision (existing course lessening requisites)	Reviewed and recommended for approval 05/12/2026	On the consent agenda 5/26/2026		
SS 4423: Environmental Soil and Water Chemistry (4), 3 lectures, 1 laboratory (existing course lessening requisites)	Reviewed and recommended for approval 05/12/2026	On the consent agenda 5/26/2026		
SS 4424: Environmental Soil Physics (4), 3 lectures, 1 laboratory (existing course lessening requisites)	Reviewed and recommended for approval 05/12/2026	On the consent agenda 5/26/2026		



CAL POLY
Academic Senate

Academic Senate Meeting – May 26, 2026 | Consent Agenda

Date item must be removed by: May 19, 2026

These items are found on the [Status of Proposals webpage](#), Proposals Outside of the Catalog Review Cycle.

2026.05.19 Academic Senate Update from the Office of the President

CSU Renews OpenAI Contract

We're pleased to share that the CSU has renewed the partnership with OpenAI and will continue offering ChatGPT Edu to students, faculty and staff. This decision was made after extensive evaluation and input from stakeholders across the system.

Artificial intelligence is rapidly transforming higher education, the workforce and the ways students learn and work. The CSU continues to invest in AI tools, training and responsible use practices so that students, faculty and staff are prepared to thrive in an AI-enabled future. The decision to renew the contract aligns with CSU Forward, allowing us to maintain continuity in curriculum, professional development and equitable access to AI tools across the system.

Commencement Ceremony: Honorary Degree and Presidential Medal Recipients

We are proud to bestow these honors to distinguished alumni and supporters during the upcoming 2026 Commencement:

- **William L. Frost**, Honorary Doctor of Humane Letters, Bailey College of Science and Mathematics
- **Mike Krukow**, Honorary Doctor of Humane Letters, Bailey College of Science and Mathematics
- **His Excellency Abdul Aziz Al Ghurair**, Honorary Doctor of Humane Letters, College of Engineering
- **Charles (Chuck) L. Harrington**, Presidential Medal of Excellence

The CSU Trustees award the Honorary Degree to individuals who have demonstrated excellence in areas that benefit CSU campuses, the state, nation, world and humanity. The Presidential Medal of Excellence is Cal Poly's highest honor, reserved for individuals who have made extraordinary and lasting contributions to the university and to society at large. It has only been granted a handful of times in Cal Poly history.

More details about the honorees will be shared in an upcoming Cal Poly Report.

Strategic Planning

We held an initial meeting with the Budget and Long-Range Planning Committee to discuss the next steps in refreshing the University Strategic Plan.

The current strategic plan was developed prior to the COVID-19 pandemic. While much of the vision remains relevant, it no longer fully reflects the breadth of the university's activities. As we celebrate our 125th anniversary and prepare for an ever-evolving future, we know that adaptability and effective planning are essential for continued success.

Refreshing and updating our strategic plan will allow us to align our priorities with the California State University's CSU Forward framework, the 2035 Campus Master Plan and to fully integrate the Cal Poly Maritime Academy into our goals and objectives. Our intent is to create a process to refresh the strategic plan that will be inclusive, grounded in shared governance, and mindful of the many initiatives currently underway across the university.

As part of the process, we will establish ongoing metrics and monitoring to ensure flexibility and accountability.

We will engage in preliminary planning over the summer and make a formal announcement about the planning process in the fall.

Save The Date: Fall Convocation

As you prepare for the end of the academic year and whatever endeavor summer holds for you, we ask that you mark your calendar for the Annual Fall Convocation. In line with the new semester-based calendar, **Convocation will be held at 2 p.m. on Monday, August 17 in the Performing Arts Center.**

Self-Support Program Proposal

A proposed self-support bachelor's degree pathway is intended to expand access for additional Cal Poly-eligible students. The program maintains an identical curriculum to the existing degree and incorporates high-impact, co-curricular experiences focused on global business leadership.

The financial model has been refined to ensure Pell-eligible students have comparable costs to state-support programs, with a budget framework that includes instructional costs, scholarships, student support services, and high-impact practices.

The university is finalizing program structure and pricing, completing financial aid assumptions, and advancing the proposal through campus review and approval processes, while developing a phased implementation timeline aligned with enrollment planning.

Senior Vice Provost Transition

Senior Vice Provost Daniel Grassian has accepted the position of provost at New York Institute of Technology, effective July 15, 2026. His last day at Cal Poly will be June 26. Daniel has provided significant leadership across Academic Affairs, advancing key priorities including WSCUC reaccreditation, Cal Poly Maritime Academy integration, the CSU Black Student Success Initiative, and the development of bachelor's degree pathway programs with local community colleges.

Mary Pedersen joined Academic Affairs as Interim Senior Vice Provost beginning May 21 and will assume leadership of the Senior Vice Provost portfolio and direct reports effective May 28. Mary brings extensive leadership experience and deep institutional knowledge, having previously served as interim provost and senior vice provost at Cal Poly. Most recently, she served at Colorado State University as provost and executive vice president, and as special advisor to the provost and interim director of the School of Education.

During the transition period, Daniel and Mary will work closely with the provost to ensure continuity in leadership, alignment of responsibilities, and sustained progress on division priorities.

Kennedy Library to Expand 24/7 Study Space for Last Week of Classes and Finals Week

In direct response to student requests, Kennedy Library plans to expand 24/7 study access during the last week of classes and finals week of spring quarter.

From June 1–11, the university plans to keep the entire Kennedy Library building open 24/7, including Levels 3–5, to provide students with additional study space during a high-demand period.

This expanded access is being made possible through close collaboration among the library, Academic Affairs, and Associated Students, Inc. (ASI). Academic Affairs appreciates ASI's partnership and advocacy in elevating student needs and helping identify expanded study space as a priority.

The Provost has endorsed this plan, which includes a preliminary cost estimate of approximately \$13,000 to provide the additional safety and security personnel required to support full-building 24/7 access during this period.

AI Factory Update

Cal Poly's AI Factory is now live, with hardware installed and configured in the data center in Building 14. Software configuration is currently underway remotely through Mark III Systems, the integration company supporting the project, and is expected to be complete by June 1.

Funded through a \$3 million investment from the Noyce School of Applied Computing, the AI Factory will bring large-scale AI computing capacity directly to campus. The system is powered by NVIDIA DGX B200 technology and is designed to support advanced model development, applied AI research, and project-based learning across disciplines.

Following the conclusion of spring term, NVIDIA-hosted workshops will be scheduled for faculty to learn how to use the system and explore the software, tools, and capabilities available through the platform. Additional communication will be shared over the summer regarding how faculty, staff and students can access the system and how its capabilities may be incorporated into curriculum, research, and other academic work.

Fulbright U.S. Scholar Awardees

Three Cal Poly faculty members have been awarded Fulbright U.S. Scholar Awards for the 2026 academic year, with an additional faculty member named as an alternate. The awardees are Natasha Neumann, associate professor and co-coordinator of the M.S. Educational Leadership and Administration Program, who will conduct research in Spain on multilingual learning, educational policy, leadership and teaching practices; David Askay, professor of communication studies, who will work in Japan on creative team collaboration and future student exchange infrastructure; and Jasmine Nation, professor in liberal studies, who will collaborate in Chile on place-based science education and teacher-led research. Clay McKell was named a Fulbright U.S. Scholar alternate to Austria for work on energy-efficient communication in Internet of Things systems. These honors reflect Cal Poly faculty's continued leadership in international research, teaching and collaboration.

BHEF Faculty Innovation Fellowship Recognition

Cal Poly faculty members David Askay, professor of Communication Studies, interim associate chair and faculty fellow with the Center for Innovation and Entrepreneurship, and Leida Chen, professor in the Management, Human Resources, and Information Systems Area in OCOB and an AI Faculty Fellow, have been selected as 2026 Fellows in the Business–Higher Education Forum (BHEF) Faculty Innovation Fellowship, a competitive national program focused on advancing student pathways and strengthening alignment between academic programs and workforce needs.

The BHEF Faculty Innovation Fellowship is a three-phase program that supports faculty in the design, development, and implementation of high-impact capstone projects. Through structured peer engagement, expert guidance, and employer partnership development, fellows build leadership and change-management capacity while advancing practices that extend beyond the classroom. The 2026 cohort includes 22 fellows from 20 institutions across 15 states, with a focus on innovations in AI skill development and work-integrated learning.

Dr. Askay and Dr. Chen will each develop capstone projects aimed at expanding applied learning opportunities, strengthening employer partnerships, and enhancing student preparation for a rapidly evolving workforce.

CSU Talent Exchange Grant Award

Cal Poly, in collaboration with CSU partners—Bakersfield, Channel Islands, Dominguez Hills, and Monterey Bay—has been selected for funding through the CSU Regional Pitch Contest to advance the CSU Talent Exchange (CSU-TX), an initiative designed to expand access to paid, high-impact experiential learning opportunities. The proposal was recognized for its strong cross-campus collaboration, alignment with the CSU Student Success Framework, and potential to improve student outcomes. The project will receive \$100,000 in grant funding to support initial implementation.

The CSU Talent Exchange addresses persistent barriers to equitable access to internships and early-career experiences by creating a more coordinated, systemwide approach. Employers recruiting across CSU campuses often encounter fragmented processes; this initiative will align systems, reduce administrative barriers, and implement a unified, employer-facing model to expand participation and opportunity.

Grant funding will support cross-campus convenings, shared system design, and pilot implementation to increase paid placements and strengthen employer engagement, with outcomes informing potential systemwide scalability.



Submitted by Steve Rein

1 - At the April/May 2026 ASCSU Plenary Chancellor Garcia yet again was not at the meeting, something that was typical before Chancellor Garcia started in the job.

2 - ASCSU election results for the 2026-2027 Officers (term is June 1 thru May 31):

- Incoming Chair: Adam Swenson (CSUN, Philosophy), current Vice Chair
- Incoming VC: Rob Collins (SFSU, American Indian Studies), currently ASCSU chair back 5 years ago.
- Incoming Secretary: Laura Talamante (CSUDH, History), currently in Fiscal and Governmental Affairs
- Incoming At Large 1: James Pitts (Fresno State, Criminal Justice), currently in Fiscal and Governmental Affairs
- Incoming At Large 2: Meghan O'Donnell (CSUMB, History), currently in Fiscal and Governmental Affairs
- Incoming Immediate Past Chair: Betsy Boyd (Chico, Entomology), current Chair

It is also worth noting that all of these elections were hotly contested with the median margin of victory being only 2 or 3 votes out of the 50+ votes cast.

3 - The Board of Trustees took Title V action to allow 3 90-unit "Bachelor's" degrees (one of which was a reinstatement of the 90 unit BEd.) from individual campuses if campus faculty propose such programs. The ASCSU was not generally happy with (as Trustee McGrory framed it) the "cheapening" of the bachelor's degree. How this will be possible without massive double counting of GE classes? This seems to be filling a gap between the Associates Degrees from a CCC and a 4-year BA that is more traditional for the CSU. This is yet another example of the Board of Trustees having an agenda item for action that was not preceded by the Chancellor's Office asking the ASCSU for input. Past Chancellors were more likely to engage with the faculty in advance to at least ask for and attempt to address concerns before they asked for board action.

4 - The May Revise is generally good from the CSU point of view in that it preserves the Governor's January budget for the CSU which was relatively close to the CSU ask back last September. Of chief interest: the governor seems intent on honoring the compact he made some years back even though it was pushed back somewhat. Also worth noting, the CSU seems more focused on pressing for one-time money than on an expansion in the base budget at this time because of the need to tackle some deferred maintenance and



because the legislature is more likely to budge on onetime costs than on an expansion in the base.

5 - Legislation update:

- [AB 2694 \(Alvarez\)](#) Oppose - Assembly 3rd Reading
- [SB 960 \(Cabalden\)](#) Oppose - Assembly Desk
- [AB 2301 \(Soria\)](#) Oppose - Assembly 3rd Reading
- [AB 2236 \(Berman\)](#) Oppose - Assembly 2nd Reading
- [AB 1858 \(Lowenthal\)](#) Support - Assembly 3rd Reading
- [SB 928 \(Cervantes\)](#) Support - Assembly Higher Education

Submitted by Dustin Stegner

Here's my update from Academic Affairs.

Dr. Leslie Kennedy (Assistant Vice Chancellor, Academic Technology Services) updated the Academic Affairs committee that all committees at the systemwide level that AVC Kennedy attends made the recommendation to continue with OpenAI's ChatGPT. The systemwide GenAI Committee is looking at a tool that combines Claude and Perplexity (Boodlebox). The committee chair requested that any reports be shared with AA, and AVC Kennedy agreed to do so.

**Board of Directors Legislation**

- Resolutions that have recently been passed by the Board of Directors:
 - Institutional Growth and “Learn By Doing” Ethos
 - Expanded Market Distribution of Cal Poly Creamery Products
 - Student Access to Faculty Office Hours

- Several resolutions are on their way to the ASI Board of Directors:
 - Cal Poly’s Micromobility Policy
 - Course Registration Efficiency and Timely Four-Year Graduation
 - ALPR Camera Surveillance on Campus

Year-Round Operations

- Students have expressed their concerns about Year-Round Operations, particularly around:
 - Club and Org Recruiting Timelines
 - Student Life Impact
 - Housing Leases for on-campus and off-campus
 - Majors that are going to be part of the YRO system

Civic Engagement

- ASI will promote voter registration through our Flex Your Right campaign throughout the month of May in preparation for the June 2nd election.
- The California University and College Engage the Vote Championship is a 10-week tournament through the CA Secretary of State’s office where California higher education campuses compete to achieve the highest combined percentage of students who register to vote and submit a plan to vote. Cal Poly has previously won several times, so we’re looking forward to competing this year!
- Last week, we held our First-Year Voter Drive, in which our volunteers knocked on doors in first-year residence halls to ensure students are registered to vote.

Academic Senate Meeting — Strategic Enrollment Management and Student Affairs Report

Meeting Date: May 26, 2026

Strong Demand and Expanded Access Drive 2026 Confirmations

Decision Day for Cal Poly resulted in 7,450 confirmations universitywide — a new institutional high including our new Solano campus, Cal Poly Maritime Academy. Results reflect continued alignment with campus enrollment goals, strong regional engagement, sustained national demand, and strategic efforts to expand access despite broader higher education enrollment pressures.

- Local engagement remained strong, with San Luis Obispo and Arroyo Grande among the top five feeder high schools.
- Cal Poly expanded access to transfers through two new Bachelor's Pathway programs at Allan Hancock College and a new partnership with Cuesta College.
- Nearly 17% of confirmations came from out of state and more than 20% from partner high schools, reflecting sustained demand and the continued strength of Cal Poly's outreach and recruitment partnerships.

Greek Week Raises Funds for Local Animal Shelter

Greek Week, hosted by Fraternity and Sorority Life in early May, brought together students, alumni and supporters for a week of philanthropy and community building. Through a combination of online fundraisers and in-person activities, the event raised \$2,280.20 for Woods Humane Society.

In addition to fundraising efforts, participants contributed to the local community through three service projects across San Luis Obispo. Students volunteered with City Farm SLO, Laurel Lane Community Garden and 40 Prado Homeless Services, demonstrating a continued commitment to service and civic engagement.

Throughout the week, chapters earned points by raising funds and participating in activities, including a popular Pie-a-President booth, leading to a friendly competition among councils. This year's winners included Chi Omega for the Panhellenic Council, Lambda Theta Alpha Latin Sorority, Inc. for the United Sorority and Fraternity Council, and Pi Kappa Phi for the Interfraternity Council.

Support the DRC During Finals Week

The Disability Resource Center (DRC) is preparing to support our students during spring 2026 finals week by coordinating and proctoring approximately 2,500 exams. To help ensure a smooth and successful testing experience, the DRC is seeking professional faculty and staff volunteers to assist throughout the week.

Volunteer responsibilities may include:

- Assisting with exam check-out and secure return of exams to professors.
- Monitoring testing rooms and supporting the testing environment.

As a thank you, volunteers will receive a \$25 bookstore gift card for each shift completed.

If you are interested in volunteering, please [sign up](#). A recorded training video and additional information will be sent to volunteers the week prior to finals week. Please reach out to drc@calpoly.edu with any questions.



ACADEMIC SENATE • SPRING 2026

LIBRARY REPORT

Supporting teaching, scholarship, student success, and stewardship of place

IN THIS REPORT...

**Library Collections
and Information
Resources**

**Study Space and
Student Support**

**Library Exhibits
and Installations**

**Integration
Updates**

The Library empowers engagement in open and informed inquiry, fosters lifelong learning, and provides the resources, tools, and skills needed to thrive in an evolving knowledge ecosystem.

LIBRARY COLLECTIONS: 2025-26

Library materials expenditures remain focused on teaching, learning, and scholarship

\$1.736M

Total FY2025-26
Expenditures on library
collections and information
resources

Spending mix



88%

Continuing Commitments

\$1,524,196

Databases, journals, standing orders, streaming media, platform fees

10%

One-Time Expenditures

\$169,284

Librarian selections, course support, ebook packages, one-time database/streaming purchases

2%

Maritime One-Time

\$42,988

Licensing fees and vendor charges to add Maritime Library to existing contracts/subscriptions

CSU ELECTRONIC CORE COLLECTION (ECC)

Systemwide resources that expand the library's collections and information resources

The ECC provides Cal Poly with access to 53 CSU-wide subscriptions representing an estimated \$520,234.88 in FTE-based value, fully funded by the Chancellor's Office through Lottery funds with no local campus contribution.

13

Multi-Disciplinary

JSTOR · Springer · Sage · ProQuest Academic Complete · EBSCO eBooks

27

Humanities & History

America: History & Life · History Vault · Indigenous Histories · Race Relations in America

7

Sciences & Health

Biological Abstracts · CINAHL Plus · ACS Legacy Archives · SCOAP3 Physics

6

Business & Law

ABI/INFORM · Business Source Premier · Westlaw Campus Research · Mergent Market Atlas

ECC resources help sustain broad research access while local collection dollars support campus-specific needs.

STUDENTS ARE BACK IN THE LIBRARY

Building use data point to strong, sustained demand for library spaces

4,992

average daily visits

Mon–Fri · 8 a.m.–8 p.m.

517 avg. number of
people in the library

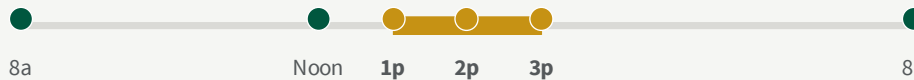
1,035 avg. peak
use

Busiest day: Mar. 17, 2026

Busiest time of day

1–3 p.m.

Library use builds through the morning and peaks in the early afternoon.



Busiest hours reported at 1 p.m., 2 p.m., and 3 p.m.

Key Points:

Students are using the renovated building as a central academic hub.

Use is strongest during the mid-day study window.

Sunday average daily visits are lower, but students who come tend to stay longer.

Sunday avg. visit length: 102 minutes

Additional indicators



74 min.

Average visit length



2nd floor

Average weekday use: 171



320

Highest average peak use on one floor

**Based on all Occuspace data collected between September 18, 2025, and May 1, 2026. Including when the library was closed for academic holidays and breaks.*

DIGITAL SCHOLARSHIP STUDIO

Our workshops build practical digital skills for research and creative work

18
unique
workshops

250+

registrants in 26 individual
workshops across
2025–26

Student-led and staff-supported

GIS & Mapping



- Intro to StoryMaps & GIS
- Map Design and Cartography
- Data Discovery for Your GIS Project
- Intro to Field Maps & GPS
- Contours for Architecture

Design Tools



- Intro to Figma
- Intermediate Figma
- Research Poster Design with Figma
- Intro to Adobe Illustrator
- Intro to Adobe Photoshop
- Poster Layout with Adobe InDesign
- Business Cards with Adobe InDesign

Data & Code



- Intro to the Command Line
- Intro to Git and GitHub
- Intro to GitHub Pages
- Intro to R and RStudio
- Effective Data Visualization

Research Methods



- Evidence Synthesis
- Digital Scholarship Project Showcase

For more information, visit: <https://library.calpoly.edu/research/digital-scholarship-studio>

LIBRARY EXHIBITS AND INSTALLATIONS

Library exhibitions and installations support teaching, student research, community memory, and campus partnerships

Fall 2025

Three Exhibitions

- Chicanos at Cal Poly: Who We Are and How We Show Up
- KCPR: The Magic of College Radio
- Narrative Echoes: Recent Acquisitions to the Print Collection

Winter 2026

Two Exhibitions

- Mawtini: Arab American Narratives of Home and Belonging
- In(Bound): Experiments in Bookmaking and Publication Design

Spring 2026

Four Exhibitions

- A Dream Interrupted: Life on a pre-incarceration Japanese American farmstead
- A Comix Code Authority Approved: History of Underground Comix
- Through a Diamond: Celebrating Japanese American Baseball
- Yes, And: Collaborative Architecture Drawings

CAL POLY MARITIME INTEGRATION

PROGRESS ACROSS TWO CAMPUSES

Careful, collaborative work is moving the libraries toward full integration.

STUDENT EXPERIENCE AT SEA

The Training Ship *Golden Bear* includes an onboard library that supports cadets' learning and well-being during Summer Sea Term, with GoPro cameras, iPads, books, board games, movies, and other materials available while at sea.



FITs established

Several Library Functional Integration Teams (FITs) are working collaboratively across both campuses.



Technical systems

Data cleanup, configuration, and workflow alignment are making excellent progress.



Policies & procedures

Teams are reviewing and aligning library procedures and policies, including CAP 270.



Websites

Sites operate in parallel next academic year; full integration begins AY 27–28.

KEY TAKEAWAYS

1

Collections remain strong

\$1.74M invested in FY2025-26 materials, with ongoing access to databases, journals, ebooks, streaming media, and core CSU-wide information resources.

2

Study spaces and library workshops are heavily used

Occupancy data and DSS attendance show clear demand for library spaces, tools, and skill-building support.

3

Maritime integration is on track

Collaborative progress across FITs, technical systems, policies, procedures, and website merger.

The library is serving students, faculty, and the community while building strategically toward the future.



2025-26 Program Review Annual Report

Academic program review is a key component of Cal Poly's commitment to programmatic excellence and continuous improvement. The faculty-led process is designed to support departments as they reflect on program effectiveness, recognize accomplishments, evaluate student success, and identify needed or desired program improvements. Program review focuses attention on academic quality and student learning; assists in the important tasks of resource allocation, strategic planning, and accreditation; and remains a crucial function as we complete semester conversion and integration with Cal Maritime.

About Program Review

- The program review process provides a chance for faculty to evaluate and enhance the quality and currency of programs; to identify distinct program-level strengths, challenges, and opportunities; and to invite experts in the discipline to provide peer review and evaluation.
- Program review allows program faculty to exhibit evidence of student learning and accomplishments and to demonstrate alignment with Cal Poly and CSU student success initiatives.
- As part of the program review process, programs are expected to identify and address equity gaps between different groups of students. This is done in part by studying disaggregated student data provided by Institutional Research and by the CSU Chancellor's Office.
- Outcomes of the program review process regularly include improvements such as: curricular redesign, the refinement of program learning outcomes and the assessment of student learning, the redesign of advising or other student support systems, and strategic reallocations of resources.
- Program review directly supports University Strategic Priority 2.2: Strengthen Our Portfolio of Academic Programs. It also supports several Academic Affairs Strategic Priorities: the Teacher-Scholar Model; Diversity, Equity, and Inclusion; and Transfer-Friendly Campus.
- Periodic program review has been required of all programs in the California State University system since 1971. (See [Policy 13180572](#).)
 - New degree programs must undergo an initial program review within five years of the launch of the program.
- The WASC Senior College and University Commission (WSCUC) requires systematic program review of all programs offered by the institutions that they accredit. (See [WSCUC Standards \[2023\]](#): Criteria for Review 2.4, 2.6, 4.1, and 4.3.)
 - WSCUC calls for the program review process to include an assessment of student learning outcomes, an external review of the program (of which a specialized accreditation is one form), and the use of program review results for continuous program improvement (i.e., an action plan).

What Does Program Review Consist Of?

- In March 2018, Cal Poly's Academic Senate approved [AS-845-18](#) Resolution on Academic Program Review. Under this resolution, academic program review at Cal Poly typically occurs over a seven-year cycle and includes:
 - a faculty-led self-study;
 - a peer review site visit, including at least two external reviewers;
 - the development of a strategic action plan followed by an action plan meeting with department faculty and staff, the college dean, the associate provost for Academic Innovations and Programs (AIP), the executive director of Academic Programs and Planning (APP), and the dean of Graduate Education (as applicable); and
 - the implementation and updating of the action plan.
- Annual reports (an action plan update, an essential student data review, and a program assessment report, as per AS-845-18) help programs stay on target with their stated goals, help them stay aware of enrollment and student success trends, and keep the colleges informed of their accomplishments and needs in these areas. APP's Program Improvement and Effectiveness SharePoint site is home to information about, and archives of, these reports.
- Accredited programs may be on a different cycle as determined by their accreditor.
 - Cal Poly synchronizes its internal (university-level) review cycle with that of the accreditor's external review.
 - Internal review will be in the form of a supplemental report that examines topics of interest to Cal Poly that a specialized accreditor may not require, such as disaggregated metrics of student success, Learn by Doing pedagogy, etc.

Program Review Support

- APP provides comprehensive oversight of the program review process for 107 degree and non-degree programs (a total which includes six programs housed on Solano Campus). This ensures alignment with Academic Senate Resolution AS-845-18, WSCUC accreditation standards, and CSU system requirements.
- APP continues to support program review via the Academic Program Review Learning Community, and to maintain and develop its Academic Program Review Learning Community SharePoint site, which provides various campus and external resources for programs undergoing review.
- Each year, APP reviews its program review processes and documents and makes strategic updates in an ongoing effort towards continuous improvement. Recent changes have included: an alignment of the report template with the needs of semester conversion; a centering of diversity, equity, and inclusion in the process; the prioritizing of graduate student research in the self-study; a new process for scheduling site visits; and a new focus on metrics and data in the action plan process.

Program Review Phases

Each review takes place in three phases over a two-year period; for example:

- Year 1: Self-Study (fall 2025 – fall 2026)
- Year 2: Site Visit (fall 2026 or early spring 2027)
- Year 2: Strategic Action Plan (spring 2027)

Completing Review: 2024-26 Cohort

The 20 programs in the 2024-26 cohort held site visits during this academic year and will soon complete the program review cycle when their strategic action plans are approved.¹

CAFES

- Master of Agricultural Education
- BS Dairy Science
- Dietetic Internship*
- MS Environmental Sciences and Management
- MS Food Science
- BS Nutrition
- BS Recreation, Parks and Tourism Administration*
- BS Wine and Viticulture

CAED

- BS City and Regional Planning*
- Master of City and Regional Planning* (including a concurrent MCRP + MS Civil and Environmental Engineering, with Specialization in Transportation Planning)

CLA

- BS Anthropology and Geography
- BS Child Development
- BA Political Science
- BS Psychology
- Master of Public Policy
- BA Sociology
- BA Theatre Arts

BCSM

- BS Biochemistry
- MS Biological Sciences
- BS Chemistry

¹ Accredited programs are noted throughout this report with an asterisk.

Under Way: 2025-27 Cohort

The 20 programs in the 2025-27 cohort are preparing self-study reports during this academic year and will host site visits and prepare strategic action plans during the 2026-27 academic year. The cohort includes 19 baccalaureate programs and one master's program. Notably, 19 of the programs in this cycle are accredited.

CAFES

- BS Agricultural Systems Management*
- BS BioResource and Agricultural Engineering*

CAED

- BS Architectural Engineering*
- BS Construction Management*
- Bachelor of Landscape Architecture*

CENG

- BS Aerospace Engineering*
- BS Biomedical Engineering*
- BS Civil Engineering*
- BS Computer Engineering*
- BS Computer Science*
- BS Electrical Engineering*
- BS Environmental Engineering*
- BS Industrial Engineering*
- BS Manufacturing Engineering*
- BS Materials Engineering*
- BS Mechanical Engineering*
- BS Software Engineering*

CLA

- BFA Art and Design*
- BS Journalism*
- MS Psychology

Next Cycle: 2026-28 Cohort

The next review cycle cohort is scheduled to comprise 11 baccalaureate programs (including two housed on Solano Campus) and one master's program. Programs beginning the review cycle in fall 2026 will be formally notified by August 2026.

BCSM

- BS Biological Sciences
- BS Liberal Studies

- BS Microbiology
- BS Oceanography (Solano Campus)
- MS Polymers and Coatings Science

CAFES

- BS Environmental Earth and Soil Sciences
- BS Plant Sciences

CENG/CLA

- BS Liberal Arts and Engineering Studies

CLA

- BA Comparative Ethnic Studies
- BA International Strategy and Security (Solano Campus)
- BA Philosophy
- BA Spanish

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

AS-XXXX-26

RESOLUTION ON UFPP 12.2 Office Hours

Impact on Existing Policy: Supersedes current policy in UFPP 12.2 established by AS-886-20 and AS-929-22.

- 1 WHEREAS, Remote conferencing tools continue to be effective for scheduling
2 meetings with students; and
3
- 4 WHEREAS, Weekly faculty workload will change when Cal Poly implements its
5 semester calendar in ways that are hard to assess in advance of the
6 implementation of the semester calendar; and
7
- 8 WHEREAS, Most 4-unit quarter lecture classes will convert to 3-unit semester unit
9 classes; and
10
- 11 WHEREAS, The current office hour policy scaled office hours for less than full-time
12 workload in increments set by the standard unit count for most lecture
13 classes; and
14
- 15 WHEREAS, Feedback from ASI indicates overwhelming support for maintaining a full-
16 time minimum requirement of four office hours; and
17
- 18 WHEREAS, Colleges can best determine whether or not there is any need for faculty
19 with instructional assignments reduced to zero units to hold office hours;
20 and
21
- 22 WHEREAS, The utility of a general directory of faculty office hours (as recommended
23 in AS-886-20) remains; therefore be it
24
- 25 RESOLVED: That UFPP 12.2 be revised effective Fall 2026 according to the attached
26 documents; and be it further
27
- 28 RESOLVED: That colleges and departments update their office hours policies to
29 conform with the revisions to UFPP 12.2; and be it further
30

- 31 RESOLVED: That, when published on the Academic Programs and Planning website,
32 the scaling of the office hours to instructional workload shall be
33 translated into both minutes and credit hours; and be it further
34
- 35 RESOLVED: That, no earlier than AY 2028-29, the Academic Senate Faculty Affairs
36 Committee engages with colleges to determine any need for revisions to
37 office hour policies based on college or department level exceptions
38 allowed by UFPP 12.2.12; and be it further
39
- 40 RESOLVED: That Cal Poly prioritize the development of a directory of faculty office
41 hours accessible within the portal.

Proposed by: Academic Senate Faculty Affairs Committee
Date: May 16, 2026

**UFPP 12.2 Office Hours
Proposed Revisions
Spring 2026**

EXECUTIVE SUMMARY: The Academic Senate Faculty Affairs Committee (FAC) proposes revisions to the university office hour policy.

BACKGROUND: The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, the Solano campus, Academic Affairs, and a student representative. FAC employs a standard 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. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies or addition of administrative memos to the UFPP Appendix on the Senate consent agenda.

Summary

This proposed policy revises three areas of UFPP 12.2 Office Hours.

This proposed revision strengthens the distinction between ad hoc appointments with students and scheduled office hours to clarify that scheduled office hours cannot wholly or in part be met simply by a vague willingness to meet for appointments. Office hours are scheduled on definite and regular days and times, with an obligation to meet ad hoc with students remaining as an instructional duty distinct from scheduled office hours.

This proposed revision modifies the scaling of required office hours to instructional appointments. All faculty regardless of classification would use one common scale for scheduling of office hours. An office hour remains defined as a 50-minute credit hour. Faculty teaching from 1 to 3 WTU are required to schedule one office hour. Faculty teaching 4-6 WTU are required to schedule two office hours, faculty teaching 7-9 WTU are required to hold three office hours, and faculty teaching more than 9 WTU are required to schedule four office hours.

This proposed revision removes a requirement that tenure-line faculty with instructional assignments reduced to zero WTU hold a minimum of one office hour if they are also supervising students. Removing this university level policies leaves that matter to colleges or departments to sort out as they see fit.

Aspects of the office hour policy that remain unchanged include the allowance of faculty choice of online or in-person office hours, the requirement that colleges formulate their own office hour policies in compliance with requirements and limitations of the university office hour policy, and the allowance of colleges to formulate and implement exceptions to the office hour policy.

**UFPP 12.2 Office Hours
Proposed Revisions
Spring 2026**

Impact on Existing Policy

UFPP 12.2 contains the university office hour policy as a subchapter of UFPP 12: Workload. UFPP 12.2 was established by AS-886-20 and revised by AS-929-22. The attached policy text would revise portions of UFPP 12.2. Colleges (and any departments with their own office hour policies) would need to revise their office hour policies to conform with UFPP 12.2.

Implementation

FAC proposes implementation beginning Fall 2026 to correspond with the change to a semester calendar and to provide time for colleges (and any affected departments) to revise their policies to conform with these revisions.

Consultation

Consultation on this policy revision initially coincided with the policy moving through the Senate starting November 4, 2025. During that period colleges and departments, and ASI could direct their opinions about this proposal directly to the FAC chair, to their FAC representative, and/or to their Senate representatives, however they saw fit to do so, which is not unusual for policy revision. The resolution for these policy revisions went to the Senate on 11/18/26 and returned to the Senate on 1/13/26 without revision so senators would have at least two airings on the Senate floor before senators would decide to move the resolution to second reading for a vote. During this period senators, department heads/chairs from across the university, and the CLA College Council (i.e. dept chairs, dean, associate deans) engaged in a mix of email and direct in person consultation on the policy revisions. Nearly all opinions about the revisions already had been considered in FAC deliberations that led to the development of the policy revisions as FAC had offered to the Senate.

At the 11/4/25 Senate Executive Committee meeting that initiated the consultation on these revisions, the FAC chair directly addressed the two ASI representatives encouraging them in particular to take this consultation process seriously and to engage directly with FAC with their questions, concerns, and recommendations, as well as express their concerns in the Senate meetings when these revisions would be deliberated. The ASI representative to FAC also engaged with ASI seeking feedback for the committee. ASI leadership did not engage directly with FAC despite these urgings, though they did air their concerns on the Senate floor. Other senators expressed similar concerns.

At the 1/13/26 Senate meeting, after some senators and the ASI representatives expressed concerns, while other senators expressed support, and the FAC chair directly engaged with all this feedback, senators moved the proposal to second reading, implemented some amendments to the resolution that imposed some additional clarity on matters about the meaning and subsequent publication of the office hour policy. This effort to approve the resolution came so near to the end of the Senate meeting that the Senate needed to take action to extend the meeting length to accommodate for the voting

**UFPP 12.2 Office Hours
Proposed Revisions
Spring 2026**

procedure. None of this needed to happen at that Senate meeting since the resolution could have just remained at first reading until the next scheduled Senate meeting. Nevertheless, the Senate approved amendments and voted by a margin of approximately 3.5:1 in favor.

President Armstrong's response memo to the resolution that underwent the process described above is included in this report as an attachment. In his response to the resolution, Pres. Armstrong expressed that while he does "fully appreciate the faculty's revisions to the Office Hour Policy," the revisions to the policy needed to follow "a fuller consultation with the student body." And so, Pres. Armstrong did not approve the resolution, and his grounds were insufficient consultation. In particular, Pres. Armstrong encourages in his words "meaningful student engagement, including outreach beyond formal committee representation."

This revision therefore returned to the faculty and to ASI in the form in which the Senate voted to support it, but with that vote no longer as binding. Consultation renews from this condition, and this time ASI must take their role in direct consultation seriously and engage with FAC. Faculty also are encouraged to renew consultation with the standard open invitation from colleges, senators, faculty, department chairs/head, etc. to engage with FAC on this proposed revision to Cal Poly's office hour policy.

ASI leadership met with the FAC chair and the Senate chair to reestablish consultation. ASI leadership then attended one FAC meeting to hear from FAC members and to provide ASI's opinions and suggestions about the office hour policy. The ASI Board of Directors invited the FAC chair to attend a workshop where the FAC chair explained the background to the office hour policy, and board of directors' members asked questions and provided copious feedback on the policy. All this feedback informed revision to the proposed office hour policy as it returns to the Senate still in first reading.

What follows are:

- **the revised policy text for UFPP,**
- **a copy showing revisions from current policy,**
- **a copy of current policy on the SLO campus (which can be seen in the current version of UFPP posted to the Academic Personnel website),**
- **a copy of current office hour policy on the Solano campus,**
- **summaries of office hour policies for CSU campuses,**
- **AS-1000-26 Response to Resolution on UFPP 12.2 Office Hours**
- **Response to AS-886-20 - Resolution on University Faculty Personnel Policies Subchapter 12.2 - Office Hours**

12.2. Office Hours

- 12.2.1. Policy in 12.2 established by AS-886-20 and revised by AS-929-22 and AS-XXX-26. This policy supersedes the previous university policy on office hours originally in CAM 370.2.
- 12.2.2. Cal Poly's Educational Mission: "Cal Poly is committed to excellence in teaching and learning. In all disciplines, we seek to provide a student-centered, learner-focused education, facilitated by a low student-teacher ratio in classes conducted primarily by full-time, regular faculty. The cornerstone of our educational philosophy is our commitment to Learn by Doing whereby classroom instruction is complemented by practical, hands-on learning in the laboratory, the studio, and the field." (Cal Poly Catalog)
- 12.2.3. Each faculty member must schedule and conduct office hours each week for consultation with students. One-on-one, direct, personal engagement between students and their instructors and faculty advisors in regularly scheduled office hours is a vital means of contributing to the student-centered mission of Cal Poly.
- 12.2.4. Asynchronous communication (e.g. email) with students and ad hoc appointments to meet with students are expected normal instructional duties distinct from scheduled office hours. While scheduled office hours may be conducted by appointments, the normal instructional duty of holding ad hoc appointments with students and engaging in normal asynchronous communication with students is not a replacement for the duty of holding scheduled office hours.
- 12.2.5. An office hour is one credit hour (i.e. 50 minutes) of regularly scheduled time for faculty to be available to meet on regularly scheduled days and times.
- 12.2.6. Faculty with instructional assignments shall hold scheduled office hours scaled to their instructional assignments. Scheduled office hours should be held during the days and times when classes are normally scheduled, distributed across days and at times suited to the needs of students. During final exam week office hours may be rescheduled as necessary, and should be suited to the needs of the students served in the instructional assignment.
- 12.2.7. Colleges that assign duties warranting the holding of office hours shall include office hour policies in their personnel policies documents.

12.2.8. Scheduled instructional office hours

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

Instructional WTU	Office Hours	Credit Hour Minutes
1 to 3 WTU	1	50
4 to 6 WTU	2	100
7 to 9 WTU	3	150
More than 9 WTU	4	200

- 12.2.8.2. Faculty receiving assigned time for teaching large format classes shall schedule office hours according to the total WTU for the instructional assignment and assigned time related to that course.
- 12.2.8.3. If colleges or departments have any further provisions about the scheduling of office hours, those provisions shall be defined in their personnel policy document.

12.2.9. Scheduled advising office hours

- 12.2.9.1. Assigned time for advising duties may have an amount of office hours defined as part of the advising function. Any advising office hours attached to assigned time shall be determined by the instructional unit that issues the assigned time and specified in the assignment. Office hours for advising duties earning assigned time contribute to the total office hour obligation of the faculty member.
- 12.2.9.2. Department chair and head responsibilities shall include the requirements for the scheduling of advising office hours required for their assignment. Colleges shall determine the minimum office hours required for department chairs and heads.

12.2.10. Mode of office hours

- 12.2.10.1. The mode of scheduled office hours should meet the needs of students for the instructional or advising function that requires the scheduling of the office hours.
- 12.2.10.2. Acceptable modes of holding scheduled office hours include office hours held in-person or held synchronously online using technology readily available to the campus community and generally available to the students served by the office hours (e.g. Zoom).
- 12.2.10.3. Scheduled office hours held in-person should be in the faculty member's office or some other definite and regular location.
- 12.2.10.4. Colleges and departments shall specify in their office hour policies any general allowances or requirements for alternate locations or synchronous online modes of conducting office hours.

12.2.11. Notification

- 12.2.11.1. Office hours shall be posted by the beginning of the second week of instruction in faculty listings on department websites. Colleges and instructional units can determine additional ways for posting office hours that conspicuously and conveniently inform the university community of when and where office hours shall be conducted, such as common boards at department offices, on placards near faculty offices, or other online directories.
- 12.2.11.2. If the university adopts a standard online directory generally accessible to the university community that is capable of presenting faculty schedules, then office hours should be posted in such an online directory.
- 12.2.11.3. Faculty should notify enrolled students and department administrators and administrative support staff of any need to cancel, reschedule, or relocate office hours in a timely manner appropriate to the needs of the students served by those office hours.

12.2.12. Exceptions

- 12.2.12.1. Exceptions to the policies about the scheduling of instructional and advising office hours should coordinate the needs of the instructor and the students given the nature of the instructional or advising assignment.
- 12.2.12.2. Exceptions require department chair/head and college dean approval.
- 12.2.12.3. Exceptions should be temporary and specific.
- 12.2.12.4. Exceptions that extend beyond a specific instructor's temporary needs should be treated as a basis for revisiting the college or department office hour policies.

- 12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.

12.2. Office Hours

- 12.2.1. Policy in 12.2 established by AS-886-20 and revised by AS-~~829929~~-22 and AS-~~XXX-26~~. This policy supersedes the previous university policy on office hours originally in CAM 370.2.
- 12.2.2. Cal Poly's Educational Mission: "Cal Poly is committed to excellence in teaching and learning. In all disciplines, we seek to provide a student-centered, learner-focused education, facilitated by a low student-teacher ratio in classes conducted primarily by full-time, regular faculty. The cornerstone of our educational philosophy is our commitment to Learn by Doing whereby classroom instruction is complemented by practical, hands-on learning in the laboratory, the studio, and the field." (Cal Poly Catalog)
- 12.2.3. Each faculty member must schedule and conduct office hours each week for consultation with students. One-on-one, direct, personal engagement between students and their instructors and faculty advisors in regularly scheduled office hours is a vital means of contributing to the student-centered mission of Cal Poly.
- 12.2.4. Asynchronous communication (e.g. email) with students and ad hoc appointments to meet with students are expected normal instructional duties distinct from scheduled office hours. While scheduled office hours may be conducted by appointments, the normal instructional duty of holding ad hoc appointments with students and engaging in normal asynchronous communication with students is not a replacement for the duty of holding scheduled office hours.
- 12.2.5. An office hour is one credit hour (i.e. 50 minutes) of regularly scheduled time for faculty to be available to meet on regularly scheduled days and times.
- 12.2.6. Faculty with instructional assignments shall hold scheduled office hours scaled to their instructional assignments. Scheduled office hours should be held during the days and times when classes are normally scheduled, distributed across days and at times suited to the needs of students. During final exam week office hours may be rescheduled as necessary, and should be suited to the needs of the students served in the instructional assignment.
- 12.2.7. Colleges that assign duties warranting the holding of office hours shall include office hour policies in their personnel policies documents.

12.2.8. Scheduled instructional office hours

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

~~12.2.8.1.~~

Instructional WTU	Office Hours	Credit Hour Minutes
1 to 5-3 WTU	1	<u>50</u>
6-4 to 10-6 WTU	2	<u>100</u>
7 to 9 WTU	<u>3</u>	<u>150</u>
More than 10-9 WTU	<u>34</u>	<u>200</u>

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

- ~~12.2.8.3. Tenure-line faculty whose instructional assignments have been reduced to zero WTU but who are involved in research or other projects involving supervision~~

~~of students shall hold a minimum of one regularly scheduled in-person office hour.~~

~~12.2.8.4-12.2.8.3.~~ If colleges or departments have any further provisions about the scheduling of office hours, those provisions shall be defined in their personnel policy document.

12.2.9. Scheduled advising office hours

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

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

12.2.10. Mode of office hours

12.2.10.1. The mode of scheduled office hours should meet the needs of students for the instructional or advising function that requires the scheduling of the office hours.

12.2.10.2. Acceptable modes of holding scheduled office hours include office hours held in-person or held synchronously online using technology readily available to the campus community and generally available to the students served by the office hours (e.g. Zoom).

12.2.10.3. Scheduled office hours held in-person should be in the faculty member's office or some other definite and regular location.

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

12.2.11. Notification

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

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

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

12.2.12. Exceptions

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

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

- 12.2.12.3. Exceptions should be temporary and specific.
- 12.2.12.4. Exceptions that extend beyond a specific instructor's temporary needs should be treated as a basis for revisiting the college or department office hour policies.
- 12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.

12.2. Office Hours

- 12.2.1. Policy in 12.2 established by AS-886-20 and revised by AS-829-22. This policy supersedes the previous university policy on office hours originally in CAM 370.2.
- 12.2.2. Cal Poly's Educational Mission: "Cal Poly is committed to excellence in teaching and learning. In all disciplines, we seek to provide a student-centered, learner-focused education, facilitated by a low student-teacher ratio in classes conducted primarily by full-time, regular faculty. The cornerstone of our educational philosophy is our commitment to Learn by Doing whereby classroom instruction is complemented by practical, hands-on learning in the laboratory, the studio, and the field." (Cal Poly Catalog)
- 12.2.3. Each faculty member must schedule and conduct office hours each week for consultation with students. One-on-one, direct, personal engagement between students and their instructors and faculty advisors in regularly scheduled office hours is a vital means of contributing to the student-centered mission of Cal Poly.
- 12.2.4. Asynchronous communication (e.g. email) with students and ad hoc appointments to meet with students are expected normal instructional duties distinct from scheduled office hours.
- 12.2.5. An office hour is one credit hour (i.e. 50 minutes) of regularly scheduled time for faculty to be available to meet on regularly scheduled days and times.
- 12.2.6. Faculty with instructional assignments shall hold scheduled office hours scaled to their instructional assignments. Scheduled office hours should be held during the days and times when classes are normally scheduled, distributed across days and at times suited to the needs of students. During final exam week office hours may be rescheduled as necessary, and should be suited to the needs of the students served in the instructional assignment.
- 12.2.7. Colleges that assign duties warranting the holding of office hours shall include office hour policies in their personnel policies documents.

12.2.8. Scheduled instructional office hours

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

<i>Instructional WTU</i>	Lecturer	Tenure-Line
<i>> 0 up to and including 4</i>	1 office hour	2 office hours
<i>> 4 up to and including 8</i>	2 office hours	3 office hours
<i>> 8 up to and including 12</i>	3 office hours	4 office hours
<i>> 12</i>	4 office hours	

- 12.2.8.2. Faculty receiving assigned time for teaching large format classes shall schedule office hours according to the total WTU for the instructional assignment and assigned time related to that course.
- 12.2.8.3. Tenure-line faculty whose instructional assignments have been reduced to zero WTU but who are involved in research or other projects involving supervision of students shall hold a minimum of one regularly scheduled in-person office hour.
- 12.2.8.4. If colleges or departments have any further provisions about the scheduling of office hours, those provisions shall be defined in their personnel policy document.

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- 12.2.9.1. Assigned time for advising duties may have an amount of office hours defined as part of the advising function. Any advising office hours attached to assigned time shall be determined by the instructional unit that issues the assigned time and specified in the assignment. Office hours for advising duties earning assigned time contribute to the total office hour obligation of the faculty member.
- 12.2.9.2. Department chair and head responsibilities shall include the requirements for the scheduling of advising office hours required for their assignment. Colleges shall determine the minimum office hours required for department chairs and heads.

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- 12.2.10.1. The mode of scheduled office hours should meet the needs of students for the instructional or advising function that requires the scheduling of the office hours.
- 12.2.10.2. Acceptable modes of holding scheduled office hours include office hours held in-person or held synchronously online using technology readily available to the campus community and generally available to the students served by the office hours (e.g. Zoom).
- 12.2.10.3. Scheduled office hours held in-person should be in the faculty member's office or some other definite and regular location.
- 12.2.10.4. Colleges and departments shall specify in their office hour policies any general allowances or requirements for alternate locations or synchronous online modes of conducting office hours.

12.2.11. Notification

- 12.2.11.1. Office hours shall be posted by the beginning of the second week of instruction in faculty listings on department websites. Colleges and instructional units can determine additional ways for posting office hours that conspicuously and conveniently inform the university community of when and where office hours shall be conducted, such as common boards at department offices, on placards near faculty offices, or other online directories.
- 12.2.11.2. If the university adopts a standard online directory generally accessible to the university community that is capable of presenting faculty schedules, then office hours should be posted in such an online directory.
- 12.2.11.3. Faculty should notify enrolled students and department administrators and administrative support staff of any need to cancel, reschedule, or relocate office hours in a timely manner appropriate to the needs of the students served by those office hours.

12.2.12. Exceptions

- 12.2.12.1. Exceptions to the policies about the scheduling of instructional and advising office hours should coordinate the needs of the instructor and the students given the nature of the instructional or advising assignment.
- 12.2.12.2. Exceptions require department chair/head and college dean approval.
- 12.2.12.3. Exceptions should be temporary and specific.
- 12.2.12.4. Exceptions that extend beyond a specific instructor's temporary needs should be treated as a basis for revisiting the college or department office hour policies.

- 12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.



Faculty Office Hours Policy

Policy Number:	AA-01-003
Policy Administrator:	Provost
Policy Initiator:	Provost
Authority:	Office of Provost
Effective Date:	07/01/2023
Revised Date:	
Approved, Provost:	Provost, Lori Schroeder
Approval Signature Provost and VP of AA:	/s/
Approved:	President Cropper
Approval Signature:	/s/

Faculty Office Hours Policy

This policy applies to all instructional faculty teaching credit bearing courses including those on the faculty early retirement program (FERP) during the semester/s of active employment.

Purpose:

The purpose of regularly scheduled faculty office hours is to provide an opportunity for appropriate and necessary cadet-faculty interactions outside the classroom as part of faculty's instructional assignment, in accordance with CBA Article 20.1b.

Number of Office Hours:

Each instructional faculty shall schedule and be available for at least two regularly scheduled office hours each week to a maximum of four hours. Faculty teaching fewer than 3 WTUs shall hold at least one regularly scheduled office hour. The requirement of the office hour cannot be met just by stipulating "by appointment only." No office hours are required during the final exams' week. For classes (such as boat classes, machine shop and welding, ship plant operations) that meet in multiple sections (at least 3 sections per week) and longer hours in a day (at least 3 hours per day), office hours are at the discretion of the instructor.

In addition, to maximize convenient and timely opportunities for cadet-faculty interactions, faculty are encouraged to provide reasonable opportunities for such interaction by appointment (either in-person or online) at mutually convenient times.

Modality:

Faculty members shall schedule at least one hour of their total number of office hours consistent with the mode/s of instruction e.g., in-person, online, hybrid. The in-person office hours shall be conducted in the faculty member's designated office or in a classroom on campus (or other appropriate location, such as the library and outdoor spaces) that is convenient to students. Any additional office hours can be in any modality as per the convenience of the faculty.

Communication:

Office hours, including schedule, location, and contact information, shall be listed on the syllabus for each course. The faculty member's office hours must also be submitted to the school dean's office and posted, along with faculty email address, near the faculty member's office by the end of the second week of instruction. In the case of library faculty, office hours must be submitted to the library dean.

Cancellation:

Faculty shall notify their students, and school admin analyst either in person or by email or phone in the event they are unable to meet scheduled office hours. A notice shall be posted on the faculty member's office door when office hours are canceled or moved to an online modality. Repeated failure to adhere to this policy is a breach of professional responsibility.

Exceptions:

Any exceptions to this policy shall be subjected to the approval of the appropriate school dean in consultation with department chair and the instructor. In case of unforeseen situations (such as pandemic, catastrophe, or any crisis), campus wide measures and union MOUs will override this policy.

Campus	Full time Minimum Scheduled Office Hours	Office Hour Policy Summary
Long Beach	1	1 hour per 3 WTU. Minimum 1 in-person hour, scaled, with alternatives beyond 1 scheduled office hour including responding to email.
San Jose	2	FT: 2 office hours; scaled by workload to min of 1
Los Angeles	2	2 office hours >6 units; 1 office hour ≤6 units
East Bay	2	FT : 2 office hours, scaled to minimum of 1
Monterey Bay	2	FT : 2 office hours, scaled per 6 WTU
Fullerton	3	FT: 3 office hours, minimum 1 with teaching assignment; expectation of appointments beyond office hours
Northridge	3	1 office hour per 3 units of instruction; Max 4; reduced to 3 if instructional load is 9 or 12 units, and faculty spends at least an hour on email.
Fresno	3	5 office hours, scaled for PT/AT; min 2 office hours <4 units taught; 60% scheduled, 40% email (etc), so FT min 3 office hours scheduled
Humboldt	3	FT: 3 office hours; scaled by instructional assignment
San Marcos	3	FT: 3 office hours, scaled "one hour per class"
Channel Islands	3	FT (12 or more WTU): 3 office hours; 9-12 WTU: 2 office hours; <9 WTU 1 office hour
San Francisco	3	FT: 3 office hours; scaled 20 min per WTU
Sonoma	3	FT: 3 office hours; scaled 15 min per WTU
Cal Poly (SLO & Solano) New	3.33 (200 min)	FT: 4 office hours; defined by 50 minute credit hour; scaled per 3 WTU up to 12 or more WTU
Cal Poly Current	3.33 (200 min)	FT: 4 office hours; defined by 50 minute credit hour; Lec scaled 1-4 office hours in 4 WTU increments, TT scaled 2-4 office hours in 4 WTU increments
San Bernardino	3.75 (225 min)	15 min per WTU up to 225 minutes of office hour time
Maritime Current	4	FT: 4 office hours. PT 2-4, scaled. Exception for faculty teaching <3WTU to hold 1 office hour
Pomona	4	FT: 4 office hours over two days. PT 20min per 1WTU up to 4 hours. Virtual proportional to class modality
Chico	4	20 min per WTU up to 240 minutes of office hours
Bakersfield	5	FT: 5 office hours; scaled for PT
Dominguez Hills	5	FT: 5 office hours; scaled per 3 units of instruction
Stanislaus	Unknown	No policy found; Survey of English Dept. faculty roster shows many faculty holding 2 office hours, and some holding more than 2.
San Diego	Unspecified	Required, but no minimum specified



OFFICE OF THE PRESIDENT

MEMORANDUM

To: Jerusha Greenwood
Chair, Academic Senate

Date: February 25, 2026

From: Jeffrey D. Armstrong
President

Copies: Al Liddicoat
Jennifer Haft
Simone Aloisio
Ken Brown
Office of the Provost
University Personnel
Academic Personnel
Academic Programs and Planning
Academic Deans

Jeffrey D. Armstrong

Subject: Response to AS-1000-26 Resolution on UFPP 12.2 Office Hours

By way of this memo, I acknowledge the above-entitled Academic Senate resolution and thank the Academic Senate and Faculty Affairs Committee for their attention to this matter.

I fully appreciate the faculty's revisions to the Office Hours Policy, but I cannot approve or accept the above resolution or proposed revisions to the University Faculty Personal Policies (UFPP).

As a university, we share values of consultation as an aspect of shared governance when possible and appropriate. The development of our university policies that may impact the success of our students and their progress to degree therefore should include a fuller consultation with the student body. As well, feedback I have received from student leadership following the passage of this resolution indicates that a more robust consultation with students was not performed as part of the development of these proposed changes.

In the interest of reinforcing shared governance and ensuring that policies affecting student access and success are informed by those most directly impacted, I encourage the Faculty Affairs Committee and the Academic Senate to reconsider the process used for this revision and to re-engage the matter through fuller consultation and meaningful student engagement, including outreach beyond formal committee representation. I remain committed to working collaboratively with the Senate, FAC, and ASI Board of Directors to develop an approach that reflects our shared values and results in a policy process that is both broadly inclusive and well-grounded.



OFFICE OF THE PRESIDENT

MEMORANDUM

To: Dustin Stegner
Chair, Academic Senate

Date: February 20, 2020

From: Jeffery D. Armstrong
President

Copies: Mary Pedersen
Al Liddicoat
Amy Fleischer
Andy Thulin
Christine Theodoropoulos
Dean Wendt
Philip Williams
Kathryn Rummell
Ken Brown
Patrick O'Sullivan

Subject: Response to AS-886-20 Resolution on University Faculty Personnel Policies
Subchapter 12.2: Office Hours

I am pleased to endorse the above-entitled Academic Senate resolution with the caveat that efforts to identify a mechanism to schedule and display office hours for all faculty on campus need to transpire. This yet to be identified mechanism may require a third party software solution or support for the development of a custom solution which would require additional time and funding to implement.

Colleges as well as the library are encouraged to revise their personnel policy documents to align with Subchapter 12.2 of the University Faculty Personnel Policies (UFPP) as outlined in this resolution and supporting documentation.

Please express my appreciation to the Academic Senate members and the Academic Senate Faculty Affairs Committee for their attention to this important curricular matter.

Adopted: February 11, 2020

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

AS-886-20

**RESOLUTION ON UNIVERSITY FACULTY PERSONNEL POLICIES
SUBCHAPTER 12.2: OFFICE HOURS**

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

- 1 WHEREAS, Cal Poly’s office hour policy was last updated in 1980; and
2
- 3 WHEREAS, Office hours in the form of regularly scheduled, direct, and immediate
4 interaction with students remains integral to Cal Poly’s instructional
5 mission; and
6
- 7 WHEREAS, Improvements in online communication with students has reduced
8 some of the need for office hours; and
9
- 10 WHEREAS, Online and hybrid forms of course delivery especially warrant the use
11 of synchronous online modes of office hours; and
12
- 13 WHEREAS, Online directories of office hours and teaching schedules facilitate the
14 communication of office hour availability to students and the rest of
15 the university community; and
16
- 17 WHEREAS, Office hour policies should be flexible to accommodate for varying
18 needs of instructors and differences in the ways faculty interact with
19 students in various instructional settings across the university;
20 therefore be it
21
- 22 RESOLVED: The office hour policy contained in the attached report “Proposed
23 Subchapter of University Faculty Personnel Policies Document:
24 SUBCHAPTER 12.2: Office Hours” be established as Subchapter 12.2:
25 Office Hours of UFPP, and be it further
26

- 27 RESOLVED: Colleges revise chapter 12 of their personnel policy documents by Fall
28 2020 to include office hours suited to the needs of their faculty and
29 the students they serve, and be it further
30
- 31 RESOLVED: Colleges and departments seek guidance from the Center for Teaching
32 and Learning (CTLT) about best practices for the holding of online
33 office hours, and be it further
34
- 35 RESOLVED: Cal Poly establish a readily accessible online directory allowing the
36 university community to access faculty teaching and office hour
37 schedules.

Proposed by: Academic Senate Faculty Affairs Committee
Date: November 5, 2019

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



MEMORANDUM

TO: **Jeffrey D. Armstrong**
University President
Jerusha Greenwood
Chair, Academic Senate
Kenneth Brown
Chair, Cal Poly Academic Senate Faculty Affairs Committee
FAC Members
Cal Poly Academic Senate Faculty Affairs Committee
Elizabeth "Betsy" Boyd
Chair, CSU Statewide Academic Senate
Mildred Garcia
Chancellor, California State University

DATE: May 19, 2026

FROM: **Alyson Engel**
Chair, ASI Board of Directors 2025-26

COPIES: C. Ogden
T. Watson
M. Crawford
M. Allison-Bullock

SUBJECT: **ASI Board of Directors Resolution #26-06: Resolution in Opposition to Proposed Revisions to UFPP 12.2 Office Hours Policy**

At the May 13, 2026, meeting of the ASI Board of Directors, the Board voted to approve Resolution #26-06: Resolution in Opposition to Proposed Revisions to UFPP 12.2 Office Hours Policy. This resolution emphasizes the importance of in-person student access to faculty throughout the semester switch and directly responds to the proposed changes to UFPP 12.2 as authored by the Faculty Affairs Committee.

Please review the resolution at your earliest convenience. Feel free to reach out with any questions for the authors or me.

Attachment: Resolution #26-06: Resolution in Opposition to Proposed Revisions to UFPP 12.2 Office Hours Policy.

Associated Students, Inc.
California Polytechnic State University
San Luis Obispo

Resolution #26-06

RESOLUTION IN OPPOSITION TO PROPOSED REVISIONS TO UFPP 12.2
OFFICE HOURS POLICY

- WHEREAS: The ASI Board of Directors serves as the official voice of students at California Polytechnic State University (Cal Poly), San Luis Obispo, and
- WHEREAS: Regularly scheduled office hours support Cal Poly's Learn by Doing philosophy, which the Academic Senate defines as 'a deliberate process whereby students acquire knowledge and skills through active engagement and self-reflection inside the classroom and beyond it,' by providing the individualized faculty engagement through which that active learning is realized¹; and
- WHEREAS: The Academic Senate's proposed semester-system revisions to University Faculty Personnel Policies 12.2² modify the scale of required office hours such that faculty teaching more than 5 WTUs are required to hold only two scheduled office hours per week, compared to the currently required three scheduled office hours per week for full-time; and
- WHEREAS: The proposed revisions to UFPP 12.2 reduce required office hours for a full-time faculty member from 120 annual hours to 90 annual hours, representing a 25% reduction in designated office hour availability²; and
- WHEREAS: By reducing the annual terms from three to two³, the semester system increases the share of a faculty member's yearly student load within each term, making a cut to minimum office hours directly harmful to student access; and
- WHEREAS: Concerns regarding low student utilization of office hours point to issues of accessibility, scheduling, and awareness, rather than justifying a reduction in available office hours⁴; and
- WHEREAS: While the proposed revisions to UFPP 12.2 acknowledge the increasing use of online communication tools such as Zoom and email, asynchronous or informal communication doesn't fulfill the need for consistent, scheduled, and predictable in-person access to faculty⁵; and
- WHEREAS: The California State University System and Cal Poly strive for student success, equity, and accessibility, all of which depend on

1 Cal Poly Learning by Doing Philosophy: <https://academicprograms.calpoly.edu/content/academicpolicies/learn-by-doing>

2 Academic Senate Meeting Agenda: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/documents/2025-2026/Academic-Senate_Meeting-Agenda_2026.01.13.pdf

3 Cal Poly Semester Conversion FAQ's: <https://semesters.calpoly.edu/frequently-asked-questions>

4 University of Wisconsin Effective-Inclusive Office Hours: <https://idc.ls.wisc.edu/ls-design-for-learning-series/effective-inclusive-office-hours/>

5 ASCB-LSE Online and In Person Office Hours: <https://www.lifescied.org/doi/10.1187/cbe.22-03-0048>

consistent opportunities for students to have direct engagement with faculty⁶; and

WHEREAS: Cal Poly's own Strategic Plan identifies as Strategic Priority 1⁷ the maintenance and enhancement of the "Learn by Doing" pedagogy alongside eliminating achievement gaps for underrepresented students, goals that are in direct tension with a policy that reduces guaranteed in-person faculty access, the very setting in which hands-on, individualized mentorship occurs; and

WHEREAS: President Armstrong did not approve the previously passed Academic Senate Resolution supporting the revisions to UFPP 12.2, citing insufficient consultation and the need for meaningful student engagement in the policymaking process⁸; and

WHEREAS: The reintroduction of substantially similar policy revisions without clearly addressing previously voiced student concerns or demonstrating meaningful edits to the revisions undermines shared governance and the integrity of the consultation process^{9,10}

THEREFORE
BE IT

RESOLVED: That the ASI Board of Directors formally opposes the proposed revisions to UFPP 12.2 Office Hours policy on the grounds that it reduces guaranteed student access to faculty and does not adequately address concerns raised during prior student consultation; and

FURTHERMORE
BE IT

RESOLVED: That the ASI Board of Directors calls upon the Academic Senate and Faculty Affairs Committee to reconsider the proposed policy and prioritize revisions that improve accessibility, flexibility, and effectiveness of office hours rather than reducing baseline availability; and

FURTHERMORE
BE IT

RESOLVED: That the ASI Board of Directors urges Academic Senate leadership and committee chairs to practice shared governance into the future and prioritize timely communication and collaborative consultation with students and other campus groups; and

FURTHERMORE
BE IT

RESOLVED That this resolution be sent to Dr. Jeffrey Armstrong, University President; Dr. Jerusha Greenwood, Chair, Academic Senate; Dr.

⁶ CSU Strategic Plan: <https://www.calstate.edu/Strategic-Planning-for-the-CSU/Documents/csu-strategic-plan-2025.pdf>

⁷ Cal Poly Strategic Plan: <https://www.calpoly.edu/strategic-plan>

⁸ Cal Poly Academic Senate Agenda: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/documents/2025-2026/Academic-Senate_Agenda_2026.04.14.pdf

⁹ ASI Resolution 25-03: https://www.asi.calpoly.edu/wp-content/uploads/2025/04/Resolution25-03_Reaffirm-Shared-Governance.pdf

¹⁰ Cal Poly Academic Senate Agenda: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/documents/2025-2026/Academic-Senate_Meeting-Agenda_2026.01.13.pdf

Kenneth Brown, Chair, and Members, Cal Poly Academic Senate Faculty Affairs Committee; Dr. Elizabeth “Betsy” Boyd, Chair, CSU Academic Senate; and Dr. Mildred Garcia, Chancellor, California State University.

Certified as the true and correct copy, in witness thereof, I have set my hand and Seal of the San Luis Obispo Cal Poly Associated Students, Inc. this 20 day of May, 2026.


ADOPTED at the regular meeting of the Board of Directors at San Luis Obispo Cal Poly Associated Students, Inc. this 13 day of May 2026.

Attest: *Alexander Levine*


Alyson Engel (May 20, 2026 09:16:11 PDT)

ASI Secretary

Signed:
ASI Chair of the Board


Marc Fredy Cabeliza (May 20, 2026 10:25:23 PDT)

Signed:
ASI President

Authored By:

Andrew Angulo, ASI Board of Directors, College of Agriculture, Food and Environmental Sciences

Marc Cabeliza, ASI President, College of Agriculture, Food and Environmental Sciences



MEMORANDUM

May 20, 2026

TO: ASI Leadership
California Polytechnic State University, San Luis Obispo | Solano

FROM: Dr. Jerusha B. Greenwood
Chair, Cal Poly Academic Senate

CC: Jeffrey D. Armstrong, President
Ken Brown, Associate Professor and Chair of Faculty Affairs Committee
Academic Senate Faculty Affairs Committee

SUBJECT: Academic Senate Response to ASI Board of Directors Resolution #26-06: Resolution in Opposition to Proposed Revisions to UFPP 12.2 Office Hours Policy

Dear ASI Leadership,

Thank you. I acknowledge receipt of this resolution in opposition to Resolution in Opposition to Proposed Revisions to UFPP 12.2 Office Hours Policy.

Please keep in mind that the most recent version of the policy that came before the senate on May 12, 2026, was in first reading and the Faculty Affairs Committee had yet to meet and discuss the feedback they'd received from campus constituents. In first reading, the resolution still belongs to the committee, and that body can make modifications to both the proposed policy and resolution.

The resolution will be returning in first reading on May 26th, 2026, and the revised version of the policy indicates the Faculty Affairs Committee took feedback into consideration and revisions have been made. I anticipate the agenda, which includes the revised policy and resolution, will be disseminated to campus before EOD on Thursday, May 21st.

Please let me know if you have any questions.

Adopted:

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

AS-XXXX-26

RESOLUTION TO ESTABLISH CAL POLY'S PRINCIPLES OF COMMUNITY

Charge: Write and bring a resolution to the Senate on the Cal Poly, SLO and Cal Poly Maritime Academy Principles of Community, with the Maritime Senate DEI committee's work as an example. **AY 2025-2026**

- 1 WHEREAS, Cal Poly adopted "The Cal Poly Statement on Commitment to Community" in
2 2009, a resolution endorsed by faculty and administration proposed by the
3 Committee on University Citizenship ([AS-965-09](#)); and
4
- 5 WHEREAS, Cal Poly in 2010 established the Office of University Diversity and Inclusion (re-
6 named The Department of Culture and Institutional Excellence in
7 2026) and implemented a framework for "the Collective impact" that
8 guaranteed the "belief that access, belonging and opportunity should be
9 reflected not only in value but also in the daily operations of our university"
10 (<https://diversity.calpoly.edu/about>); and
11
- 12 WHEREAS, Cal Poly in 2019 responded to "diversity flashpoints," and therefore underwent a
13 campus climate survey to adopt expert-driven solutions with the goal of making
14 diversity an institutional commitment where it can thrive alongside establishing
15 a "secure feeling of community, inclusion and belonging" ([Embracing the
16 Journey: The CPX Research Study Executive Report](#)); and
17
- 18 WHEREAS, comparable CSU institutions (i.e., Cal State Fresno, Cal Poly Pomona, Cal
19 Maritime) have established campus-specific "Principles of Community" and
20 share those widely across campus and online (see
21 [https://president.fresnostate.edu/documents/principles-of-community-12-7-
22 23.pdf](https://president.fresnostate.edu/documents/principles-of-community-12-7-23.pdf) for example); therefore be it
23
- 24 RESOLVED: that Cal Poly adopt these Principles of Community as shown on the attached
25 copy; and be it further
26

27 RESOLVED: that the Academic Senate of the California Polytechnic State University urge its
28 San Luis Obispo and Solano campus stakeholders to publicize and promote these
29 Principles of Community across its campuses, including but not limited to:
30 Administration (1), Maritime Faculty Offices (3), Performing Arts Center (6),
31 Health Center (27), University Housing (31), Maritime Library (5)/Kennedy
32 Library (35), Maritime University Police Department (50)/University Police (36),
33 Maritime Dining Center (40), Recreation Center (43), Maritime Management
34 (48), and Maritime Student Services Building (16)/Student Services (124); and be
35 it further
36

37 RESOLVED: that this resolution be delivered to Cal Poly President Jeffrey Armstrong; CSU
38 Chancellor Mildred Garcia; the California State Student Association; the Chairs of
39 the twenty-two CSU Academic Senates; Chair of the Academic Senate CSU
40 Elizabeth A. Boyd; and the CSU Board of Trustees.

Proposed by: Academic Senate Diversity Committee

Date: February 24, 2026

Cal Poly (San Luis Obispo and Solano) Principles of Community

Cal Poly recognizes the invaluable opportunity to reside, work, and aspire in California, a state that boasts a rich diversity of people, industry, ideas, and cultures. It is both a gift and a duty, then, to ensure that our intellectual community continues to reflect the diversity of this state and provide for the mental and physical wellbeing of our students, faculty, staff, guests, and families. As institutions committed to “educating both the head and the hand”, it is vital that we continue to embody spaces for critical inquiry, meaningful dialogue, the scientific method, and supporting one another with respect, kindness, and accountability.

Civil rights activist, poet and humanitarian Audre Lorde (1934 – 1992) wrote: “You do not have to be me in order for us to fight alongside each other. I do not have to be you to recognize that our wars are the same. What we must do is commit ourselves to some future that can include each other and to work toward that future with the particular strengths of our individual identities. And in order to do this, we must allow each other our differences at the same time as we recognize our sameness” (*Sister Outsider: Essays & Speeches*, 1984, pg. 121). In this spirit, these Principles of Community underscore our hopes to cultivate an inclusive future, one guided by our differences and not despite them. Cal Poly (San Luis Obispo and Solano campus) commits to our Principles of Community and invite every individual to do the work individually and collectively to safeguard against the harms of ignorance, prejudice, fear, and hate. Our principles are:

1. We affirm the necessity of recognizing each individual’s unique identity as integral to the mission of student success as defined by the CSU Framework for Student Success.¹
2. We are a community composed of individuals whose diversity can provide a foundation for growth, flourishing, and excellence.
3. We advocate for open and equitable access to educational experiences, learning, and development.
4. We believe that building a foundation for success is an active ongoing process and is therefore the responsibility of all community members; fostering such a community requires an approach grounded in equity in every decision, strategy, and action.
5. We acknowledge that our society inherits historical and ongoing biases, and we promote constructive strategies for addressing these biases based on research, data, and scholarship.
6. We avow that active participation and collaboration are central to addressing the issues facing our local, global communities and our educational mission.

¹ See <https://www.calstate.edu/impact-of-the-csu/diversity/Pages/Student-Success-Framework.aspx>

Adopted:

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

AS-____-26

RESOLUTION ON REVISED ACADEMIC ASSESSMENT COUNCIL MEMBERSHIP

Impact on Existing Policy: Supersedes “Resolution on New Academic Assessment Council Membership” ([AS-909-21](#)).

- 1 WHEREAS, Cal Poly’s Academic Senate approved the Resolution on New Academic
2 Assessment Council Membership (AS-909-21) in January 2021; and
3
- 4 WHEREAS, current full-time faculty staffing in **the School of Education (SOE)** makes it
5 difficult for the unit to provide faculty representation on university-wide
6 committees like the Academic Assessment Council (AAC); and
7
- 8 WHEREAS, the SOE has a dedicated academic staff member (the Assessment &
9 Accreditation Analyst) with the responsibility for assessment of student
10 learning and possessing expertise in the field clearly sufficient to make
11 significant contributions to the work of the AAC; and
12
- 13 WHEREAS, the SOE staff member in an approximate position (the Assessment
14 Coordinator) served productively on the AAC between 2012 and 2020; and
15
- 16 WHEREAS, **Academic Advising** (which includes the Mustang Success Center, Transfer
17 Center, University Advising – Retention, and College Advisors) uses data to
18 analyze student success and identify academic barriers to timely degree
19 completion, which can help inform broader institutional efforts, including
20 those of the AAC; and
21
- 22 WHEREAS, current full-time Professional Consultative Service (PCS) staffing in Academic
23 Advising may make it difficult for the unit to provide PCS representation on
24 university-wide committees like the Academic Assessment Council (AAC); and
25
- 26 WHEREAS, in the case where a PCS-eligible member of Academic Advising is not available
27 to serve on the AAC, a non-PCS-eligible staff member with expertise and

- 28 experience in the assessment of student learning may be appointed to serve as
29 the Academic Advising representative on the AAC; and
30
- 31 WHEREAS, not all **Professional Consultative Services** staff are faculty members, making
32 the current membership Category II (Faculty representatives) inaccurate; and
33
- 34 WHEREAS, faculty at the **Cal Poly Maritime Academy / Solano Campus** must be
35 meaningfully included in the university's work to assess student learning and
36 engagement; and
37
- 38 WHEREAS, [AS-989-25 Resolution on the Establishment of One Academic Senate](#)
39 [Inclusive of Faculty at Cal Poly Solano Campus](#) accounted for one at-large
40 Solano Campus voting position on each of 14 Academic Senate standing
41 committees, but did not account for Solano Campus representation on
42 university committees; and
43
- 44 WHEREAS, the Director of United States Coast Guard (USCG) Licensing Programs at Cal
45 Poly Maritime Academy is responsible for compliance with the USCG-
46 approved Academy program, and works closely with faculty from the
47 licensing majors, and since one cannot assume that an at-large Solano
48 Campus representative would be licensed faculty; and
49
- 50 WHEREAS, the **Information Technology Services** (ITS) representative be moved from AAC
51 member to AAC guest due to its non-critical and infrequent engagement with
52 the AAC; and
53
- 54 WHEREAS, Cal Poly offers 35 master's degrees as of Fall 2026, and **graduate student**
55 **Representation** will be valuable for this committee; and
56
- 57 WHEREAS, all university-wide expertise in assessment of student learning and
58 engagement in the curriculum and co-curriculum should be listed specifically
59 and clearly in the AAC roster; therefore, be it
60
- 61 RESOLVED: that the Academic Senate of Cal Poly endorse the attached proposal to adjust
62 the membership of the Academic Assessment Council; and be it further
63
- 64 RESOLVED: that this revised AAC membership be put into effect beginning with the
65 2026-27 academic year.
66

Proposed by: Academic Assessment Council

Date: May 4, 2026

Revised Membership for Cal Poly's Academic Assessment Council

The Academic Assessment Council (AAC) shall be composed as follows:

Part Category I—: Academic representatives from each academic unit appointed by the respective deans

(~~8-9~~ total)

- College of Agriculture, Food and Environmental Sciences
- College of Architecture and Environmental Design
- Orfalea College of Business
- College of Engineering
- College of Liberal Arts
- Bailey College of Science and Mathematics
- School of Education
- ~~Orfalea College of Business~~
- Graduate Education
- University Kennedy Library

CategoryPart II—: Faculty representatives appointed by the Academic Senate Executive Committee (~~8-7~~ total):

- College of Agriculture, Food and Environmental Sciences
- College of Architecture and Environmental Design
- Orfalea College of Business
- College of Engineering
- College of Liberal Arts
- Bailey College of Science and Mathematics
- ~~Orfalea College of Business~~
- ~~School of Education~~
- ~~Professional Consultative Services~~ • Solano Campus

CategoryPart III—: ~~Non-academic~~ Administrative representatives appointed by the respective heads of the departments

(~~8-7~~ total):

- Academic Advising
- Academic Programs and Planning
- Center for Teaching, Learning and Technology
- Culture and Institutional Excellence
- ~~Director of Academic Assessment (Academic Affairs)~~
- ~~Director of Research and Assessment (Student Affairs)~~
- ~~Information Technology Services~~
- ~~Office of Institutional Research~~
- United States Coast Guard Licensing Programs, Cal Poly Maritime Academy
- ~~Office of University Diversity and Inclusion~~
- Office of Writing and Learning Initiatives

Category IV: Student representatives (one undergraduate-level, one graduate-level) appointed annually by the ASI president (2 total)

Category V: Divisional assessment specialists (2 total)

- Faculty Director of Academic Assessment Program Improvement (Academic Affairs)
- Director of Research and Assessment and Research (Student Affairs)

Category Part IVI—: Academic Senate committee representatives appointed by the Senate Executive Committee (2 total):

- General Education Governance Board
- Academic Senate Curriculum Committee

Membership guidelines:

- ~~Part V— Student representatives appointed annually by the ASI president (2 total):~~

All representatives will be voting members.

- The committee shall select its own chair, ~~which~~ whose term shall be two (2) years long.
- Term lengths for committee members from Categories I-III shall be ~~for~~ three (3) years and are renewable.

Adopted: XX/XX/2026

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA
AS-XXX-26

RESOLUTION ON STUDENT PERCEPTIONS OF LEARNING EXPERIENCE

- 1 WHEREAS, In 2013, the Academic Senate adopted [AS-759-13, *Resolution on Student*](#)
2 *Evaluations*, establishing the current university-wide student evaluation
3 questions: (1) “Overall, this instructor was educationally effective” and (2)
4 “Overall, this course was educationally effective”; and
5
- 6 WHEREAS, The value of responses to the two required questions on the student evaluation
7 instruments has come into question as research establishes that items framed as
8 evaluations of teaching effectiveness are susceptible to bias and do not validly
9 measure what they claim to measure ([Stark, 2026](#)). This research calls into
10 question the reliability and validity of the responses; and
11
- 12 WHEREAS, The [University Faculty Personnel Policies](#) document chapter 8.4 was thus
13 updated and established instrument requirements (8.4.2), Criteria for
14 Conducting Student Evaluation (8.4.3), Procedure for Conducting Student
15 Evaluation (8.4.4), and Student Evaluation Results (8.4.5); and
16
- 17 WHEREAS, Student evaluation instruments as defined in Section 8.4 of the University
18 Faculty Personnel Policies, commonly known as “course evaluations” or “student
19 opinion surveys” shall be referred to throughout this document as “student
20 evaluations of teaching”; and
21
- 22 WHEREAS, Use of online student evaluations commenced in Spring 2015 and has continued
23 since. Student response rates have ranged from a high of 66% in Fall 2016 to a
24 low of 35% in Spring 2020 and have remained in the 40% range since Fall 2021
25 across the University; and
26
- 27 WHEREAS, Low response rates for the student evaluation instrument compound the existing
28 measurement concerns by introducing non-response bias, further limiting the
29 interpretability of the results; and

- 30
31 WHEREAS, According to the [Collective Bargaining Agreement, CBA 2022-2025](#), “written
32 or electronic student course evaluations of faculty instructional
33 effectiveness... shall be required for all faculty unit employees who teach;”
34 and
35
- 36 WHEREAS “During the time of periodic evaluation and performance review of a faculty
37 unit employee, the Working Personnel Action File (WPAF), which includes all
38 information, materials, recommendations, responses, [course evaluations
39 summaries,] and rebuttals, shall be incorporated by reference into the
40 Personnel Action File;” and
41
- 42 WHEREAS “Faculty unit employees may submit written rebuttals to student course
43 evaluations pursuant to Provision 11.2 when it is believed that additional
44 information is needed or in the case of student bias. Evaluators must review
45 such written rebuttals when reviewing underlying student course
46 evaluations;” and
47
- 48 WHEREAS "Student course evaluations collected as part of the regular student
49 evaluation process shall be anonymous and identified only by course and/or
50 section;” and
51
- 52 WHEREAS “The format of student course evaluations shall be quantitative (e.g.,
53 “Scantron” form, etc.) or a combination of quantitative and qualitative (e.g.,
54 space provided on the quantitative form for student comments);” and
55
- 56 WHEREAS, In 2025, ASI Resolution #25-04 called for reform of the student evaluation
57 instrument and processes, citing concerns about bias, validity, and the impact of
58 evaluations on faculty from underrepresented groups; and
59
- 60 WHEREAS, The Academic Senate established the Ad Hoc Committee on Student Perception
61 of Teaching Effectiveness, charged with providing a revised policy and resolution
62 to replace AS-759-13; and
63
- 64 WHEREAS, Research on student evaluations of teaching establishes that student evaluations
65 have large unpredictable biases linked to the instructor's gender, race, and other
66 characteristics protected under employment law, and that these biases
67 systematically disadvantage women and faculty from marginalized groups ([Stark,
68 2026](#)); and
69
- 70 WHEREAS, Research has also shown that student evaluations of teaching are subject to
71 measurement bias, in that the results are more likely to have been shaped by
72 discipline, student interest in the course, class level and difficulty, class meeting

- 73 time, location, and setting, but not actual instructor or course effectiveness
 74 ([Boring, Ottoboni and Stark, 2016](#); [Stark and Freishtat, 2014](#)); and
 75
- 76 WHEREAS, Research indicates that students are well-positioned to report on their own
 77 experience of the learning environment ([Stark and Freishtat, 2014](#); [Austin et al.,](#)
 78 [2025](#)) but are not positioned to assess an instructor's disciplinary competence,
 79 pedagogical technique, or the degree to which learning outcomes were achieved
 80 ([Deslauriers et al., 2019](#); [Uttl, White, and Gonzalez, 2017](#)); and
 81
- 82 WHEREAS, How the data collected from student evaluations is interpreted and reported by
 83 evaluators is inconsistent across the university — including, in some cases, the
 84 use of numerical averages and cross-comparisons that are inappropriate for
 85 ordinal categorical data; and
 86
- 87 WHEREAS, This makes it difficult, if not impossible, to maintain consistency of interpretation
 88 of results from student evaluations within and across colleges; therefore, be it
 89
- 90 RESOLVED: That Cal Poly Academic Senate endorses the Ad Hoc Committee’s report
 91 “Student Perceptions of Learning Experience: Rationale and Broad Principles of
 92 Design”; and be it further
 93
- 94 RESOLVED: That the Academic Senate establish a standing committee with broad
 95 representation charged with oversight of all student feedback instruments and
 96 initiatives—summative, formative, and college or department-originated—
 97 including future revisions to the instrument; and be it further
 98
- 99 RESOLVED: That the Academic Senate forward the companion document “Formative
 100 Learning Feedback: A Companion to the Student Perceptions of Learning
 101 Experience Report”, prepared by a sub-committee of this Ad Hoc Committee, to
 102 the Academic Senate Instruction Committee and to the Center for Teaching,
 103 Learning and Technology for their consideration; and be it further
 104
- 105 RESOLVED: That the Academic Senate forward the companion document “Guidance for
 106 Evaluation of Instruction” (formatted as proposed language for UFPP §8.3),
 107 prepared by a sub-committee of this Ad Hoc Committee, to the Academic Senate
 108 Faculty Affairs Committee for their consideration.

Proposed by: Ad Hoc Committee on Student
 Perception of Teaching Effectiveness
 Date: *April 28, 2026*

Student Perceptions of Learning Experience

Rationale and Broad Principles of Design

A Report

by

the Ad Hoc Committee on

Student Perceptions of Teaching Effectiveness

2026-04-28

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Committee Members

Name	Affiliation
John Pan (Chair)	Industrial and Manufacturing Engineering, CENG
Anelise Sabbag	Statistics, COSAM
Shantanu Kumar	Construction Management, CAED
Laura Cacciamani	Psychology and Child Development, CLA
Eduardo Zambrano	Economics, OCOB
Jermaine Washington	Architecture, CAED (Lecturer)
Carrie A. Langner	Psychology and Child Development, CLA (Department Head)
Jett Palmer	Student Representative (ASI)
Silvia Marijuan	World Languages and Cultures, CLA (CFA)
Kylie Parrotta	Social Sciences, CLA (Faculty Affairs Committee)
James Bingaman	Agricultural Education and Communication, CAFES (Instruction Committee)
Simone Aloisio	Academic Personnel (ex officio, non-voting)
Jean Lee	Academic Programs and Planning (Faculty Director)
Patrick O'Sullivan	Center for Teaching, Learning and Technology (ex officio)

Executive Summary

The Academic Senate charged this committee with providing a revised policy and instrument to replace [AS-759-13](#), which established the current university-wide student evaluation questions in 2013.

The current instrument asks students to assess “educational effectiveness” — a judgment that peer-reviewed research has shown to be susceptible to bias linked to the instructor’s gender, race, and other characteristics, and that does not reliably measure teaching quality. Students are, however, uniquely positioned to report on their own experience of the learning environment — whether they felt the instructor engaged with them as individuals, whether expectations were clear and consistently applied, and whether the environment supported their participation and learning.

Building on this distinction, and drawing on the TEval framework for multidimensional evaluation of teaching ([Austin et al., 2025](#)), the committee approved the following five motions:

1. **Rename the instrument** to Student Perceptions of Learning Experience (SPLE).
2. **Adopt six aspects of class climate** as the focus of the instrument: Regard for Students, Consistent Communication and Enforcement of Expectations, Access to Instructor and Instructor Resources, Perceived Course Coherence, Participatory Climate, and Responsive Learning Environment.
3. **Retain open-ended questions** tied to specific aspects of class climate through structured prompts, accompanied by an informational anti-bias preamble.
4. **Report Likert-scale results as frequency distributions** — raw counts together with percentages — excluding the use of means and medians, and provide guidance for the proper interpretation of these results.
5. **Administer the instrument using a hybrid approach** where online surveys are completed during in-class time in the last two weeks of instruction before finals.

The remainder of this report provides the rationale, evidence base, and implementation details for these recommendations.

Chapter 1

Introduction

1.1 Background

In 2013, the Academic Senate adopted [AS-759-13](#), establishing the current university-wide student evaluation questions. In 2025, [ASI Resolution #25-04](#) called for reform of the evaluation instrument and processes. In turn, the Academic Senate established [the Ad Hoc Committee on Student Perception of Teaching Effectiveness](#), charged with providing a revised policy and resolution to replace [AS-759-13](#).

The committee was given the following charges:

1. Reviewing the reliability and validity of the prompts required on all student evaluation instruments, suggesting revisions to the prompts if necessary, and determining if additional prompts are necessary to obtain a more reliable and valid assessment of teaching effectiveness at Cal Poly.
2. Revisiting the criteria for procedures for conducting student evaluations to increase response rates and reduce incidences of bias, particularly negative bias toward people of color, women, and other minoritized populations in student feedback.
3. Reviewing how both quantitative and qualitative data collected from student evaluations are provided to faculty, the analysis of the data, and how data are presented for review for retention, promotion, and tenure. The committee should also consider as part of their charges what data is appropriate for development of teaching effectiveness purposes and data appropriate for performance evaluation.
4. Suggesting processes for disseminating results of student evaluations to Cal Poly students.¹

¹After consulting with the Academic Senate Faculty Affairs Committee, Academic Personnel, and CFA, the committee learned that it is not possible to share course evaluation survey information with students under the current CBA and therefore did not pursue this charge further.

1.2 Summary of recommendations

The proposal this committee has crafted has five parts.

First, it unanimously recommends that the instrument known as the **Student Evaluation of Instruction** and **Student Evaluation of Faculty** in the University Faculty Personnel Policies² be renamed as **Student Perceptions of Learning Experience**.

Second, it unanimously recommends for the aspects of teaching effectiveness assessed through the **Student Perceptions of Learning Experience** instrument to be the following:

Interpersonal — how the instructor relates to individual students:

1. [Regard for Students](#)
2. [Consistent Communication and Enforcement of Expectations](#)
3. [Access to Instructor and Instructor Resources](#)

Structural — how the course is experienced as a whole by the students:

4. [Perceived Course Coherence](#)

Environmental — what the classroom feels like as a shared space:

5. [Participatory Climate](#)
6. [Responsive Learning Environment](#)

In the context of this recommendation, the committee unanimously recommends that the Academic Senate establish a standing committee with broad representation charged with oversight of all student feedback instruments and initiatives—summative, formative, and department-originated—including future revisions to the instrument.

Third, the committee discussed whether to remove open-ended questions from the summative instrument due to the extensive evidence of bias in unstructured student comments (see [Evidence on bias in open-ended comments](#) below). A motion to remove them from the Student Perceptions of Learning Experience obtained three votes in favor and five votes against. The motion failed. The committee then voted unanimously to retain open-ended questions in the Student Perceptions of Learning Experience instrument under structured prompts and guardrails designed to minimize bias (see [Guardrails for open-ended questions](#) below).

Open-ended questions remain a key component of the companion [Formative Learning Feedback](#) proposal, where they serve their intended developmental purpose.

The committee understands that the final decision on open-ended questions rests with the Academic Senate, and that endorsement of this report does not commit the Senate to either approach.

²In sections 3.2, 3.4, 7.2, 8.1 and 8.4.

Fourth, it unanimously recommends that Likert-scale results be reported as frequency distributions — raw counts together with percentages — excluding the use of means and medians, with guidance for the proper interpretation of these results (see Chapter 4).

Fifth, it unanimously recommends a hybrid approach where online surveys are completed during in-class time in the last two weeks of instruction before finals (see Chapter 5).

This report is organized as follows. Chapters 2 and 3 provide the rationale for the instrument's name and design. Chapter 4 establishes scoring and reporting guidelines. Chapter 5 addresses implementation best practices. The appendix presents a sample survey instrument with a recommended preamble and sample items. The items presented in the sample survey are illustrative. They are intended to demonstrate how the six aspects of class climate can be operationalized as experiential survey items. **The sample survey is not intended to be the final instrument.**

Chapter 2

Student Perceptions of Learning Experience (SPLE)

The name change recommendation in this chapter was approved unanimously by the committee.

2.1 Rationale for the name change

The current names — **Student Evaluation of Instruction** and **Student Evaluation of Faculty** — mischaracterize what the instrument does and should do. The word “evaluation” implies that students are rendering a verdict on the quality of instruction or on the instructor. They are not. As detailed below, the proposed instrument asks students to report on their own experiences in the classroom: whether they felt treated with regard, held to consistent standards, able to access help, able to see how course elements connected, comfortable participating, and that the learning environment was responsive to them. These are experiential reports, not evaluative judgments.

This distinction is not merely semantic. The peer-reviewed literature on student evaluations of teaching (SET) establishes that items framed as evaluations of teaching effectiveness, course effectiveness, or instructor competence are particularly susceptible to bias — including bias linked to the instructor’s gender, race, and accent — and are evidently misleading (Boring, Ottoboni, and Stark, 2016; Stark, 2016; Stark, 2026). By contrast, items that ask students to report on their own experience are less susceptible to these biases, precisely because they do not ask students to make judgments they are not qualified to make. The name of the instrument should reflect what it actually measures.

2.1.1 Sources of evidence about the validity and bias of SET

Some earlier research has argued that student evaluations are valid and reliable measures of teaching effectiveness (e.g., Marsh, 1987; Abrami, 2001; Berk, 2005). This committee exam-

ined this claim in light of the more recent experimental and quasi-experimental evidence summarized below.

Studies that claim SET are fair and valid rely on data that cannot answer the relevant question. Some studies compare average SET for male and female faculty and conclude there is no bias because these averages are similar. That conclusion is unwarranted because “one cannot assess gender bias in SET merely by comparing how women and men are rated by students: that comparison does not control for actual differences in teaching effectiveness, subject matter, class size, format, etc., resulting in confounding (Boring et al., 2016; Wagner et al., 2016). The appropriate question is not ‘do men and women get similar ratings?’ but rather ‘would a given instructor teaching a given course have received different ratings if their gender had been different but nothing about their teaching were different?’ ” (Stark, 2026, p.7).

Randomized experiments and natural experiments — where nature assigns subjects to treatments as if at random — in real class settings provide the strongest evidence about whether SET measure teaching quality or something else. Such research has found:

- ⚠ • SET have weak or negative association with objective measures of learning (Carrell and West, 2010; Braga et al., 2014; Boring et al., 2016)
- SET have substantial bias from gender: female instructors sometimes get lower ratings than objectively less effective male instructors (Boring et al., 2016); gender affects ratings of “objective” items like promptness (MacNeill et al., 2015; Boring et al., 2016); bias varies across disciplines (Boring et al., 2016; Mengel et al., 2018); the bias of male and female students towards male and female faculty differs (Boring et al., 2016)
- SET have bias from ethnicity and gender (Chisadza et al., 2019)
- SET have stronger association with grade expectations than with learning (Boring et al., 2016)
- Students reward grades — not learning — by giving high SET scores (Cho et al., 2015; Carrell and West, 2010; Braga et al., 2014; Stroebe, 2020)
- Providing cookies during class increases ratings of instructors and course materials (Hessler et al., 2018)
- The number of points on Likert scales affects gender differences in SET scores (Rivera and Tilcsik, 2019)
- Student perceptions of their learning do not match objectively measured learning (Deslauriers et al., 2019; Dunning et al., 2004; Hartwig and Dunlosky, 2017; Knof et al., 2024; Kruger and Dunning, 1999; Lake, 2001; Lindsey and Nagel, 2015; Woolliscroft et al., 1993; Xu et al., 2024)

Source: Stark, 2026, pp. 2–3

Moreover, such research has found that “bias may be large in some situations and small in others... Indeed, the main reason it is impossible to adjust SET for bias is that there are many

sources of bias that may interact in complex ways. SET cannot be presumed to be valid, reliable, or fair in any given course, department, or university, absent affirmative evidence of reliability, validity, and unbiasedness in that time and place.” (Stark, 2026, p.8).

It is on the strength of the experimental and quasi-experimental evidence — which can control for these confounds — that this proposal reframes the instrument around experiential reports rather than evaluative judgments, since these are the ones that this literature finds most susceptible to bias.

2.2 The proposed name

Each word in the proposed name — **Student Perceptions of Learning Experience** — is chosen deliberately:

- **Student:** the respondent.
- **Perceptions of:** what the data represent. The word “perceptions” acknowledges that the instrument captures how students experience the learning environment from their own vantage point. Their nature as perceptions is already captured in the Collective Bargaining Agreement (CBA §15.15). Students occupy a position in the classroom that no other observer shares — they are the only ones who can report on whether the instructor engaged with them as individuals, whether they could see how the course fit together, or whether they felt comfortable participating. “Perceptions” names this unique epistemic contribution directly: the data are the students’ own account of their experience, grounded in what they are distinctively positioned to observe.
- **Learning Experience:** what is being reported on. “Learning experience” scopes the instrument to the educational context without making the teaching or the instructor the object of assessment. It signals that the data concern the student’s experience of learning — the process, not the outcome — rather than a judgment of instructional quality.

Chapter 3

SPLE Questionnaire Design

The recommendations in this chapter — the adoption of the six aspects of class climate as the focus of the instrument, and the retention of open-ended questions under structured prompts with an informational anti-bias preamble — were approved unanimously by the committee.

3.1 Rationale for the aspects of teaching effectiveness chosen to be included in the survey

When determining which aspects of teaching effectiveness should be included in the **Student Perceptions of Learning Experience**, the committee used the following three criteria. This approach is consistent with the broader movement toward multidimensional evaluation of teaching, which recognizes that student surveys should focus on dimensions students are qualified to assess, as part of a comprehensive evaluation system ([TEval Project, 2025](#); [Austin et al., 2025](#)).

1. **It carries a summative component.** The dimension is relevant to personnel decisions under the UFPP.
2. **Students are qualified to assess it.** Reporting on the dimension does not require disciplinary or pedagogical expertise ([Palmer, 2026](#); [Stark, 2016](#)).
3. **Students can assess it with minimal bias.** The dimension concerns experiential reports rather than evaluative judgments that the literature identifies as particularly susceptible to bias.

A useful starting point for applying these criteria is the TEval framework developed by Austin et al. ([2025](#)), an NSF-funded initiative that draws on twenty-five years of scholarly work on teaching evaluation. The framework identifies seven dimensions of teaching for evaluation, each accompanied by guiding questions that articulate what the dimension captures. Together, the seven dimensions provide a comprehensive definition of high-quality educational practice.

i The seven dimensions of the TEval framework (Austin et al., 2025)

Guiding questions for each dimension of the framework

Dimension 1: Goals, Content, and Alignment. What are students expected to learn from the courses taught? Are learning goals clearly articulated in a way that is accessible to all students? Are course goals appropriate for the course as part of the larger curriculum and for the audience for which it is intended? Are topics appropriately challenging and related to current issues in the field? Are the materials high-quality and aligned with course goals? Does the content represent diverse perspectives? Are assessments aligned with course goals?

Dimension 2: Teaching Practices. How is in-class and out-of-class time used? Are assignments, assessments, and learning activities designed to help all students learn? What effective or high-impact methods are used to improve understanding and engage all students in learning? Do in- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts? Are forms of assessment varied to allow for the success of diverse learners?

Dimension 3: Class Climate. To what extent is the class climate respectful, supportive, and cooperative? Does it encourage motivation and engagement for all students? Do all students feel included? How are student-student and student-instructor dialogue fostered? What are the students' views of their learning experiences? How has the instructor sought student feedback, and how has feedback informed the instructor's teaching?

Dimension 4: Achievement of Learning Outcomes. Does the instructor clearly communicate the learning goals for the course? What evidence is used to determine the degree to which students achieve the defined course goals? How well are course assignments, assessments, and learning activities aligned with the defined learning goals? Are there efforts to ensure that all students have equitable opportunities to achieve the learning goals? Are standards for evaluating learning clear and connected to program, curriculum, or professional expectations? Does the quality of learning support success in other contexts?

Dimension 5: Reflection and Iterative Growth. How and why has the instructor's teaching changed over time? How have changes been informed by evidence of student learning and student feedback? How has peer feedback been incorporated as changes in the instructor's teaching over time? How have the instructor's goals for their courses and students changed over time?

Dimension 6: Mentoring and Advising. How effectively has the instructor worked individually with undergraduate or graduate students? Does the instructor establish clear, individualized, and responsive expectations for student and mentor? Does the instructor provide constructive and timely coaching and feedback? How does the quality of and time commitment to mentoring fit with disciplinary and departmental expectations?

Dimension 7: Involvement in Teaching Service, Scholarship, or Community. How has the instructor contributed to the broader teaching community, both on and off campus? Areas of contribution can include the learning culture in the department or institution (e.g., curriculum committees, program assessment, cocurricular activities); engaging with peers on or off campus in teaching communities, workshops, peer reviews, or similar activities; educational leadership activities (e.g., leading teaching workshops, presentations or publications about teaching, grants related to teaching).

When the seven dimensions are assessed against the three criteria above, one dimension stands out as the natural focus of the student survey: **Dimension 3 — Class Climate**. Class climate carries a summative component: the UFPP requires evidence of the instructor's effectiveness in creating a productive learning environment, and how students experience the classroom is directly relevant to that requirement. Students are qualified to assess it: reporting on whether the classroom felt supportive, responsive, and conducive to their learning does not require disciplinary or pedagogical expertise — it requires only that students reflect on their own experience. And students can assess it with minimal bias: items about class climate elicit experiential reports (“I felt treated with regard,” “I felt the instructor created a learning environment that was responsive to all students”) rather than the evaluative judgments about teaching effectiveness or instructor competence that the literature identifies as particularly susceptible to bias.

This focus on class climate is particularly fitting at a polytechnic university organized around Learn by Doing. Where students learn primarily through active engagement — in labs, studios, clinics, and collaborative projects — the learning environment is not a backdrop to instruction but the literal space in which learning happens. The climate of that space is, accordingly, not a secondary concern but a direct determinant of whether the pedagogy works.

The remaining six dimensions, by contrast, do not meet all three criteria. Dimensions 1, 2, and 4 — concerning course goals, teaching methods, and achievement of learning outcomes — require disciplinary or pedagogical expertise that students do not possess, and items targeting these dimensions are among those most susceptible to bias (Stark, 2016; Boring, Ottoboni, and Stark, 2016; Stark, 2026). Dimensions 5, 6, and 7 — reflection and growth, mentoring, and service — concern activities that students in a single course generally cannot observe or are not positioned to evaluate. It is worth noting that items asking students whether they feel they learned a great deal — while intuitively appealing — fall squarely within Dimension 4. The peer-reviewed evidence shows that perceived learning does not track actual learning. In a controlled experiment, Deslauriers et al. (2019) found that students who learned *more* (as measured by test performance) reported feeling they had learned *less*, and vice versa — a strong anti-correlation between perceived and actual learning. Uttl, White, and Gonzalez (2017), in a comprehensive meta-analysis correcting for small-sample and publication bias, found that the correlation between student evaluation ratings and

student learning is effectively zero. As Stark (2026) summarizes, student perceptions of their learning do not match objectively measured learning — a finding replicated across multiple disciplines and study designs. A “perceived learning” item would thus measure neither the learning environment nor actual learning, while carrying the same bias vulnerabilities as other evaluative items.

Having identified class climate as the appropriate focus, the committee then asked: *how can class climate be assessed comprehensively, with aspects that are conceptually distinct and collectively exhaustive?* The guiding questions for Dimension 3 in the TEval framework point toward the answer. They ask whether the climate reflects *regard for students as persons, is supportive, and cooperative*; whether it encourages *motivation and engagement*; whether all students feel *included*; how *dialogue* is fostered; and what students’ *views of their learning experiences* are. Drawing on these guiding questions — and on the broader literature on classroom climate (Moos, 1979; Fraser, Treagust, and Dennis, 1986; Fraser, 1998; Lizzio, Wilson, and Simons, 2002; Frisby and Martin, 2010; Ambrose et al., 2010; Hurtado et al., 2012; Hagenauer and Volet, 2014) — the committee identified six aspects, each capturing a distinct facet of the student’s experience in the classroom. In arriving at these aspects, the committee reviewed student course evaluation survey questions currently used by colleges and departments at both the San Luis Obispo and Solano campuses. Furthermore, in naming these aspects, the committee was deliberate in selecting language that describes what students experience without invoking terms that the literature associates with gendered or racialized expectations in evaluation contexts. These are described below.

Interpersonal — how the instructor relates to individual students

3.1.1 Regard for Students

What it captures: Whether the instructor engages with students as individuals — acknowledging their contributions, responding to their questions with care, and treating them as persons whose presence and participation matter.

How Regard for Students differs from the other aspects

An instructor can apply the same standards to everyone yet be dismissive in manner. A class can welcome questions without the instructor showing regard for the students offering them. A course can feel *coherent* (well-structured, connected) while the instructor is curt or condescending. Regard for Students is about the quality of interpersonal treatment, not consistency of standards (Consistent Communication and Enforcement of Expectations), availability outside class (Access to Instructor and Instructor Resources), perceived course structure (Perceived Course Coherence), conditions for engagement (Participatory Climate), or belonging (Responsive Learning Environment).

3.1.2 Consistent Communication and Enforcement of Expectations

What it captures: Whether expectations are communicated clearly and applied consistently — no favoritism, uniform access to learning and assessment.

💡 How Consistent Communication and Enforcement of Expectations differs from the other aspects

An instructor can show *regard for students as persons* while playing favorites. A class can feel responsive in atmosphere while grading or attention is unevenly distributed. A course can be *coherent* (activities clearly connected to goals) while standards are applied inconsistently. Consistent Communication and Enforcement of Expectations is about equity across students, not the character of interaction (Regard for Students), availability outside class (Access to Instructor and Instructor Resources), perceived course structure (Perceived Course Coherence), the openness of the environment (Participatory Climate), or sense of belonging (Responsive Learning Environment).

3.1.3 Access to Instructor and Instructor Resources

What it captures: Whether the student can access the instructor and the resources the instructor provides — office hours, email, after-class conversations, course materials, and other support for learning.

💡 How Access to Instructor and Instructor Resources differs from the other aspects

An instructor can be available one-on-one but create a poor in-class climate (Participatory Climate). A student may find the instructor easy to reach but, once there, feel dismissed (Regard for Students) or experience uneven standards (Consistent Communication and Enforcement of Expectations). A course can be *coherent* in structure while the instructor is difficult to reach outside of class. Access to Instructor and Instructor Resources is about availability, not the quality of what happens during interaction (Regard for Students), consistency of standards (Consistent Communication and Enforcement of Expectations), perceived course structure (Perceived Course Coherence), in-class environment (Participatory Climate), or belonging (Responsive Learning Environment).

Structural — how the course is experienced as a whole

3.1.4 Perceived Course Coherence

What it captures: Whether the student could see connections between course elements — that what happened in class, what was assigned, and what was assessed were recognizably related. A course can be highly coherent — readings connect to lectures connect to assessments — even when the content is disorienting or challenges students' prior beliefs.

Perceived Course Coherence might appear to belong with course design (Goals, Content, and Alignment) rather than with class climate. But what a peer reviewer assesses from the syllabus — whether the course elements are aligned — is different from what the student experiences in the classroom — whether the connections between those elements are *visible* to them. A syllabus can be perfectly aligned on paper while students experience the course as disjointed because the connections were never made explicit. It is this experiential dimension — perceived structure, not designed structure — that the SPLE measures, and that makes Perceived Course Coherence a class climate variable.

💡 How Perceived Course Coherence differs from the other aspects

A class can score well on every other aspect — students treated with regard, standards applied consistently, instructor available, environment participatory and responsive — while the student still cannot see how the pieces fit together, how today’s class connects to last week’s, or how the assessments relate to what was covered. Perceived Course Coherence captures one specific, concrete experience: whether the student could see the connections between course elements. It is not a summary of the overall learning experience or a proxy for teaching effectiveness. It is about perceived structure, not interpersonal treatment (Regard for Students), consistency of standards (Consistent Communication and Enforcement of Expectations), availability outside class (Access to Instructor and Instructor Resources), conditions for engagement (Participatory Climate), or belonging (Responsive Learning Environment).

Environmental — what the classroom feels like as a shared space

3.1.5 Participatory Climate

What it captures: Whether the classroom environment supports multiple modes of active engagement — asking questions, sharing ideas and/or resources, discussing with peers, and making mistakes without penalty. This aspect concerns the conditions for engagement, not the format of instruction — a lecture in which the instructor welcomes questions and responds to them thoughtfully is a participatory climate no less than a seminar built around discussion.

💡 How Participatory Climate differs from the other aspects

A class can be participatory in structure while individual students still don’t feel they *belong* (Responsive Learning Environment). The instructor can show regard for students in replies without the environment actually encouraging participation. A course can feel *coherent* (well-structured) while the classroom format discourages questions, discussion, or student-to-student dialogue. Participatory Climate is about the conditions for engagement in class — including peer interaction — not the quality of treatment (Regard for Students), consistency of standards (Consistent Communication

and Enforcement of Expectations), availability outside class (Access to Instructor and Instructor Resources), perceived course structure (Perceived Course Coherence), or belonging (Responsive Learning Environment).

3.1.6 Responsive Learning Environment

What it captures: Whether the instructor creates a learning environment that is responsive to the range of students in the class — one that reflects awareness of differences in background, preparation, learning needs, and experience, rather than treating all students as interchangeable.


How Responsive Learning Environment differs from the other aspects

A student can be treated with regard and held to consistent standards without feeling they belong. A class can be *participatory* (questions encouraged, ideas welcomed) while a student still feels like an outsider — because of whose experiences are centered, who dominates discussion, or what the implicit culture of the class signals. A course can be *coherent* (activities connect, expectations are clear) while a student feels the class was not designed with them in mind. Responsive Learning Environment is about belonging in the group, not individual treatment (Regard for Students, Consistent Communication and Enforcement of Expectations), one-on-one availability (Access to Instructor and Instructor Resources), perceived course structure (Perceived Course Coherence), or conditions for engagement (Participatory Climate).

3.2 Evidence on bias in open-ended comments

The committee reviewed the following evidence on bias in open-ended comments. This evidence informed the committee’s unanimous decision to retain open-ended questions only under the structured prompts and guardrails described in the next section.

The design of the **Student Perceptions of Learning Experience** rests on a principle: ask students only about things they are qualified to report on, in a form that minimizes bias. The Likert-scale items above are carefully worded to elicit experiential reports — structured statements about what the student felt — rather than open-ended evaluative judgments. An unstructured open-ended question undoes this by design.

 Open-ended comments reintroduce exactly the biases the instrument is built to exclude

When given an unstructured prompt, students are free to comment on anything — teaching effectiveness, grading leniency, course organization, the instructor’s appearance, accent, or personality — all topics the literature identifies as particularly suscepti-

ble to bias (Boring, Ottoboni, and Stark, 2016; Stark, 2026). The structured Likert items constrain responses to experiential reports about class climate; an open-ended field removes that constraint entirely.

⚠ The research on open-ended comments is clear

In a controlled experiment where identical online courses were taught under male and female instructor names, students commented on women’s appearance and personality far more often than men’s (Mitchell and Martin, 2018). An analysis of over 14 million reviews found that male professors were described as “brilliant” or “genius” two to three times more often than female professors across every field studied (Storage et al., 2016). A survey of 674 academics found that the highest volume, most derogatory, and most threatening abuse in student evaluations is directed at women and academics from marginalized groups — leading the authors to conclude that anonymous comments in student evaluations must be removed if institutions wish to be inclusive (Heffernan, 2023). A review of over 100 articles on SET bias concluded that “the clearest evidence of gender bias is in qualitative comments” and recommended that institutions “restrict or eliminate the use of qualitative comments” (Kreitzer and Sweet-Cushman, 2021). The harm to academics is considerable: a survey of 741 Australian academics who had received anonymous non-constructive student commentary found significant adverse effects on mental health, stress, and professional confidence, with younger and tenured academics reporting the greatest vulnerability (Hutchinson et al., 2024). At one large university, a machine-learning screening system flagged 6.9% of all student comments — 4,258 out of 62,049 — as potentially harmful; manual screening at that scale is not feasible, which means institutions that include open-ended comments in the personnel file are including content they cannot even review (Gibson et al., 2022).

⚠ Open-ended comments resist the reporting standards this proposal establishes

The scoring and reporting methodology for the **Student Perceptions of Learning Experience** that this Committee recommends — frequency distributions, no numerical averages, no cross-comparisons — is designed to prevent misinterpretation and misuse of the data. Open-ended comments cannot be reported as frequency distributions, cannot be standardized, and invite selective quotation by evaluators. A single vivid comment, whether positive or negative, can disproportionately influence a reader in ways that a frequency distribution of structured responses does not (Boysen et al., 2014; Linse, 2017).

i A growing number of institutions are restricting or removing open-ended comments

Cal Poly Pomona, the University of Houston, and Florida State University restrict open-ended comments so that only the instructor can see them. [St. Olaf College’s Office of Institutional Effectiveness](#) states plainly: “Invitations for open-ended comments should be avoided, as these tend to produce the strongest evidence of bias.” [USC](#) eliminated student evaluations from tenure and promotion decisions in 2018. [UCLA](#) made them optional for personnel actions in 2024. [Miami University’s](#) policy states that evaluations “will be conducted for formative purposes only.” The [University of Toronto Faculty Association](#), as of January 2026, has an active grievance at arbitration challenging the use of student evaluations, citing discriminatory, harassing, and abusive comments that members receive in the open-ended portions of their evaluations.

This does not mean students should have no voice beyond the six items. It means that unstructured feedback belongs in the formative component of the evaluation of teaching — a separate, developmental process designed exclusively to help the instructor grow as an educator ([Centra, 1993](#); [Berk, 2005](#)). Best practices are that formative results are shared only with the instructor and are not used for employment decisions ([Benton and Young, 2018](#); [Stark and Freishtat, 2014](#)). In this context, open-ended questions can serve their intended purpose without the risk of biased comments influencing personnel decisions.

3.3 Guardrails for open-ended questions

If the Academic Senate elects to retain open-ended questions in the Student Perceptions of Learning Experience, which is this committee’s recommendation, the committee recommends the following guardrails:

The committee recognizes that open-ended questions provide qualitative information that structured items alone cannot capture — including the ability to surface concerns the instrument designers did not anticipate and to give students a voice in their own words. In a listening session with ASI on April 13, 2026, students expressed support for retaining open-ended questions, noting that they allow students to provide context for their Likert-scale responses and to offer suggestions for improvement. Their input helped shape the committee’s decision to retain open-ended questions under structured prompts. The TEval framework emphasizes that effective evaluation involves “multiple lenses,” and that the student lens captures experiences invisible to peer reviewers and self-reports ([Austin et al., 2025](#)). It is for this reason that the committee voted to retain open-ended questions rather than remove them, while adopting the guardrails described below to mitigate the equity bias that the literature documents in unstructured responses.

1. **Informational framing.** The preamble must explicitly instruct students to comment on specific aspects of their learning experience and to avoid comments about the instructor’s personal characteristics, consistent with the anti-bias framing described in

Section 5.5 (Boring and Philippe, 2021).

2. **Structured prompts, not generic invitations.** Open-ended questions must not use generic prompts such as “Please comment on the instructor” or “What are your suggestions for improvement?” Instead, each open-ended question should be tied to a specific aspect of class climate — for example, asking the student to elaborate on their experience of class coherence. This channels comments toward the dimensions the instrument measures and away from the unstructured commentary that the literature identifies as most susceptible to bias.

Residual bias in open-ended responses. The evidence on informational framing and structured prompts is encouraging for structured Likert-scale items (Boring and Philippe, 2021), and the SPLE is designed to benefit from this effect. The evidence is less encouraging for open-ended responses. Owen, De Bruin, and Wu (2024) found that structured prompts improved the specificity and constructiveness of open-ended comments but did not reduce gender bias — women faculty were penalized at similar rates across all conditions. This finding is consistent with the broader literature documenting that the unstructured format of open-ended responses gives bias channels that structured items constrain.

Chapter 4

Scoring and Reporting Guidelines

The recommendations in this chapter were approved by the committee with 7 votes in favor, 0 votes against, and 2 abstentions.

4.1 Scoring Methodology

The following scoring approach applies to all items in the **Student Perceptions of Learning Experience**.

- **Ordered categorical data.** The responses are ordered categorical: the categories have a natural ranking but the distances between them are undefined. They are not interval-scale measurements (Stevens, 1946; Jamieson, 2004). The instrument uses a structured fixed-response format — what the Collective Bargaining Agreement terms “Scantron form, etc.” (CBA §15.17), and the resulting survey data constitute student course evaluations under that provision.
- **Five ordered categorical response options:** Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree.
- **A Not Applicable (N/A) option** is also available for each question.
- **No numerical scoring.** The categorical responses are not assigned numerical values, as those values cannot be interpreted and their presence encourages misinterpretation. As Stark explains:

“While it is common to replace the category names with numbers, for instance, using ‘1’ to signify ‘strongly disagree’ and ‘5’ to signify ‘strongly agree,’ the numbers themselves are not quantities, just new labels. They are codes that happen to be numerical. The actual magnitudes of the numbers do not mean anything. The labels are arbitrary. Averaging such numbers is meaningless as a matter of statistics. For the average to be meaningful, the difference between ‘1’ and ‘2’ would need to mean the same thing as

the difference between ‘4’ and ‘5.’ A ‘1’ would have to balance a ‘5’ to be the equivalent of two ‘3’s. But adding or subtracting labels from each other does not make sense, any more than it makes sense to add or average postal codes” (Stark, 2016, ¶28–29; see also Stark, 2026).

4.1.1 Why frequency distributions are preferred over measures of central tendency for this instrument

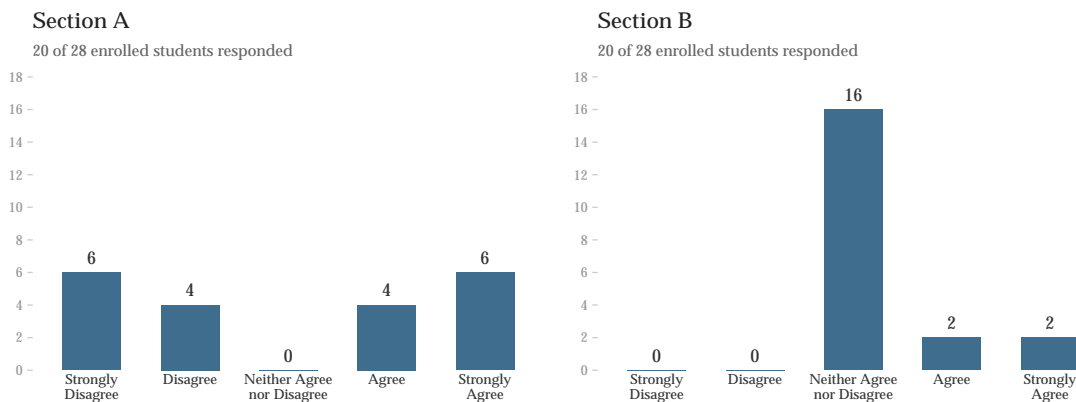
With only five possible values and many more than five students in a classroom, the median cannot move until the distribution shifts enough to push the 50th percentile across a category boundary. Small but meaningful differences — and even some large ones — are invisible to it. This creates two distinct problems.

4.1.1.1 Problem 1: The median hides variation

Two distributions can have very different spreads yet produce the same median.

Table 4.1: Frequency distribution of responses (20 of 28 enrolled students responded)

	Section A	Section B
Strongly Agree	6	2
Agree	4	2
Neither Agree nor Disagree	0	16
Disagree	4	0
Strongly Disagree	6	0



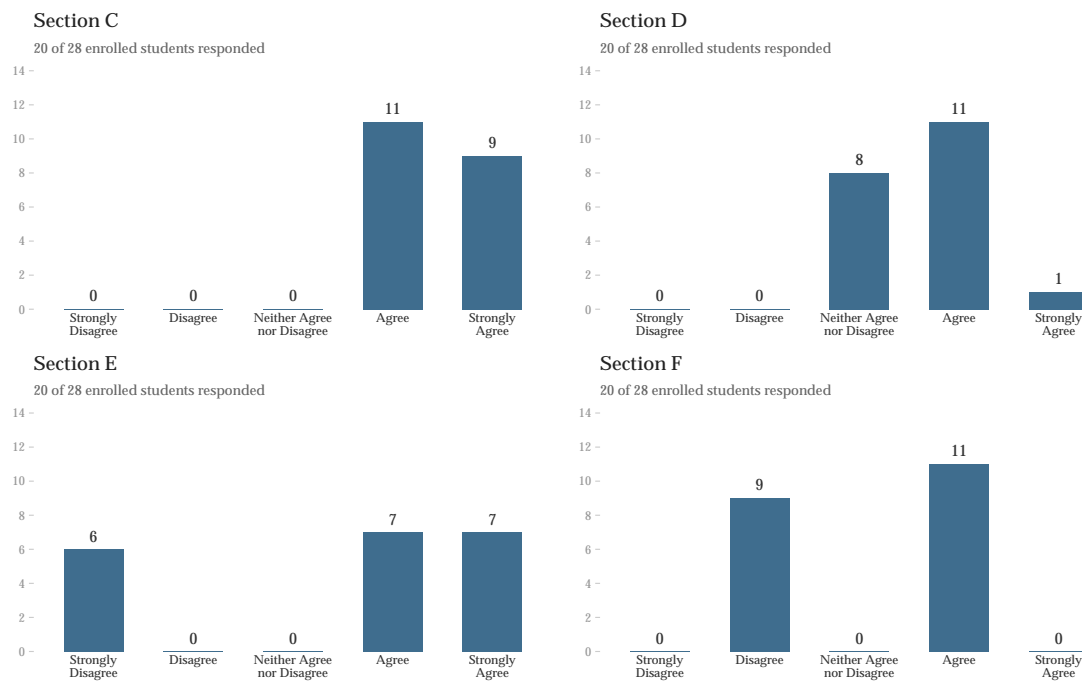
Sections A and B above have the same median (Neither Agree nor Disagree), and very different distributions. Section A is deeply polarized — students are split between strong agreement and strong disagreement. Section B is concentrated at the center. An evaluator seeing “Neither Agree nor Disagree” twice would assume these are similar. They are not.

4.1.1.2 Problem 2: The median is too coarse to locate the center

The median also fails to distinguish distributions that differ in where their weight sits. Problem 1 showed that two distributions with different spreads can share a median. The following examples show that even distributions with very different centers of gravity — where one class is overwhelmingly positive and another is split down the middle — can produce the same median.

Table 4.2: Frequency distribution of responses (20 of 28 enrolled students responded)

	Sec. C	Sec. D	Sec. E	Sec. F
Strongly Agree	9	1	7	0
Agree	11	11	7	11
Neither Agree nor Disagree	0	8	0	0
Disagree	0	0	0	9
Strongly Disagree	0	0	6	0



All four sections report median = “Agree.” But Section C is overwhelmingly positive, Section D is lukewarm, Section E is fairly polarized, and Section F is a knife-edge split. The median cannot tell them apart because five categories do not give it enough resolution — the distribution must shift *a lot* before the median moves to the next step. The distributions shown above shift *plenty* and the median does not budge.

The frequency distribution tells you instantly which case you are looking at. The median

hides it.

In practice, the problem is sharper still. Student evaluations are typically such that most students who respond to the survey report nominally positive experiences. With a five-category scale and typical class sizes (15–40 students), the median will almost always fall at “Agree” or “Strongly Agree.” This compresses nearly all instructors into two bins, making the median nearly useless for the purpose it is most needed for: helping evaluators distinguish between cases.

A well-designed bar chart is not merely an illustration — it is itself the most effective summary available. As Tufté (1983) observed, the best statistical graphics communicate the full distribution of the data at a glance, rendering patterns, extreme values, and variation instantly legible in a way that no single summary statistic can. For a five-category ordinal variable, a bar chart *is* the summary measure — one that preserves the distributional information that the median discards.

4.2 Reporting Guidelines

- **Frequency distributions.** The number of students whose response falls in each category should be reported as raw counts together with percentages.

Care in interpretation of percentages

Percentages make it easier to compare the shape of a distribution across sections with different numbers of respondents — “30% Strongly Agree” is immediately interpretable in a way that “7 out of 23” requires mental arithmetic. For evaluators reviewing many courses, percentages provide a quicker read of the distributional pattern.

However, with the class sizes typical of most courses, percentages create a misleading impression of precision: a single student’s response can shift a percentage by several points, and the small denominator is hidden from the reader. Reporting counts — e.g., “7 out of 23 respondents” — keeps the sample size visible and discourages over-interpretation (Lang and Secic, 2006, Ch. 1). For this reason, percentages should always be reported alongside raw counts and the total number of respondents, never in isolation.

- **Response rates.** Both the number of enrolled students and the number of respondents should be reported.
- **No extrapolation.** Results should not be extrapolated from responders to nonresponders. Students who submit evaluations are a self-selected sample of convenience, not a random sample; standard statistical measures of uncertainty such as standard errors and confidence intervals are therefore inapt (Stark, 2026).
- **No cross-comparisons.** Results should not be compared across instructors, courses, departments, or disciplines. This is so for the following two reasons:

First, student experience scores are confounded with variables unrelated to teaching effectiveness — including the instructor’s gender, race, and age — and these biases are large enough to cause more effective instructors to receive lower scores than less effective ones (Boring, Ottoboni, and Stark, 2016). The bias cannot be corrected because it varies by discipline, by student gender, by survey item, and by other factors. This means that comparing Instructor A’s scores to Instructor B’s scores — even for the same course — does not reveal who taught more effectively. It reveals the combined effect of demographics, student biases, and nonresponse patterns.

Second, cross-comparisons are invalidated by differences in course characteristics that have nothing to do with teaching: class size, course level, whether the course is required or elective, and student preparation (Stark and Freishtat, 2014, Recommendation 5; McKeachie, 1997, p. 1222). Evaluators should assess each faculty member individually; evaluations and decisions should stand alone without reference to other faculty members or to a unit average (Linse, 2017).

The following table illustrates the recommended reporting format. Each cell contains the raw count and percentage of respondents selecting that category. The table caption states both the number of respondents and the number of enrolled students, making the response rate immediately visible. No numerical averages or information about other instructors or groups of instructors appear.

Table 4.3: Frequency distribution of responses (22 of 33 enrolled students responded; response rate 67 percent)

	Question 1	Question 2
Strongly Agree	6 (27%)	6 (27%)
Agree	7 (32%)	8 (36%)
Neither Agree nor Disagree	4 (18%)	3 (14%)
Disagree	3 (14%)	4 (18%)
Strongly Disagree	2 (9%)	1 (5%)

4.3 Visualization Guidelines

The distribution of responses should be examined across the entire scale, not reduced to a single summary statistic (Linse, 2017; Stark and Freishtat, 2014). The distribution should also be displayed as a bar chart showing the count and percentage of respondents in each category.

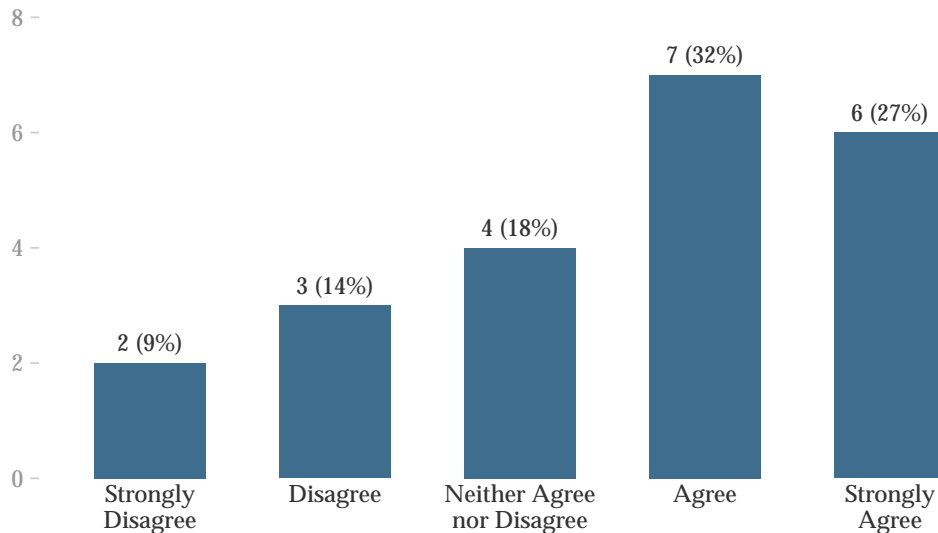
4.3.1 Bar chart for a single question

For individual instructor reports, a simple vertical bar chart is the most transparent format. Each bar represents one response category; the vertical axis shows the count of respondents,

with percentages displayed alongside. The response rate appears as a subtitle.

Question 1

22 of 33 enrolled students responded (67%)

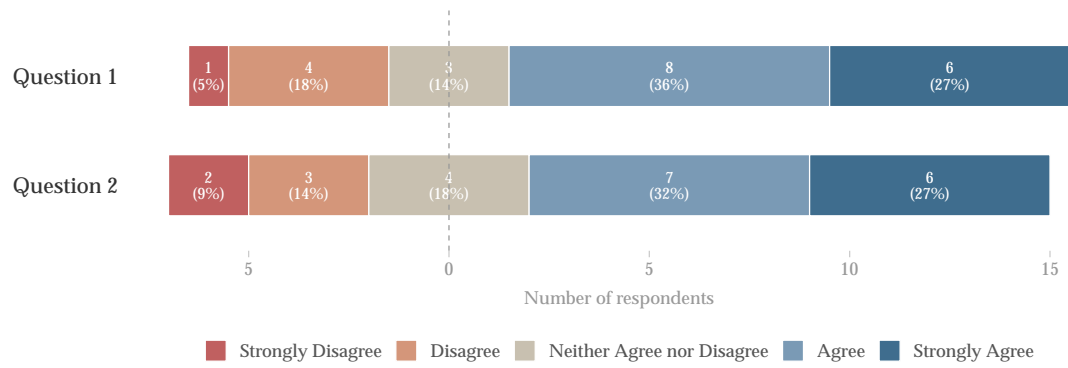


4.3.2 Diverging stacked bar chart for comparing multiple questions

When multiple survey items from an individual need to be compared at a glance, a diverging stacked bar chart is recommended. In this design, proposed by Heiberger and Robbins as “the primary graphical display technique for Likert scales,” bars diverge from the neutral midpoint: agreement categories extend to the right, disagreement categories extend to the left, and the neutral category is split evenly across both sides (Heiberger and Robbins, 2014). This layout makes the balance between agreement and disagreement immediately visible — the reader can judge the overall sentiment by comparing the visual mass on each side of the center line. Each segment is labeled with the raw count and percentage; zero-count categories are omitted.

Student Perceptions of Learning Experience

22 of 33 enrolled students responded



Chapter 5

Implementation Best Practices

The recommendations in this chapter were approved unanimously by the committee.

The preceding chapters define *what* the **Student Perceptions of Learning Experience** (SPLE) measures — six aspects of the learning environment that students are qualified to report on — and *how* its results should be scored and reported. This companion chapter addresses a third question: *how should the instrument be administered?*

Cal Poly's transition to semesters — from 10-week quarters — is a once-in-a-generation opportunity to design the administration of this instrument from scratch rather than inheriting the practices of a system it replaces. The recommendations below draw on the peer-reviewed literature and on the published practices of peer institutions to propose a concrete implementation model for the SPLE.

5.1 Scope

This chapter addresses the implementation of the SPLE — the summative instrument whose results enter the personnel file under [CBA §15.17](#). It does not address the evaluation of teaching more broadly, nor does it address course design, pedagogy, or the other dimensions of the [TEval framework](#) that are assessed through peer review, self-reflection, and other evidence sources.

The broader literature on teaching evaluation recognizes that many institutions complement their end-of-term summative instrument with informal mid-semester formative feedback — brief, anonymous check-ins designed to give instructors actionable information while the course is still in progress. Oregon's two-survey model, Angelo and Cross's Classroom Assessment Techniques (1993), and Harvard's early-feedback recommendations ([Bok Center](#)) all exemplify this practice. Developing a formative feedback process at Cal Poly is a **separate effort**. A sub-committee of this Ad Hoc Committee prepared a separate document that is not part of this report — [Formative Learning Feedback: A Companion to the Student Perceptions of Learning Experience Report](#) — that addresses this topic in detail. This chapter

does not address it further.

The sections that follow focus exclusively on the SPLE instrument: when to administer it, how to administer it, how to maximize response rates, and how to frame it to minimize bias.

5.2 Timing

5.2.1 The literature consensus

The peer-reviewed literature is clear on one point: summative course evaluations should be administered during the **last one to two weeks of instruction, before final examinations begin**. Administering evaluations before students receive final grades avoids contaminating responses with grade-related anxiety or gratitude — a documented source of bias (Marsh, 2007). Administering them too early misses late-semester developments in the learning environment.

i What peer institutions do

Institution	Evaluation Window	Source
San José State	~10 days; last 2 weeks of classes	SJSU Teaching Evaluation FAQs for Students; SOTE Interpretation Guide (2022)
San Diego State	~14 days; two-week window before finals	SDSU Student Feedback
UC Davis	Last week of each quarter (~7 days)	UC Davis ACE
UC Santa Barbara	Week 9 Monday – Week 10 Friday (~10 days)	UCSB Course Evaluations
UC San Diego	Week 9 Monday – Week 10 Saturday 8 AM (~6 days)	UCSD SET Faculty FAQ

All of these institutions release results only after final grades have been submitted — a universally recommended practice that protects anonymity and ensures that neither students nor instructors face grade-related pressure during the evaluation period.

5.2.2 Recommendation for Cal Poly's semester

The SPLE window should be **open during the last two weeks of instruction before finals week**. This two-week window is consistent with the practice at most peer institutions, provides sufficient time for reminders and in-class completion, and ensures that the evaluation captures students' experience of nearly the full semester without bleeding into the final

examination period.

5.3 Mode of administration

5.3.1 The response-rate problem

The single most important administrative decision is the *mode* of administration, because it largely determines the response rate.

The evidence is unambiguous: **in-class administration** produces the highest response rates. Paper-based in-class administration historically achieved **80–90%** response rates (Nulty, 2008; Berk, 2012). By contrast, **online-only outside-class** administration typically produces **30–60%** response rates — a range in which self-selection bias is a serious threat to the validity of the data (see Section 5.4).

5.3.2 The hybrid model

A growing number of institutions have adopted a hybrid approach: dedicating class time for students to complete the evaluation *online*, on their own devices. This combines the response-rate benefits of in-class administration with the logistical efficiency of an online platform. Studies report response rates of **70–80%** with this model — comparable to traditional paper-based in-class administration (Berk, 2012; Chapman and Joines, 2017).

The hybrid model is particularly well suited to the SPLE. The instrument is designed to be short and focused — a student can complete it in under ten minutes on a phone. Ten to fifteen minutes of dedicated class time is more than sufficient, even accounting for the time to display the link, wait for students to access it, and allow for thoughtful responses.

5.3.3 Recommendation

The summative SPLE should use a **hybrid model**: during the evaluation window, each instructor dedicates **10–15 minutes of class time** for students to complete the survey online. The instructor displays the survey link (URL or QR code), then **leaves the room**. A designated student or TA signals the instructor to return when time is up. Students who are absent during the in-class session complete the evaluation outside of class during the remainder of the window.

This is the single most effective step the university can take to ensure that the SPLE produces high enough response rates.

5.4 Maximizing response rates

5.4.1 Why response rates matter

When response rates are low, the students who choose to respond may differ systematically from those who do not — they may be more satisfied, more dissatisfied, higher-performing,

or lower-performing than the class as a whole. This self-selection bias is not a theoretical concern; it is well documented. As Stark (2026) emphasizes, students who submit evaluations are a self-selected sample of convenience, not a random sample, and there is no statistical basis for extrapolating from respondents to the class as a whole.

Holtgraves and colleagues (2023) found that non-respondents were not a random subset of enrolled students, that respondents differed from non-respondents in systematic ways, and that the resulting bias could not be corrected by statistical adjustment.

i Strategies ranked by effectiveness: what the literature says

The literature identifies the following strategies, roughly ranked by their demonstrated impact on response rates:

1. **Dedicate class time for online completion.** This is the single most effective intervention. It converts the evaluation from a task students must remember to do on their own time into one that is built into the structure of the course (Berk, 2012; Chapman and Joines, 2017).
2. **Multiple automated reminders.** Adams and Umbach (2012) found that four reminders spaced at 2–3 day intervals brought response rates to approximately the 70th percentile of course-level rates. Each additional reminder (up to four) produced a statistically significant increase.
3. **LMS integration.** Embedding the evaluation link within Canvas — as a dashboard notification, a pop-up reminder, or a course navigation item — reduces the friction of locating and accessing the survey. Students are already in the LMS daily; the evaluation should meet them there.
4. **Instructor communication.** When instructors discuss the evaluation on Day 1 (e.g., a syllabus note explaining that the SPLE asks about the student’s learning experience and that the data are read and taken seriously), and again when the evaluation window opens, response rates increase modestly. The mechanism is legitimacy: students participate when they believe their feedback matters (Chen and Hoshower, 2003).
5. **Class-level incentives.** Goodman, Anson, and Belcheir (2015) found that a class-level incentive (e.g., a bonus point if the class achieves an 80% response rate) increased response rates by approximately 22 percentage points. Class-level incentives avoid the coercion problem of individual incentives because no individual student’s participation can be identified.

5.4.2 Recommendation

We recommend the following:

- **Dedicate class time.** Each instructor should set aside 10–15 minutes during the evaluation window for students to complete the SPLE online in class. The instructor

displays the survey link or QR code, then leaves the room. This is the single most effective intervention for achieving high response rates.

- **Send four automated reminders** at 2–3 day intervals during the evaluation window, via email and Canvas notification.
- **Integrate with the LMS.** Embed the evaluation link within Canvas — as a dashboard notification, pop-up reminder, or course navigation item — so that the survey meets students where they already are.
- **Encourage instructor communication.** A brief mention on Day 1 (e.g., a syllabus note explaining that the SPLE asks about the student’s learning experience and that the data are taken seriously), repeated when the window opens, increases participation.

5.5 Framing the instrument to minimize bias

5.5.1 The evidence on anti-bias framing

A natural question is whether the instructions presented to students before they complete the evaluation can reduce the biases documented in the literature — particularly gender bias. The answer is nuanced: it depends entirely on what kind of framing is used.

Normative framing — generic appeals to fairness such as “Please evaluate your instructor fairly, regardless of their gender, race, or other characteristics” — has been shown to have **no significant effect** on evaluation outcomes. Boring and Philippe (2021) tested this directly in a large-scale field experiment at Sciences Po and found that a normative anti-bias warning produced no detectable change in the gender gap.

Informational framing — pairing the warning with institution-specific data showing that previous cohorts had evaluated male and female instructors differently — produced a markedly different result. In the same experiment, Boring and Philippe found that informational framing significantly reduced the gender bias, raising ratings of female instructors without affecting ratings of male instructors. The effect was driven primarily by male students’ evaluations of female instructors; female students’ ratings were not significantly affected by either treatment.

An important caveat: The evidence that informational framing reduces bias applies to *structured Likert-scale items*. It does not extend to *open-ended responses*, where the unstructured format gives bias room to operate regardless of how the prompt is framed. Owen, De Bruin, and Wu (2024) found that even directed, structured prompts — while they improved the specificity and constructiveness of open-ended comments — did not reduce gender bias. This is one of the reasons the committee considered discontinuing open-ended questions from the summative instrument, and ultimately voted to retain them only under the structured prompts and guardrails described in Chapter 3.

5.5.2 Recommendation

The SPLE should open with a brief, concrete, **data-informed preamble** — not a generic “be fair” appeal, which the evidence shows is ineffective, but a factual statement that provides students with context about what the survey measures and what the research shows about evaluation biases. The preamble should:

1. **Name what the survey measures.** Remind students that the SPLE asks about their *own experience* of the learning environment — not a verdict on the instructor as a person or professional.
2. **Provide specific information about documented biases.** A brief, factual statement — e.g., “Research shows that students’ evaluations of their learning experience can be influenced by characteristics of the instructor unrelated to the learning environment, such as gender and race. Being aware of this tendency helps produce more accurate feedback.”
3. **Reinforce the survey’s purpose.** The data are used to understand the student learning experience and to support faculty development and evaluation. Thoughtful, honest responses improve the quality of the data.

The name **Student Perceptions of Learning Experience** is itself a framing device. By directing attention to the student’s *experience* rather than to the instructor’s *performance*, the instrument’s name reinforces the experiential focus that the bias literature recommends.

i Draft preamble language

Student Perceptions of Learning Experience

This brief survey asks about *your experience* in this course — the learning environment, your interactions with the instructor, and how you perceive the course was structured. It does not ask you to evaluate the instructor’s teaching ability or the course content. Research shows that students’ responses to surveys like this can be influenced by characteristics of the instructor — such as gender, race, and accent — that are unrelated to the learning environment. Being aware of this tendency helps you provide more accurate feedback.

Your responses are anonymous and will not be shared with the instructor until after final grades have been submitted. Please respond thoughtfully and honestly.

5.6 Recommended implementation model

The following table synthesizes the evidence reviewed in this chapter into a concrete recommendation for administering the summative Student Perceptions of Learning Experience under Cal Poly’s semester calendar.

Element	Recommendation	Rationale
When	Last two weeks of instruction before finals week	Literature consensus: last 1–2 weeks of instruction, before finals begin (Marsh, 2007)
Mode	Hybrid: dedicated class time for online completion	Single most effective method for achieving 70%+ response rates (Berk, 2012)
Class time	10–15 min; instructor displays link/QR code, then leaves	The instrument is short and focused — feasible in under ten minutes
Framing	Informational preamble (data-informed, not generic)	Boring and Philippe (2021) : informational framing reduces gender bias; generic appeals do not
Reminders	4 automated reminders at 2–3 day intervals	Adams and Umbach (2012) : achieves ~70% response rates
Results release	Only after final grades are submitted	Universally recommended; protects anonymity and reduces grade-anxiety bias

Administering the SPLE in the final two weeks of instruction, with dedicated class time and an informational preamble is an achievable model — it requires no new technology, no additional personnel, and minimal class time — and it reflects the best available evidence on how to implement a student survey that is both useful and fair.

Chapter 6

Conclusions

The **Student Perceptions of Learning Experience** proposed here is a short, focused instrument grounded in the peer-reviewed literature and aligned with the UFPP’s requirements. By renaming the instrument, centering it on the six aspects of class climate that students are qualified to report on, and adopting guardrails for the open-ended questions to mitigate documented equity bias, we can give students a meaningful voice in the evaluation of teaching while protecting both students and instructors from the well-documented biases of traditional teaching evaluations. This is an achievable reform — one that strengthens the integrity of the evaluation process and brings Cal Poly’s practices in line with a growing movement across higher education toward multidimensional, evidence-based evaluation of teaching (McCreary, 2026; Stark, 2026). Moreover, the instrument reflects Cal Poly’s distinctive pedagogical identity: at a university where students learn by doing, a survey centered on the climate in which that doing takes place is not just methodologically sound — it is institutionally apt.

In addition, two sub-committees of this Ad Hoc Committee prepared companion documents that are separate from this report. These documents have not been formally adopted by the full committee and are offered as companion resources for consideration by the respective Academic Senate committees to which they are addressed.

- **Guidance for Evaluation of Instruction** — a proposed revision to UFPP §8.3 that organizes the evaluation of teaching around the seven TEval dimensions, includes a teaching effectiveness rubric adapted from the University of Kansas Benchmarks for Teaching Excellence, provides guidance on the appropriate and inappropriate uses of the survey data (including the inherent limitations of student evaluation data and the role of SPLE results within the broader evaluation framework), addresses department-associated questions, sets departmental expectations, and outlines training and implementation requirements. Offered for consideration by the Academic Senate Faculty Affairs Committee.
- **Formative Learning Feedback: A Companion to the Student Perceptions of Learning**

Experience Report — a voluntary, developmental feedback process to be tentatively offered through the Center for Teaching, Learning and Technology (CTLT), organized around the seven research-based principles of learning identified by Ambrose et al. (2010), and designed to give instructors actionable information about how students are experiencing the learning environment while the course is still in progress. Offered for consideration by the Academic Senate Instruction Committee and the Center for Teaching, Learning and Technology.

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Appendix A

Appendix: Sample Survey Instrument

This appendix presents a sample version of the **Student Perceptions of Learning Experience (SPLE)**, including the recommended preamble and one item per aspect of class climate (two for Coherence). The instrument uses a five-point ordered categorical scale (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree) plus a Not Applicable option for each item. The items presented here are illustrative. They are intended to demonstrate how the six aspects of class climate can be operationalized as experiential survey items. **This is not intended to be the final instrument.**

A.1 Preamble

The survey should open with the following informational preamble, consistent with the evidence on anti-bias framing discussed in Section 5.5 (Boring and Philippe, 2021).

i Student Perceptions of Learning Experience

This brief survey asks about *your experience* in this course — the learning environment, your interactions with the instructor, and how you perceive the course was structured. It does not ask you to evaluate the instructor’s teaching ability or the course content.

Research shows that students’ responses to surveys like this can be influenced by characteristics of the instructor — such as gender, race, and accent — that are unrelated to the learning environment. Being aware of this tendency helps you provide more accurate feedback.

Your responses are anonymous and will not be shared with the instructor until after final grades have been submitted. Please respond thoughtfully and honestly.

A.2 Sample Items

All items use the following response scale:

Strongly Agree · Agree · Neither Agree nor Disagree · Disagree · Strongly Disagree · Not Applicable

A.2.1 Regard for Students

“I felt the instructor engaged with students as individuals.”

A.2.2 Consistent Communication and Enforcement of Expectations

“I knew what was expected of me in this course.”

“I felt the instructor applied the same expectations and standards to all students.”

A.2.3 Access to Instructor and Instructor Resources

“I was able to get help from my instructor when I needed it (in office hours, after class, or by email).”

“I was able to access the course materials and resources I needed for this class.”

A.2.4 Perceived Course Coherence

“I could see how what was assessed related to what was covered in the course.”

“I could see how the different parts of this course fit together.”

A.2.5 Participatory Climate

“I felt there were ways for me to participate in the course.”

“I felt the instructor created opportunities for me to explore the ideas in the course.”

A.2.6 Responsive Learning Environment

“I felt the instructor created a learning environment that was responsive to all students.”

A.3 Sample if the Academic Senate elects to retain open-ended questions

If open-ended questions are retained under the guardrails described in Section 3.3, the instrument would include one structured open-ended prompt on Perceived Course Coherence — the aspect where elaboration is most informative and least susceptible to bias. The prompt appears immediately after the Perceived Course Coherence Likert items and directs the student to describe their experience with course structure.

A.3.1 Perceived Course Coherence (with structured open-ended prompt)

“I could see how what was assessed related to what was covered in the course.”

“I could see how the different parts of this course fit together.”

“Please describe your experience with how the different parts of this course fit together — for example, how readings, class activities, assignments, and assessments related to each other. Focus on specific aspects of the course, not on personal characteristics of the instructor.”

Your response here...

All other items (Regard for Students, Consistent Communication and Enforcement of Expectations, Access to Instructor and Instructor Resources, Participatory Climate, Responsive Learning Environment) remain Likert-only.

A.3.2 Why an open-ended question only on Perceived Course Coherence?

The committee considered attaching an open-ended prompt to each of the six aspects and concluded that Perceived Course Coherence is the only aspect where the benefit of elaboration clearly outweighs the risk of bias. The reasoning, aspect by aspect:

- **Regard for Students.** An open-ended prompt here invites commentary on manner, demeanor, and personality — exactly the content that disproportionately targets women and faculty from marginalized groups (Mitchell and Martin, 2018). Highest risk, lowest benefit.
- **Consistent Communication and Enforcement of Expectations.** An open-ended prompt here invites comments about grading, which correlates with grade *expectations*, not actual consistency of standards. It also invites favoritism allegations that can be racialized — and open-ended comments are precisely where equity bias is most evident (Kreitzer and Sweet-Cushman, 2021). High risk.
- **Access.** An open-ended prompt here invites commentary on communication style, accent, and warmth — all heavily gendered and racialized (Subtirelu, 2015; Miller and Chamberlin, 2000). High risk.
- **Responsive Learning Environment.** An open-ended prompt here could elicit valuable information, but it could also produce comments about the instructor’s identity that are impossible to disentangle from bias. A student who doesn’t feel they belong might attribute it to the instructor’s demographics rather than to specific practices (Heffernan, 2023). Moderate-to-high risk.
- **Perceived Course Coherence.** This is the safest choice. An open-ended prompt here channels comments toward course structure — readings, assignments, assessments,

the connections between topics. These are the most impersonal, practice-oriented comments a student can make. It is hard (but not impossible) to write something biased about whether the exam matched the lectures. And it is the aspect where elaboration is most useful to evaluators — a Likert response tells you the student didn't see the connections; a structured comment tells you *which* connections were missing.

- **Participatory Climate.** An open-ended prompt here could produce useful structural feedback (e.g., “group work was dominated by two people,” “questions were welcomed but never answered”). But it readily invites evaluative commentary about the instructor's teaching style — particularly judgments like “the lectures were boring” or “there was too much group work.” Research shows that students conflate instructor enthusiasm and charisma with teaching effectiveness, even though enthusiasm is not associated with learning (Feeley, 2002; Williams and Ceci, 1997). A comment like “boring” tells you about the student's affective response — which may reflect the instructor's gender, accent, or presentation style — not about whether the environment supported participation. This kind of feedback is valuable in the formative process, where the instructor can contextualize it; in the personnel file, it becomes indistinguishable from bias. Moderate risk.

A.4 Relationship to Existing Cal Poly Maritime Academy Practices

Several of these aspects are already tracked in other CSU instruments. The Cal Poly Maritime Academy, for example, includes items on Consistent Communication and Enforcement of Expectations (“The instructor attempted to be fair and unbiased in their interaction with students”), Responsive Learning Environment (“The instructor demonstrated awareness and consideration of the diversity of students in the class”), Access to Instructor and Instructor Resources (“The instructor was responsive when I had questions”), and Participatory Climate (“The instructor provided opportunities for class participation”). The SPLE items are compatible with this existing practice. The principal difference is one of framing: the SPLE items are worded as first-person experiential reports (“I felt...”) rather than third-person assessments of instructor behavior (“The instructor attempted...”), consistent with the evidence that experiential items are less susceptible to bias than evaluative ones.

Formative Learning Feedback

A Companion to 'Student Perceptions of Learning Experience: Rationale and Broad Principles of Design'

Sub-Committee of the Ad Hoc Committee on Student Perceptions of Teaching Effectiveness

2026-05-07

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Preamble

This document was prepared by a sub-committee of the Ad Hoc Committee on Student Perceptions of Teaching Effectiveness as a companion resource. It has not been formally adopted by the full committee and is offered for consideration by the Academic Senate Instruction Committee and the Center for Teaching, Learning and Technology.

This document describes and proposes **Formative Learning Feedback** — a flexible, voluntary feedback process to be potentially offered through the Center for Teaching, Learning and Technology (CTLT) and designed to give instructors actionable information about how students are experiencing the learning environment while the course is still in progress.

Three foundational principles govern the formative feedback process:

- a. **Opt-in.** Formative Learning Feedback is entirely voluntary. No instructor is required to use it, and no administrator may mandate its use.
- b. **Results only to the instructor.** Feedback is shared only with the instructor. It is not included in the personnel file, not reported to department chairs or deans, and not used for retention, tenure, promotion, or any other employment decision.
- c. **Developmental, not evaluative.** The purpose of formative feedback is to help the instructor improve the learning environment in real time. It is not a tool for summative evaluation and should never be framed as one.

Because formative feedback is developmental and shared only with the instructor, it can also be the appropriate home for general-purpose **open-ended questions** — the kind of unstructured, in-their-own-words feedback that is most useful when the instructor can still act on it, and that the literature identifies as too susceptible to bias for inclusion in a summative personnel file.

Formative Learning Feedback is entirely separate from the **Student Perceptions of Learning Experience (SPLE)**, which is the summative instrument whose results enter the personnel file. The two serve fundamentally different purposes and operate under different rules.

Chapter 1

Why Formative Feedback?

1.1 Purpose and scope

This document describes a feedback process designed to give instructors actionable information about the learning environment while the course is still in progress.

The formative feedback process is **developmental only**:

- Results are shared **only with the instructor**
- Results are **not** included in the personnel file
- Results are **not** used for retention, tenure, promotion, or any other employment decision
- Results are **not** reported to department chairs, deans, or any administrative unit

1.2 The case for feedback throughout the term

Traditional mid-semester evaluations offer a single snapshot — typically around weeks 6–8 — that arrives too early for some concerns and too late for others. Students entering a new subject may not have enough experience at week 6 to report on how practice and feedback are supporting their learning, while by week 8 it may be too late to address confusion about how course elements connect.

A more effective model provides **multiple touchpoints** across the term, each targeting the dimensions of learning most relevant at that stage:

- **Early in the term (weeks 2–3)**: Students are orienting to the course. Feedback on whether the course is building on what they already know and whether they can see how the pieces fit together is most actionable here.
- **Mid-term (weeks 6–8)**: Students have enough experience to report on motivation, the quality of practice and feedback, and the classroom climate.
- **Late in the term (weeks 11–12)**: Students can reflect on whether the course has helped

them develop mastery and self-directed learning skills — and there is still time for the instructor to adjust the final weeks.

Faculty choose which touchpoints to use and which dimensions to ask about. The instrument is a menu, not a mandate.

1.3 Evidence base

The formative feedback process draws on a well-established literature on feedback practices in higher education.

1.3.1 Classroom Assessment Techniques (CATs)

Angelo and Cross (1993) developed a comprehensive set of Classroom Assessment Techniques — brief, usually anonymous, in-class activities designed to give instructors rapid feedback on student learning and experience. The most widely used CATs include the Minute Paper, the Muddiest Point, and the One-Sentence Summary. The design principles underlying CATs — brevity, anonymity, low stakes, instructor-initiated — inform the formative feedback process proposed here.

1.3.2 Small Group Instructional Diagnosis (SGID)

The SGID method, developed at the University of Washington ([Clark and Redmond, 1982](#)), uses a trained facilitator to gather structured feedback from small groups of students during class time, with the instructor absent. The facilitator synthesizes the responses and meets privately with the instructor. SGID is more resource-intensive than a written check-in but produces richer, more contextualized feedback. Institutions with active SGID programs include Indiana University (Center for Innovative Teaching and Learning), UCLA, and the University of Massachusetts Amherst.

1.3.3 Oregon Mid-Semester Experience Survey (M-SES)

The University of Oregon operates a two-survey model: a formative **Midway Student Experience Survey (M-SES)** and a summative End-of-term Student Experience Survey (E-SES). The M-SES is administered during week 4 of the 10-week quarter (equivalent to approximately weeks 6–7 of a 15-week semester) and asks students about their learning experience to date. Instructors are encouraged to provide 10 minutes of class time for completion. Results are shared only with the instructor ([University of Oregon TEP](#)). Notably, Oregon’s Senate motion US18/19-14 phased out traditional “course evaluations” in favor of learning-focused “Student Experience Surveys” — and pilot data showed that personal comments about instructors dropped from 21% to 1.5% of all comments under the new instrument. The Oregon model demonstrates that mid-semester feedback can be institutionally supported without being tied to personnel decisions.

1.3.4 Harvard Bok Center

Harvard's Derek Bok Center for Teaching and Learning recommends that instructors gather "early, frequent, and low-stakes feedback" from students, using brief anonymous surveys or structured class discussions. The emphasis is on actionable feedback that can inform adjustments while the course is still in progress ([Bok Center](#)).

1.3.5 Indiana University CITL

The Center for Innovative Teaching and Learning at Indiana University offers both SGID facilitation and a mid-semester feedback template that instructors can administer independently. The CITL model emphasizes "closing the loop" — the instructor's public response to the feedback received — as essential to the process's effectiveness ([Indiana CITL](#)).

1.3.6 UCLA Center for the Advancement of Teaching

UCLA's Center for the Advancement of Teaching provides mid-semester evaluation resources including facilitated SGID sessions and self-administered survey templates. The program is framed explicitly as a developmental tool with no connection to personnel review ([UCLA Center for the Advancement of Teaching](#)).

1.4 Theoretical backbone: Ambrose et al. (2010)

The formative feedback instrument is organized around the seven research-based principles of learning identified by Ambrose et al. (2010) in *How Learning Works: Seven Research-Based Principles for Smart Teaching*. These principles synthesize decades of cognitive and educational research into a practical framework for understanding how students learn. Each principle is framed as a question — *How does students' prior knowledge affect their learning?* — and each suggests specific dimensions of the learning experience that students are positioned to observe and report on.

The mapping of these seven principles to candidate feedback items draws on work by Committee Member Patrick O'Sullivan (CTLT), who identified the teaching practices associated with each principle that students can directly experience and comment on. This mapping also connects the formative dimensions to the TEval framework (Austin et al., 2025), providing a coherent link between the formative feedback process and the broader evaluation of teaching.

The seven dimensions — Prior Knowledge, Knowledge Organization, Motivation, Mastery, Practice and Feedback, Student Development and Course Climate, and Self-Directed Learning — are described in detail in Chapter 2.

Chapter 2

Integrating Effective Teaching Practices Into the Formative Learning Feedback

The formative feedback instrument is organized around seven dimensions of learning, each drawn from the research-based principles identified by Ambrose et al. (2010). For each dimension, we provide:

- The **guiding question** from Ambrose et al.
- A brief description of **what it captures**
- A note on **why the dimension is appropriate formatively but not summatively**

All candidate items to be offered to Faculty are phrased as student-experience statements about observable teaching practices. Faculty select which dimensions and items to include based on their course, their goals, and the timing of the feedback. They can also include their own items.

Foundations — what students bring and how the course builds on it:

1. **Prior Knowledge**
2. **Knowledge Organization**

Engagement — what drives and sustains the learning process:

3. **Motivation**
4. **Mastery**
5. **Practice and Feedback**

Environment and autonomy — the climate for learning and beyond:

6. **Student Development and Course Climate**
7. **Self-Directed Learning**

2.1 Dimension 1: Prior Knowledge

Guiding question: *How does students' prior knowledge affect their learning?*

What it captures: Whether the instructor creates opportunities for students to connect new material to what they already know — including opportunities to surface and correct misconceptions.

! Why formative, not summative?

Whether an instructor effectively activates prior knowledge requires understanding the content and the pedagogical choices involved. Students can report on whether opportunities were provided — a valuable formative signal — but cannot judge whether the strategies were appropriate for the subject matter.

2.2 Dimension 2: Knowledge Organization

Guiding question: *How does the way students organize knowledge affect their learning?*

What it captures: Whether the course helps students see how concepts relate to one another — through explicit organizational frameworks, concept maps, or other structuring activities.

! Why formative, not summative?

Judging whether a course's organizational structure is effective requires pedagogical expertise. Students can report on whether organizational support was provided, but the quality and appropriateness of that support depend on disciplinary context that students are not positioned to evaluate summatively.

2.3 Dimension 3: Motivation

Guiding question: *What factors motivate students to learn?*

What it captures: Whether the instructor helps students understand the value and purpose of learning activities, supports students' sense of efficacy, and fosters a climate conducive to engagement.

! Why formative, not summative?

Motivation is influenced by many factors beyond the instructor's control — including the student's own goals, preparation, and external circumstances. Students can report on whether the instructor took actions to support motivation, which is valuable formative feedback. But summative evaluation of motivational support risks confounding the instructor's practices with factors outside their influence.

2.4 Dimension 4: Mastery

Guiding question: *How do students develop mastery?*

What it captures: Whether the course provides opportunities for students to acquire, practice, and integrate component skills toward increasingly complex performance.

! Why formative, not summative?

Whether a course effectively scaffolds skill development toward mastery requires understanding the disciplinary goals and the appropriateness of the progression. Students can report on whether practice and integration opportunities were provided — actionable feedback for the instructor — but cannot judge whether the progression was well-designed for the learning goals of the course.

2.5 Dimension 5: Practice and Feedback

Guiding question: *What kinds of practice and feedback enhance learning?*

What it captures: Whether students receive goal-directed practice with clear criteria for success, and whether feedback is timely and specific enough to guide improvement.

! Why formative, not summative?

The quality and timeliness of feedback is something students can directly experience and report on, making it excellent formative data. However, summative evaluation of feedback practices risks conflating the *experience* of feedback (which may feel harsh or generous regardless of quality) with its *effectiveness* (which requires pedagogical judgment). The well-documented disconnect between perceived and actual learning (Deslauriers et al., 2019) applies directly here.

2.6 Dimension 6: Student Development and Course Climate

Guiding question: *Why do student development and course climate matter for student learning?*

What it captures: Whether the classroom climate promotes a sense of belonging and whether norms for interaction support mutual respect — climate as it supports the learning process.

! How Dimension 6 relates to the SPLE

This dimension overlaps with the summative SPLE, which also addresses class climate. The overlap is intentional: climate is important enough to warrant both a formative check (visible only to the instructor, actionable mid-course) and a summative record (entered in the personnel file at term's end). The two serve different institutional

purposes even when they touch the same territory.

2.7 Dimension 7: Self-Directed Learning

Guiding question: *How do students become self-directed learners?*

What it captures: Whether the instructor models and supports metacognitive practices — helping students assess what they know, identify what they still need to learn, and develop strategies for continued learning.

! Why formative, not summative?

Self-directed learning is a developmental outcome that unfolds over time and across courses. Students can report on whether metacognitive support was provided in a specific course — helpful formative feedback — but cannot assess whether those practices were effective in building lasting self-regulation skills.

Chapter 3

Relationship to the Summative SPLE

3.1 Comparison

The formative feedback process is **not** a practice run for the summative SPLE, and it should not be framed as one. The two instruments differ in every relevant dimension:

Table 3.1: Comparison of formative and summative instruments

Dimension	Formative Learning Feedback	Summative SPLE
Purpose	Developmental: help the instructor improve the course in real time	Evaluative: provide data for the personnel file
Audience	Instructor only	Instructor, department chair, personnel committee
Timing	Throughout the term (weeks 2–3, 6–8, 11–12)	Last two weeks of instruction before finals week
Content	Seven dimensions of learning (Ambrose et al., 2010)	Six aspects of class climate
Format	Flexible: structured items, open-ended questions, or both; faculty choose dimensions	Standardized: Likert-scale items and structured open-ended prompts
Anonymity	Anonymous	Anonymous
Personnel file	No	Yes
Required	No (instructor's choice)	Yes (institutional requirement)

Dimension	Formative Learning Feedback	Summative SPLE
Input for self-reflection and iterative growth	Yes	Yes

The formative feedback process exists because some of the most useful feedback students can provide — what is working, what is not, what they wish were different — is most valuable *before* the course ends, when the instructor can still act on it. The summative SPLE, by contrast, captures the student’s experience of the full term and provides data for institutional evaluation. **These are complementary but distinct functions.** Both instruments provide input for self-reflection and iterative growth (Dimension 5 of the TEval framework) — the formative process by giving instructors actionable feedback while the course is still in progress, and the summative instrument by revealing patterns across terms that inform longer-term development.

3.2 Formative feedback as the home for open-ended questions


The SPLE committee voted to retain open-ended questions on the summative instrument under structured prompts and guardrails designed to minimize the equity bias that the literature documents in unstructured responses (see the SPLE proposal for the full evidence base). Open-ended questions also play a central role in the formative feedback process. In the formative context, results go only to the instructor, so potentially biased comments cannot influence personnel decisions. In a formative context:

- Results go only to the instructor, so biased comments cannot influence personnel decisions
- The instructor can contextualize comments with their knowledge of the class
- The developmental framing encourages constructive rather than evaluative responses
- There is no need to standardize or compare across instructors

Open-ended questions serve their intended purpose — giving students a voice and giving instructors actionable information — without the risks that attend their inclusion in the personnel file.

3.3 Optional structured check-in on SPLE dimensions

Instructors may optionally include a brief structured component — a “temperature read” on the six aspects of the SPLE — to get a quick snapshot alongside the formative items. This is **not** the SPLE itself; it is a lightweight check-in that uses the same conceptual dimensions.

 Optional: Quick check-in on learning environment dimensions

Please indicate how you have experienced each of the following so far in this course.

Response options: **Positive experience, Mixed experience, Negative experience, Not sure / Not applicable**

Dimension

Regard for Students — feeling treated with regard	<input type="radio"/> Positive <input type="radio"/> Mixed <input type="radio"/> Negative <input type="radio"/> N/A
Consistent Communication and Enforcement of Expectations — feeling that all students are treated equitably	<input type="radio"/> Positive <input type="radio"/> Mixed <input type="radio"/> Negative <input type="radio"/> N/A
Perceived Course Coherence — seeing how course elements connect	<input type="radio"/> Positive <input type="radio"/> Mixed <input type="radio"/> Negative <input type="radio"/> N/A
Participatory Climate — feeling comfortable asking questions and sharing ideas	<input type="radio"/> Positive <input type="radio"/> Mixed <input type="radio"/> Negative <input type="radio"/> N/A
Access to Instructor and Instructor Resources — feeling able to access help when needed	<input type="radio"/> Positive <input type="radio"/> Mixed <input type="radio"/> Negative <input type="radio"/> N/A
Responsive Learning Environment — feeling that the learning environment is responsive to all students	<input type="radio"/> Positive <input type="radio"/> Mixed <input type="radio"/> Negative <input type="radio"/> N/A

This structured component serves two purposes: it gives the instructor an at-a-glance summary of the dimensions they will be evaluated on at the end of the term, and it helps students become familiar with the conceptual framework before they encounter the summative SPLE. It is **not** scored, reported, or retained beyond the instructor's own use.

3.4 What the Formative Learning Feedback is *not*

To prevent misunderstanding, the following points should be communicated clearly to both instructors and students:

- The formative feedback process is **not** the Student Perceptions of Learning Experience instrument. The SPLE is the summative instrument administered at the end of the term.
- The formative feedback process is **not** part of the personnel file. No administrator, department chair, or personnel committee will see the results.
- The formative feedback process is **not** required. It is a tool available to instructors who want real-time feedback on the learning environment in their course.
- The formative feedback process is **not** anonymous feedback about the instructor's

teaching ability. It is anonymous feedback about the student's learning experience — the same conceptual framing as the SPLE, but in a developmental rather than evaluative context.

- The formative feedback process **does not** replace the SPLE. Students will still complete the summative instrument at the end of the term regardless of whether formative feedback was collected.

Chapter 4

Administration and Closing the Loop

4.1 Three touchpoints model

The formative feedback process can be used at **any point in the term** — once, twice, or at multiple touchpoints. Different dimensions of learning are most actionable at different stages, and the framework below suggests which dimensions fit naturally at each stage.

Table 4.1: Recommended dimensions by touchpoint

Touchpoint	Timing	Recommended Dimensions	Rationale
Early	Weeks 2–3	Prior Knowledge, Knowledge Organization	Students are orienting to the course; feedback on whether the course is connecting to what they know and how it is organized is most actionable here
Mid	Weeks 6–8	Motivation, Practice & Feedback, Student Development & Course Climate	Students have enough experience to report on engagement, the quality of practice and feedback, and the classroom climate

Touchpoint	Timing	Recommended Dimensions	Rationale
Late	Weeks 11–12	Mastery, Self-Directed Learning	Students can reflect on skill development and metacognitive growth; there is still time for the instructor to adjust the final weeks

This is a framework, not a prescription. An instructor might use only the mid-term touchpoint. Another might use all three but select only one or two dimensions at each. The instrument is a menu: faculty choose the dimensions that match their course goals and the timing that makes sense for their schedule.

4.2 Mode

Two modes are recommended. Instructors should choose the one that best fits their course:

4.2.1 Option A: In-class administration (~5 minutes)

1. The instructor distributes a brief paper form or displays a link/QR code to an online form
2. Students complete the feedback anonymously during class time (approximately 5 minutes)
3. The instructor may remain in the room (unlike the summative SPLE, the formative feedback process is not an evaluative instrument and does not require the instructor to leave)
4. If using paper, the instructor collects the forms; if using an online form, responses are submitted digitally

4.2.2 Option B: Online administration (3-day window)

1. The instructor sends students a link to an anonymous online form (Google Forms, Qualtrics, or similar)
2. The form is open for 3 days
3. The instructor sends one reminder during the window
4. Responses are anonymous

In-class administration is preferred because it typically produces higher response rates and takes only a few minutes. However, online administration may be more practical for large-enrollment courses or courses with irregular meeting patterns.

The technology already exists

Several universities have deployed online platforms that allow instructors to build and deploy formative feedback surveys in minutes. UC Irvine’s [EEE Evaluations system](#), for example, lets instructors select dimensions, choose items, set a collection window, and view results — all through a self-service web interface. Implementing a similar tool at Cal Poly would not require building from scratch; the CTLT could adapt existing survey infrastructure to offer a comparable experience.

4.3 Anonymity

All responses must be anonymous. The feedback should not collect names, student IDs, or any other identifying information. If using an online platform, the instructor should verify that the platform’s settings do not record respondent identities or email addresses.

4.4 Supplementary open-ended items

In addition to the structured items drawn from the seven dimensions, instructors may include open-ended questions at any touchpoint. The following three types of items are recommended as a starting set:

Item 1: What is working

An open-ended item asking students to identify aspects of the course that are helping their learning. This provides positive reinforcement and helps the instructor understand which practices to continue.

Item 2: What could change

An open-ended item asking for constructive suggestions about the learning experience. The framing should keep the focus on the student’s experience rather than inviting a judgment of the instructor.

Item 3: Open channel

An open-ended item providing space for concerns that may not fit neatly into the first two — issues of climate, inclusivity, accessibility, or anything else the student wants the instructor to know.

These open-ended items serve their intended purpose — giving students a voice and giving instructors actionable information — in the formative context where results go only to the instructor. As discussed in Chapter 2, this is the appropriate home for unstructured

feedback.

4.5 Closing the loop

The most critical step in the formative feedback process is **closing the loop** — the instructor’s public response to the feedback received. Without this step, the feedback is a data-collection exercise that may actually *reduce* student trust if students feel their feedback was ignored.

4.5.1 What “closing the loop” means

Within one week of collecting feedback, the instructor should dedicate **5–10 minutes of class time** to:

1. **Acknowledge the feedback.** Thank students for participating and confirm that the responses were read.
2. **Summarize the themes.** Identify 2–3 themes that emerged from the responses. Be specific: “Several of you mentioned that the pace of lectures is too fast” is more effective than “I got some feedback about the course.”
3. **State what will change (if anything).** If the feedback points to a change the instructor is willing and able to make, say so: “Starting next week, I’m going to pause more often during lectures for questions.”
4. **Acknowledge what will not change, and why.** This is as important as stating what will change. Students respect transparency about constraints. What erodes trust is silence. If the feedback points to something the instructor cannot or will not change, explain why: “A few of you asked for fewer assignments, but the assignment sequence is designed to build skills progressively, so I’m going to keep the current schedule. What I *can* do is provide clearer guidance on how to prioritize your time.”

4.5.2 Template for closing the loop

Instructors may find the following template useful for structuring their in-class response:

Closing-the-loop template

Thank you for completing the feedback check-in. I read every response. Here is what I heard and how I plan to respond.

What’s working well:

- [Theme 1, in the students’ words]
- [Theme 2]

What you’d like to see changed:

- [Theme 1]: Here is what I plan to do about this: [specific action]
- [Theme 2]: I understand this concern. Here is why the current approach is set

up this way: [brief explanation]. What I *can* adjust is: [specific action, if any]

Other concerns raised:

- [If applicable, address any climate or environment concerns with care and specificity]

I appreciate your willingness to share your experience. If you have follow-up thoughts, my office hours are [time/place] and you can always reach me at [email].

4.6 In sum

The **Formative Learning Feedback** process complements the summative **Student Perceptions of Learning Experience** by covering the dimensions of effective teaching that students can observe and report on but that fall outside what they can validly evaluate for personnel purposes. It is voluntary, developmental, and shared only with the instructor — making it the appropriate home for both structured feedback on teaching practices and the open-ended questions that the literature identifies as too susceptible to bias for inclusion in a personnel file. The seven dimensions, drawn from Ambrose et al. (2010), give faculty a research-grounded menu of feedback options they can deploy at any point in the term, on their own terms, in service of their own growth as educators.

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Guidance for Evaluation of Instruction

A Companion to 'Student Perceptions of Learning Experience: Rationale and Broad Principles of Design'

Sub-Committee of the Ad Hoc Committee on Student Perceptions of Teaching Effectiveness

2026-05-07

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Preamble

This document was prepared by a sub-committee of the Ad Hoc Committee on Student Perceptions of Teaching Effectiveness as a companion resource. It has not been formally adopted by the full committee and is offered as proposed language for consideration by the Academic Senate Faculty Affairs Committee.

This document provides guidance for the evaluation of instruction in a format that can be directly incorporated into the University Faculty Personnel Policies (UFPP) as §8.3. The section numbering, structure, and language are designed so that, upon approval by the Academic Senate, this text can serve as the basis for the corresponding UFPP section with minimal modification.

This guidance addresses the **summative** evaluation of teaching as understood and required by the UFPP and the **Collective Bargaining Agreement** — that is, the formal assessment of teaching effectiveness for purposes of retention, tenure, promotion, and other personnel decisions. It is distinct from the **formative** assessment of teaching, which is an informal, voluntary, ongoing process of instructor development offered through the Center for Teaching, Learning and Technology (CTLT). The formative process is described in a separate companion document, **Formative Learning Feedback**.

§8.3.1. Policy History

[Reserved for Academic Senate.]

§8.3.2. Purpose and Scope

The goal of evaluation of instruction in faculty evaluations is to maintain high quality of instruction and provide guidance to faculty for improvement of instruction. Evaluations of instruction should do the following:

- Briefly and specifically report on the candidate's successes and challenges in instruction.
- Provide brief and specific guidance when important deficits are apparent to evaluators.
- Clearly state any necessary changes to be implemented and documented in the next evaluation cycle.

§8.3.3. Dimensions of Teaching for Evaluation

This guidance adopts the TEval framework ([Austin et al., 2025](#)), which identifies seven dimensions of teaching for evaluation. Each dimension encompasses one or more of the criteria currently listed in UFPP §7.2.5.2, as shown below:

Table 1: Mapping of TEval dimensions to current UFPP §7.2.5.2 criteria

TEval Dimension	Current UFPP §7.2.5.2 Criteria
D1: Goals, Content, and Alignment	Competence in the discipline; organization of courses; relevance of instruction to course objectives
D2: Teaching Practices	Ability to communicate ideas effectively; versatility of teaching techniques; appropriateness of teaching techniques
D3: Class Climate	Relationship with students in class
D4: Achievement of Learning Outcomes	Relevance of instruction to course objectives; methods of evaluating student achievement
D5: Reflection and Iterative Growth	Other factors relating to performance as an instructor
D6: Mentoring and Advising	Effectiveness of student advising
D7: Teaching Service, Scholarship, or Community	Other factors relating to performance as an instructor

Proposed revision to UFPP §7.2.5.2

We therefore propose that UFPP §7.2.5.2 be revised to read: “Evaluators shall consider such dimensions as (1) Goals, Content, and Alignment; (2) Teaching Practices; (3) Class Climate; (4) Achievement of Learning Outcomes; (5) Reflection and Iterative Growth; (6) Mentoring and Advising; and (7) Involvement in Teaching Service, Scholarship, or Community.”

Evidence for evaluating teaching comes from three sources: the instructor (e.g., CV, syllabi, course materials, student work samples, reflection), peers or observers (e.g., meeting with instructor, class observation, review of student materials), and students (e.g., Student Perceptions of Learning Experience instrument, letters from students). The sections that follow describe each dimension, the guiding questions evaluators should consider, the sources of evidence appropriate to that dimension, and — where applicable — the limitations of particular evidence sources.

§8.3.4. Dimension 1: Goals, Content, and Alignment

This dimension is about what students are expected to learn from the courses taught, whether learning goals are clearly articulated in a way that is accessible to all students, whether course goals are appropriate for the course as part of the larger curriculum and for the audience for which it is intended, whether topics are appropriately challenging and related to current issues in the field, whether the materials are high-quality and aligned with course goals, whether the content represents diverse perspectives, and whether assessments are aligned with course goals.

Sources of evidence: Syllabi, course materials, reflection, meeting with instructor, class observation, review of student materials.

i Note

This dimension requires disciplinary expertise to evaluate. It is assessed through peer review (syllabi review, class observation, review of course materials) and instructor self-report (reflection), not through student surveys. The Student Perceptions of Learning Experience instrument does not assess this dimension.

§8.3.5. Dimension 2: Teaching Practices

This dimension is about how in-class and out-of-class time is used, whether assignments, assessments, and learning activities are designed to help all students learn, whether effective or high-impact methods are used to improve understanding and engage all students in learning, whether in- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts, and whether forms of assessment are varied to allow for the success of diverse learners.

Sources of evidence: Syllabi, course materials, reflection, meeting with instructor, class observation, review of student materials.

i Note

This dimension requires pedagogical expertise to evaluate. It is assessed through peer observation, review of course materials, and instructor reflection, not through student surveys. The Student Perceptions of Learning Experience instrument does not assess this dimension.

§8.3.6. Dimension 3: Class Climate

This dimension is about the extent to which the class climate reflects regard for students as persons, is supportive, and cooperative, whether it encourages motivation and engagement for all students, whether all students feel included, how student-student and student-instructor dialogue are fostered, what the students' views of their learning experiences are, and how the instructor has sought student feedback and used it to inform their teaching.

Sources of evidence: Syllabi, reflection, class observation, **Student Perceptions of Learning Experience** instrument, letters from students.

This is the only dimension assessed through the **Student Perceptions of Learning Experience (SPLE)** instrument, which asks students to report on six aspects of class climate:

- **Regard for Students** — Regard for students as persons in how the instructor interacts with them.
- **Consistent Communication and Enforcement of Expectations** — Equitable treatment and consistent application of standards.
- **Access to Instructor and Instructor Resources** — Perceived accessibility of the instructor for help outside of class.
- **Perceived Course Coherence** — Whether the student could see connections between course elements.
- **Participatory Climate** — Whether the classroom environment supports multiple modes of active engagement.
- **Responsive Learning Environment** — Whether the instructor creates a learning environment that is responsive to all students.

§8.3.6.1. Interpreting Student Perceptions of Learning Experience results

Evaluators and candidates should interpret SPLE results with care, following the scoring, reporting, and visualization guidelines established in the “Student Perceptions of Learning Experience: Rationale and Broad Principles of Design” report. Key principles include:

- **Frequency distributions and percentages, not averages.** SPLE responses are ordered categorical data. They must not be averaged, and evaluators should examine the full distribution of responses, not any summary statistic.

- **No cross-comparisons.** SPLE results must not be compared across instructors, courses, departments, or disciplines. Differences in scores may reflect demographic biases, course characteristics, or nonresponse patterns rather than differences in the learning environment.
- **No extrapolation.** Results from respondents should not be extrapolated to non-respondents. Students who submit evaluations are a self-selected sample of convenience, not a random sample.

§8.3.6.2. Inherent limitations of student evaluation data

Even when student survey items are framed as experiential reports about class climate — as in the SPLE — rather than as evaluative judgments about teaching effectiveness, evaluators must be mindful of the inherent limitations of student evaluation data. These include, but are not limited to, the following factors (Stark, 2026):

- **Gender bias.** Student evaluations have substantial bias from gender: female instructors sometimes receive lower ratings than objectively less effective male instructors; gender affects ratings of ostensibly “objective” items like promptness; and bias varies across disciplines and differs between male and female students (Boring, Ottoboni, and Stark, 2016; MacNeill, Driscoll, and Hunt, 2015; Mengel, Sauermann, and Zölitz, 2018).
- **Racial and ethnic bias.** Evaluations show bias from ethnicity and race (Chisadza, Nicholls, and Yitbarek, 2019), and bias against non-native English speakers (Subtirelu, 2015).
- **Age and appearance bias.** Evaluations show bias against older instructors (Bianchini, Lissoni, and Pezzoni, 2013) and bias in favor of physically attractive instructors, especially for female faculty (Wolbring and Riordan, 2016; Babin et al., 2020).
- **Grade expectations.** Evaluations have stronger association with grade *expectations* than with learning (Boring, Ottoboni, and Stark, 2016); students reward grades — not learning — by giving high evaluation scores (Stroebe, 2020).
- **Halo effect.** Students conflate enthusiasm, attractiveness, and other characteristics with effectiveness; enthusiasm is not associated with learning (Feeley, 2002; Keeley et al., 2013; Michela, 2023).
- **Physical environment.** Evaluations are influenced by the physical condition of the room, time of day, mathematical level of the course, class size, and other factors unrelated to instruction (Bedard and Kuhn, 2005).
- **Fabricated responses.** A substantial fraction of students give demonstrably or deliberately false responses (Stanfel, 1995; Clayson and Haley, 2011).
- **Non-random samples.** Response rates are typically below 75%. The respondents are not a random sample; standard statistical measures of uncertainty (standard errors,

confidence intervals) are inapt (Stark, 2026).

- **Perceived learning does not track actual learning.** Students who learn more may report feeling they learned less, and vice versa (Deslauriers et al., 2019; Uttl, White, and Gonzalez, 2017).

§8.3.6.3. Department-associated questions

Departments are not required to add questions to the Student Perceptions of Learning Experience instrument. The university-wide items are designed to provide a comprehensive assessment of class climate across six aspects, and many departments will find them sufficient.

Departments that wish to add questions should weigh the benefit of additional information against the cost of making the instrument more burdensome for students to complete. A longer survey reduces response rates, and lower response rates weaken the representativeness of the data — undermining the very information the additional questions are meant to provide.

If a department elects to add questions, those questions must meet the same standards that govern the university-wide items. The bar is high:

- **Students must be qualified to answer.** The question must concern something students can report on from their own experience, without requiring disciplinary or pedagogical expertise.
- **Students must be able to answer with minimal bias.** The question must elicit an experiential report, not an evaluative judgment. Items that ask students to assess teaching effectiveness, course quality, or instructor competence are not permitted, as these are the items the literature identifies as most susceptible to bias.
- **Closed-ended, structured items only.** Department-associated questions must be closed-ended items on the five-point Likert scale. The university-wide instrument already includes open-ended questions with structured prompts and guardrails designed to minimize equity bias; there is no need for departments to add additional open-ended questions at the department level.

Department-associated questions must use the same five-point ordered categorical (Likert) response scale as the university-wide items (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree, plus Not Applicable). They must be scored and reported identically to the university-wide questions — as frequency distributions of raw counts and percentages, with no numerical averages, no cross-comparisons, and no extrapolation from respondents to non-respondents. Every guardrail established in the Scoring and Reporting Guidelines of the “Student Perceptions of Learning Experience” report for the university-wide items applies in full force to department-associated questions, lest the protections built into the university-level instrument be undone at the department level.

§8.3.7. Dimension 4: Achievement of Learning Outcomes

This dimension is about whether the instructor clearly communicates the learning goals for the course, what evidence is used to determine the degree to which students achieve the defined course goals, how well course assignments, assessments, and learning activities are aligned with the defined learning goals, whether there are efforts to ensure that all students have equitable opportunities to achieve the learning goals, whether standards for evaluating learning are clear and connected to program, curriculum, or professional expectations, and whether the quality of learning supports success in other contexts.

Sources of evidence: Student work samples, reflection, meeting with instructor, review of student materials.

i Note

This dimension is assessed through review of student work, analysis of learning outcomes, and instructor reflection, not through student surveys. The Student Perceptions of Learning Experience instrument does not assess this dimension. While it may seem natural to ask students how much they learned, perceived learning does not track actual learning. In a controlled experiment, Deslauriers et al. (2019) found that students who learned *more* (as measured by test performance) reported feeling they had learned *less*, and vice versa. Uttl, White, and Gonzalez (2017), in a comprehensive meta-analysis, found that the correlation between student evaluation ratings and student learning is effectively zero. A “perceived learning” item would thus measure neither the learning environment nor actual learning, while carrying the same bias vulnerabilities as other evaluative items.

§8.3.8. Dimension 5: Reflection and Iterative Growth

This dimension is about how and why the instructor's teaching has changed over time, whether changes have been informed by evidence of student learning and student feedback, how peer feedback has been incorporated into the instructor's teaching over time, and how the instructor's goals for their courses and students have changed over time.

Sources of evidence: Syllabi, course materials, student work samples, reflection, meeting with instructor.

i Note

This dimension is assessed through the candidate's reflective narrative and through longitudinal review of course materials and student outcomes. The Student Perceptions of Learning Experience instrument does not assess this dimension, though SPLE results over time may inform the candidate's reflection.

§8.3.9. Dimension 6: Mentoring and Advising

This dimension is about how effectively the instructor has worked individually with undergraduate or graduate students, whether the instructor establishes clear, individualized, and responsive expectations for student and mentor, whether the instructor provides constructive and timely coaching and feedback, and how the quality of and time commitment to mentoring fit with disciplinary and departmental expectations.

Sources of evidence: CV (student awards, achievements), reflection, meeting with instructor, review of student materials, letters from students.

i Note

This dimension is assessed through the candidate's CV, reflective narrative, meeting with the instructor, and letters from students — not through the Student Perceptions of Learning Experience instrument.

§8.3.10. Dimension 7: Involvement in Teaching Service, Scholarship, or Community

This dimension is about how the instructor has contributed to the broader teaching community, both on and off campus. Areas of contribution include the learning culture in the department or institution (e.g., curriculum committees, program assessment, cocurricular activities), engaging with peers on or off campus in teaching communities, workshops, peer reviews, or similar activities, and educational leadership activities (e.g., leading teaching workshops, presentations or publications about teaching, grants related to teaching).

Sources of evidence: CV (participation in teaching and learning committees), reflection, meeting with instructor.

i Note

This dimension is assessed through the candidate's CV and reflective narrative. The Student Perceptions of Learning Experience instrument does not assess this dimension.

§8.3.11. Teaching Effectiveness Rubric

The following rubric provides descriptions of teaching practice at three quality tiers — Developing, Proficient, and Expert — for each of the seven dimensions of teaching. This rubric is adapted from the Benchmarks for Teaching Excellence Rubric ([University of Kansas Center for Teaching Excellence, 2024](#)).

Evaluators should use this rubric to organize their assessment of each dimension. The rubric is not a checklist; it describes patterns of practice. An instructor may exhibit characteristics of different tiers across different dimensions, and growth across tiers is expected over the course of a career.

Dimension 1: Goals, Content, and Alignment

Developing	Proficient	Expert
<p>Course goals are not articulated, or are unclear, inappropriate, or marginally related to curriculum.</p> <p>Content and materials are outdated or unsuitable.</p> <p>Range of topics is too narrow or too broad.</p> <p>Content is not clearly aligned with curriculum or institutional expectations.</p>	<p>Course goals are articulated and appropriate for curriculum. Content is current and appropriate for topic, students, and curriculum. Course topics have appropriate range.</p> <p>Standard, intellectually sound materials. Course materials reflect multiple viewpoints in the field.</p>	<p>Course goals are well-articulated, high quality, relevant to all students, and clearly connected to program or curricular goals. Content is challenging and innovative or related to current issues in the field. Topics are well-integrated and of appropriate range and depth. High-quality materials, well-aligned with course goals. Course materials reflect multiple perspectives and promote meaningful reflection on them.</p>

Dimension 2: Teaching Practices

Developing	Proficient	Expert
<p>Courses are not sufficiently planned or organized. Practices are not well-executed and show little development over time. Students lack opportunities to practice critical skills. Student engagement is generally low. Assessments are at inappropriate difficulty level or not well-aligned with course goals.</p>	<p>Courses are well-planned and organized. Standard course practices; follows conventions of discipline and institution. Opportunities for practice or feedback on skills embedded in course goals. Practices elicit student engagement. Assessments are appropriately challenging and tied to course goals.</p>	<p>Courses are well-planned and integrated, with meaningful assignments and assessments. Uses effective or innovative methods to support learning in all students. Activities consistently provide opportunities for practice and feedback. Practices foster high levels of active engagement. Assessments are varied and allow students to demonstrate knowledge through multiple modalities.</p>

Dimension 3: Class Climate

Developing	Proficient	Expert
<p>Class climate discourages student motivation or self-efficacy. Does not effectively create a responsive learning environment. Consistently negative student reports of instructor access or interaction. Little attempt to address concerns voiced by students.</p>	<p>Class climate promotes student motivation. Fosters a responsive learning environment with regard for students as persons. No consistently negative student reports of instructor access or interaction. Instructor articulates some lessons learned through student feedback.</p>	<p>Climate promotes motivation, self-efficacy, ownership of learning. Instructor models responsive language and behavior. Fosters an open learning environment that promotes student-student and student-instructor dialogue. Student feedback on instructor access and interaction is generally positive. Instructor seeks and is responsive to student feedback.</p>

For Dimension 3 (Class Climate), the rubric tiers correspond to patterns observable in the SPLE frequency distributions (see the Scoring and Reporting Guidelines of the “Student Perceptions of Learning Experience” report) and in other evidence of class climate.

Dimension 4: Achievement of Learning Outcomes

Developing	Proficient	Expert
Insufficient attention to student understanding; quality of learning is not described or analyzed with clear standards. Evidence of inadequate learning without clear attempts to improve. Quality of learning is insufficient to support success in other contexts.	Standards for evaluating student understanding are clear and generally meet department expectations. Attends to student achievement through formal and informal assessments. Some use of student learning evidence to inform teaching.	Standards for evaluating understanding are clear and connected to program, curriculum, or professional expectations. Consistently attends to student learning, uses it to inform teaching. Efforts to support learning in all students. Quality of learning supports success in other contexts.

Dimension 5: Reflection and Iterative Growth

Developing	Proficient	Expert
Little or no indication of having reflected upon or learned from prior teaching, evidence of student learning, or peer or student feedback. Little or no indication of efforts to develop as a teacher despite evidence of need.	Continued competent teaching, possibly with minor reflection based on input from peers and/or students. Articulates some lessons learned or changes informed by prior teaching, student learning, or feedback.	Regularly adjusts teaching based on reflection on student learning and other feedback, within or across semesters. Examines student performance after adjustments. Reports improved student outcomes based on past teaching modifications.

Dimension 6: Mentoring and Advising

Developing	Proficient	Expert
No indication of effective advising or mentoring (but expected in department).	Some evidence of effective advising and mentoring (define as appropriate for discipline).	Evidence of exceptional quality and time commitment to advising and mentoring (define as appropriate for discipline).

Dimension 7: Involvement in Teaching Service, Scholarship, or Community

Developing	Proficient	Expert
Little or no evidence of positive contributions to teaching and learning culture in department or institution. Little or no interaction with teaching community. Practices and results of teaching are not shared with others.	Some positive contributions to teaching and learning culture in department or institution. Some engagement with peers on teaching. Has shared teaching practices or results with others.	Consistently positive contributions to teaching and learning culture (e.g., curriculum committees, program assessment, co-curricular activities). Regular engagement with peers on teaching. Presentations or publications to share practices or results of teaching with multiple audiences. Scholarly publications or grant applications related to teaching.

§8.3.12. Setting Departmental Expectations

Not all seven dimensions apply to every instructor. Some faculty may play no role in student advising or mentoring; others may not engage in teaching-related service, scholarship, or community activities. The TEval framework recognizes this explicitly: “alternative configurations are possible, and departments, programs, or institutions can customize the dimensions to suit their needs” (Austin et al., 2025, p. 26). Evidence collection should fit each instructor’s activities. Departments should identify which dimensions are applicable to each faculty role and evaluate accordingly — an instructor should not be penalized for the absence of activity in a dimension that is not part of their responsibilities.

For the rubric to function as a tool for personnel evaluation, departments and programs must establish and document expectations for each career phase. These expectations should specify the rubric tier expected for each applicable dimension, recognizing that faculty develop across dimensions at different rates and that departmental missions may weight some dimensions more heavily than others. The rubric is intended to guide holistic professional judgment, not to replace it. Evaluators should consider the full pattern of a candidate’s teaching practice rather than treating the rubric as a checklist of minimum requirements.

Template for departmental expectations

Departments should adopt language such as the following, adapted to their context and documented in their personnel policies:

“For [career phase: e.g., retention of tenure-track faculty / tenure / promotion to full professor], the candidate is expected to demonstrate performance at the [tier] level or above in Dimensions [list]. A trajectory of growth from [tier] toward [tier] is expected in Dimensions [list]. Performance at the Developing level in any dimension should be accompanied by a documented plan for improvement.”

Specific expectations may vary by department. For example, a department with a strong emphasis on undergraduate mentoring may set higher expectations for Dimension 6 (Mentoring and Advising), while a department with a significant graduate program may weight Dimension 4 (Achievement of Learning Outcomes) more heavily.

Departmental expectations should be:

- Established through faculty-based governance procedures.
- Documented in department or program personnel policies.
- Communicated to candidates in advance of the evaluation cycle.
- Reviewed periodically to ensure alignment with the university's evolving expectations for teaching.

§8.3.13. Training, Resources, and Implementation

The evaluation framework described in this guidance represents a substantial change from current practice. Evaluators should not be expected to implement it without adequate preparation, and instructors should not be expected to navigate it without clear guidance. Prior to implementation, the university must invest in training for evaluators and orientation for instructors.

Training for evaluators. All faculty who serve on peer review committees should receive training on the seven-dimension framework, the teaching effectiveness rubric, and the proper interpretation of Student Perceptions of Learning Experience data — including the inherent limitations described in Chapter . Training should include **norming sessions** in which evaluators from the same peer review committee review sample evidence portfolios and calibrate their application of the rubric. Norming is essential to ensure that evaluators across the university understand and use the instruments and evaluation framework in a coherent way, so that the quality of an instructor’s evaluation does not depend on which committee reviews it. Cross-departmental norming sessions are also recommended so that college and university-level review committees apply consistent standards. For this same reason, Deans, and the Provost, should receive the training as well.

Guidance for instructors. Instructors should receive clear guidance on the evaluation framework before their first evaluation cycle under the new system. This guidance should explain the seven dimensions, the rubric tiers, the kinds of evidence that are appropriate for each dimension, and how SPLE data will be used. Instructors should understand what is expected of them at their career phase and how to assemble an evidence portfolio.

Resources and tools. The university should develop and maintain resources to support both evaluators and instructors, including:

- Ready-to-use rubric templates and evidence portfolio checklists.
- A website with guidance documents, sample portfolios, and frequently asked questions — modeled on resources such as the [University of Kansas Center for Teaching Excellence](#) and the [USC Center for Excellence in Teaching](#).
- Facilitated workshops for peer review committees at the start of each evaluation cycle.

Phased implementation. To avoid inconsistency — where some evaluations proceed under the new framework while others follow legacy practices, at a cost to instructors — the university should establish a clear implementation timeline with a defined transition date after which all evaluations follow this guidance.

Adopted:

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

AS-____-26

**RESOLUTION TO UPDATE ACADEMIC DISHONESTY: CHEATING AND PLAGIARISM POLICY TO
INCLUDE GENERATIVE ARTIFICIAL INTELLIGENCE**

Impact on Existing Policy: Updates [AS-722-10](#)

- 1 WHEREAS, Cal Poly’s existing policy on academic dishonesty fails to address how generative
2 artificial intelligence (AI) or other automated systems may be used for cheating or
3 plagiarism; therefore, be it
- 4 RESOLVED: that the Academic Senate of Cal Poly endorse the attached updates to *Academic*
5 *Dishonesty: Cheating and Plagiarism* procedures to begin fall 2026 (?); and be it
6 further
- 7 RESOLVED: that the approved updated *Academic Dishonesty: Cheating and Plagiarism*
8 procedures be distributed via electronic mail to all faculty members for their
9 information and use.

Proposed by: Academic Senate Ad Hoc Committee on Generative Artificial Intelligence
Date: May 5, 2026

ACADEMIC DISHONESTY: CHEATING AND PLAGIARISM

684 Academic Dishonesty: Cheating and Plagiarism

The University does not condone academic cheating or plagiarism in any form, **including by the unauthorized use of generative artificial intelligence or other automated systems (AI systems)**. The faculty is expected to uphold and support the highest academic standards in this matter. Instructors should be diligent in reducing potential opportunities for academic cheating or plagiarism to occur, **including by the unauthorized use of AI systems**. Students' rights shall be ensured through attention to due process, as detailed below.

The University recognizes that AI systems may be used in academic, professional, or creative contexts, but students must avoid academic dishonesty in such use. Students must strictly comply with instructors' directions concerning the permitted or prohibited use of AI systems and the proper disclosure of that use. Any use of AI systems in submitted academic work must be disclosed, but instructors shall determine the appropriate form and level of that disclosure. Instructors shall provide clear direction to students concerning AI system use and its proper disclosure in course syllabi and/or as assignments or assessments are given. Regardless, students must never use AI systems to fabricate or misrepresent academic work (e.g., by inventing references, quotations, data, or results) or to impersonate a student (e.g., by taking quizzes, exams, or otherwise participating in a course on their behalf).

684.1 Definition of Cheating

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain, credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of questions or answers on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent the student.

Cheating in the use of AI systems consists primarily in using them to perform academic work in ways unauthorized by the instructor or in failing to properly disclose that use. Instructors shall determine when the use of AI systems is permitted, limited (in specified ways), or prohibited for academic work in their courses. Instructors shall provide clear direction to students concerning the use of AI systems in course syllabi and/or for each assignment as it is given. In the absence of such direction, however, student use of AI systems to perform academic work shall, for purposes of this policy, be treated in the same manner as assistance from another person.

Cheating includes, but is not limited to using AI systems to produce papers, proposals, or outlines, in whole or in part, generate answers, solve problems, write code, produce translations, create images or media, draft discussion posts, complete quizzes or examinations, or otherwise perform academic work when such use is unauthorized or without proper disclosure.

Cheating also includes using AI systems to fabricate or falsify academic work by, for example, inventing or deceptively altering quotations, citations, references, sources, data, or other results; and using AI systems to impersonate a student by, for example, posting to discussion boards online or taking quizzes or exams or other assessments or otherwise participating in a course on a student's behalf.

684.2 Procedure for Addressing Cheating

- a) Instructors should be confident that cheating has occurred; if there is any doubt, the student should be consulted and/or additional information sought prior to taking action for cheating.
- b) In cases involving the possible misuse of AI systems, instructors should consider the totality of the available evidence. Automated detection software results alone should not be treated as conclusive evidence of cheating. If there is any doubt whether students have cheated by the unauthorized use of AI systems, the student should be consulted and/or additional information sought prior to taking action for cheating.
- c) The student should be notified by memorandum of the instructor's determination that cheating has occurred and the intended punishment. Said memorandum should notify the student ~~that~~ if ~~s/he~~ they deny cheating, ~~that~~: (1) the department head of the course of record will be given an opportunity to resolve the situation to the satisfaction of both parties; and (2) if the situation remains unresolved, an appeal of the finding of cheating (though not of the punishment, if the finding of cheating is upheld) is available through the Office of Student Rights and Responsibilities (OSRR).
- d) Cheating requires, at a minimum, an "F" assigned to the assignment, exam, or task, and this "F" must be reflected in the course grade. The instructor may assign an "F" course grade for an incidence of cheating.
- e) Irrespective of whether an appeal is made, the instructor is obligated to submit to the OSRR director a Confidential Faculty Report of Academic Dishonesty. Physical evidence, circumstantial evidence, and testimony of observation may be attached. **In cases involving AI systems, such evidence may include drafts, revision histories, prompts, outputs, metadata, source materials, discrepancies in citations or quotations, automated detection software results, statistical analyses, or other relevant documentation. Automated detection software results alone are insufficient evidence to establish cheating, however.**
- f) If an appeal is made, the grade assigned for cheating and the associated course grade cannot be appealed to the Fairness Board should the OSRR confirm the incidence of cheating.
- g) The OSRR director shall determine if any disciplinary action is required in addition to the assignment of a failing grade. Disciplinary actions which are possible include, but are not limited to: required special counseling, special paper or research assignments, loss of student teaching or research appointments, removal from a course, loss of membership in organizations, suspension or dismissal from individual programs or from the University. The most severe of the possible actions shall be reserved for grievous cheating offenses or more than one offense by an individual.

684.3 Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person as if they were one's own without giving proper credit, required acknowledgment, or both; **or by using the ideas or work of an AI system without proper disclosure**. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references; e.g., quotation marks, footnotes, commentary. **Any use of the ideas or work of AI systems in submitted academic work must be disclosed. Instructors shall determine the proper form and level of disclosure of the use of the ideas or work of AI systems and clarify that for students in course syllabi and/or on a per-assignment basis.**

Examples of plagiarism include but are not limited to the following: the submission of a work, either in part or in whole, completed by another person; failure to give credit for ideas, statements, facts, or conclusions that rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit; **the submission of a work, either in part or in whole, completed by an AI system without proper disclosure; the submission of text, code, images, analysis, translations, summaries, outlines, or other materials generated in whole or in part by an AI system without proper disclosure.**

In general, cheating consists in the unauthorized use of AI systems to perform academic work, while plagiarism consists in the use of the ideas of work or AI systems without proper disclosure. The use of AI systems in courses or assignments may constitute plagiarism, cheating, or both, depending on instructors' prior directions concerning whether or how that use is authorized and, when it is, its proper disclosure.

684.4 Procedure for Addressing Plagiarism

- a) Instructors should be confident that plagiarism has occurred; if there is any doubt, the student should be consulted and/or additional information sought prior to taking action for plagiarism.
- b) Plagiarism may be considered a form of cheating and therefore subject to the same procedure which requires notification to the OSRR director and, at a minimum, an "F" assigned to the assignment, exam, or task (See Section 684.2). However, plagiarism may be the result of poor learning or poor attention to format, or **misunderstanding or confusion about the proper disclosure of the use of AI systems when that use is authorized**, and so may occur without obvious intent to deceive; consequently, some instructor discretion is appropriate. Provided that there was no obvious intent to deceive, an instructor may choose to counsel the student and offer a remedy (within their authority) which is less severe than that required for cheating. (If in doubt about their authority to offer a particular remedy, the instructor should consult OSRR.) Even under these circumstances, the instructor must submit to the OSRR director a Confidential Faculty Report of Academic Dishonesty.

c) An instructor may not penalize a student for plagiarism in any way without advising the student by memorandum that a penalty is being imposed. The instructor should further advise the student in said memorandum that if they deny committing plagiarism: (1) the department head of the course of record will be given an opportunity to resolve the situation to the satisfaction of both parties; and (2) if the situation remains unresolved, an appeal of the finding of plagiarism (though not of the punishment, if the finding of plagiarism is upheld) is possible through OSRR.

Adopted:

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

AS-___-26

RESOLUTION ON STACKED COURSES

Impact on Existing Policy: None

- WHEREAS, Stacked courses are distinct courses that meet together—each with its own course learning objectives (CLOs); and
- WHEREAS, Stacked courses differ from crosslisted courses, which share the same course learning objectives (CLOs); and
- WHEREAS, A separate designation for stacking is needed since crosslisting only allows credit in one of the crosslisted courses; and
- WHEREAS, There are legitimate reasons why academic units may need to have courses meet together that include: collaboration on a common task, different audiences that approach the same material at different levels, or low enrollment that would prevent a course from being offered; and
- WHEREAS, Cal Poly does not have a policy governing stacked courses; and
- WHEREAS, In the absence of a policy University Scheduling will no longer allow non-crosslisted courses to meet together; and
- WHEREAS, The current curriculum review process is an appropriate vehicle to review and approve course stacking; therefore, be it
- RESOLVED: that the Cal Poly Academic Senate adopts the attached Policy on Stacked Courses to begin with the 2028 Catalog review cycle.

Proposed by: Academic Senate Curriculum Committee and the Academic Senate Graduate Committee

Date: ##/##/2026

POLICY ON STACKED COURSES

Definitions

- A crosslisted course is a single course with a single set of course learning objectives (CLOs), offered by different departments or programs, and thus identified by different course prefixes and numbers. Taking a crosslisted course under one course prefix and number confers equivalent credit in all versions of the crosslisting, so a student may take only one version of a crosslisted course.
- Stacked courses are distinct courses that are designed to meet together and to allow students enrolled in each course to attain its distinct CLOs, which represent its specific course level and goals. Taking one course in the stack does not necessarily confer equivalent credit for the other courses in the stack or prohibit students from taking the other courses in the stack unless the courses are designated as antirequisites. In that case, the courses will have a notation in the Catalog that they are not open to students with credit in (NOTSWCI) the other courses in the stack.

Policy

1. This policy does not address faculty compensation for teaching stacked courses.
2. Course stacking will now be a designated property of a course that must be declared when a course is proposed or through a course edit. Stacking may be added or removed from a course outside of the normal Catalog cycle if no other changes that are prohibited off-cycle are required at the same time. For example, an antirequisite can only be added as part of the Catalog cycle.
3. After this policy goes into full effect in Fall 2028, courses not designated as “stacked” cannot meet together.
4. Courses may be designated as stacked if:
 - a. One of the following conditions is met:
 - i. The courses are intended to meet together whenever they are offered in the same term, OR
 - ii. The courses must be stacked due to low enrollment, AND
 - b. All CLOs for each stacked course can still be achieved by its own students when they meet together.
5. Course stacking can be added to a course through the following process.
 - a. The Course Proposal form will be amended by adding fields that indicate stacking, which courses are in the stack, and justify why the stacking is appropriate.
 - b. The justification for stacking must describe how the CLOs of the stacked course can still be achieved if it meets together with the other courses in the stack. For proposals to stack courses of different levels (*e.g.* lower-division with upper-division, undergraduate with graduate), this justification must be particularly strong and indicate why the courses cannot meet separately.
 - c. If a new course is proposed to be stacked with an existing course, a course edit of the existing course must be submitted along with the new course proposal.
 - d. The proposal must indicate whether students are prohibited from earning credit in more than one course within the stack.
 - e. Stacking is reviewed as any other course element at all levels of curriculum review appropriate for a particular course (*e.g.* stacking for GE courses is reviewed by the General Education Governance Board, stacking for graduate classes is reviewed by the Academic Senate Graduate Committee).
 - f. When reviewing a stacked proposal,
 - i. both the positive and negative implications of mixing audiences should be considered and extra scrutiny should be applied to proposals that stack courses at different levels, and

- ii. relevant Chancellor’s Office (CO) policies on course-stacking should be observed (for example, when stacking graduate courses, the CO policies “Definitions of Graduate Level Instruction” and “Recommendations on the Study of Graduate Education”).
- g. If stacking is rejected by any level of curriculum review, the proposers have the option to either
 - i. remove the stacking so that the proposal may proceed, or
 - ii. use the curriculum appeals process to request approval.
- 6. A stacked course will have a notation in its Catalog description indicating the other courses with which it may meet.
- 7. A course designated as stacked may meet separately at the discretion of the department/unit offering the course. It does not always have to be offered together with other courses in the stack.
- 8. If the “stacked” designation is no longer needed, a department/unit should submit a course edit removing the ability to stack the course. This course edit should include a justification for removing the stacking in the “Justification of Need” section. When approved, the “stacked” notation will be removed from its course description and all courses it was stacked with.
- 9. Once removed, adding stacking requires another proposal with new approvals.
- 10. Departments/units offering stacked courses should periodically assess whether their CLOs are being met. Such assessment should occur, at a minimum, during each program review period.

Implementation of this Policy

- From Fall 2026 to Summer 2028, all semester courses converted from quarter courses that were stacked in Fall 2024 or later may continue to be stacked; however, no new stacking may be added.
- The course stacking restrictions in this policy will take effect for the 2028 Catalog review cycle. Beginning in Fall 2028 only courses approved for stacking via this process may be stacked. Departments/units must propose course edits to add stacking as part of their 2028 Catalog proposals if they want to continue stacking any currently stacked courses after Summer 2028. These proposals will be reviewed as part of the usual 2028 Catalog review process.

Adopted:

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

AS-__-26

RESOLUTION TO ESTABLISH THE CAL POLY MARITIME ACADEMY COUNCIL

- 1 WHEREAS, The California State University Board of Trustees (CSU BOT) directed Cal
- 2 Poly and Cal Maritime to integrate and become one university by July 1,
- 3 2026; and
- 4
- 5 WHEREAS, One Cal Poly Academic Senate inclusive of faculty at the Cal Poly Solano
- 6 Campus was established as of July 1, 2025 (AS-989-25), and
- 7
- 8 WHEREAS, AS-989-25 charged the academic senate with developing long-term
- 9 shared governance and representation plans in collaboration with the Cal
- 10 Poly administration to ensure Cal Poly Solano faculty are included in
- 11 shared governance at Cal Poly; therefore be it
- 12
- 13 WHEREAS, The bylaws of the Academic Senate establish the Cal Poly Maritime
- 14 Academy Council; therefore be it resolved
- 15
- 16 RESOLVED: That the Council’s responsibilities in the attached revision to the Academic
- 17 Senate bylaws be adopted; and therefore be it
- 18
- 19 RESOLVED: That the Council’s responsibilities be located under the section on
- 20 Representation in the senate bylaws; and therefore be it
- 21
- 22 RESOLVED: That the Council Chair be assigned Weighted Teaching Units the
- 23 equivalent of one 3-unit lecture course per year for their service.
- 24

Proposed by: The Academic Senate Executive Committee
Date:

1. CAL POLY SOLANO CAMPUS REPRESENTATION

As outlined in AS-XXXX-26, the Cal Poly Maritime Academy Council will serve as a representative body for the General Faculty at the Cal Poly Solano Campus. Their membership and responsibilities are outlined in AS-XXXY-26. The council shall consist of members of the General Faculty, ex officio members from Solano campus administration, and a representative from the ASI from the Solano campus. The Chair of the Council will be a member of the General Faculty elected by the members of the General Faculty of Solano Campus, who shall serve on the Academic Senate Executive Committee as a voting member. They shall serve one-year terms as Council Chair for a maximum of four consecutive terms. The members of the Council may but are not required to be elected members of the Academic Senate, and are appointed by the Senate Executive Committee. Terms shall be staggered to ensure continuity.

a. Membership

- i. The Cal Poly Maritime Academy Council (CPMA) will be comprised of three members of the General Faculty of the Solano Campus, one of whom shall be appointed as CPMA Council Chair by the Executive Committee after a vote by the Solano campus General Faculty.
- ii. The members of the council may be but are not required to be elected members of the Academic Senate, and are appointed by the Executive Committee. Terms shall be staggered to ensure continuity of service.
- iii. The Council Chair shall serve one-year terms, for a maximum of four consecutive terms.
- iv. The Council will also include ex officio members of the Cal Poly Solano Campus administration, including the Vice President and CEO, or designee, the Superintendent, or designee, and the Chair of the ASI Maritime Council.

b. Responsibilities of the Cal Poly Maritime Academy Council

- i. The Council chair will lead the Council and will serve as a constant advocate for the General Faculty at the Cal Poly, Solano campus. They will interface with Solano campus administration, communicate the business of the Academic Senate to the General Faculty (for example, through monthly reports and town hall style meetings), and serve as an advocate for Solano campus to the Academic Senate. In consultation with college and PCS caucus chairs, recruit members of the Solano campus General Faculty to Senate and University committees (standing and ad hoc), either as caucus representatives or at-large representatives for the Solano campus, as appropriate. The Council Chair will also collaborate with senate committee chairs when appropriate to coordinate the Solano campus's participation in achieving senate committee charges. As a voting member of the Executive Committee, the Council Chair will serve as an at-large representative for the General Faculty of the Solano Campus, attend both Executive Committee and Academic Senate meetings, and report to Senate officers or the Executive Committee relevant updates.
- ii. The Council Members will serve the Cal Poly Maritime Academy/Solano campus as at-large representatives with the responsibility of advocating the interests of

the General Faculty of the Cal Poly Maritime Academy. They will assist the Council Chair communicating with Solano campus constituents about the senate agendas, general issues, and will canvass the General Faculty before meetings for questions and votes.

Adopted:

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

AS-___-26

RESOLUTION ON THE MODIFICATION OF THE ACADEMIC SENATE CONSTITUTION

1 WHEREAS, The Cal Poly San Luis Obispo campus will convert to a semester-based
2 schedule as of Fall 2026 in response to a mandate from the CSU
3 Chancellor’s Office; and

4 WHEREAS, The California State University Board of Trustees (CSU BOT) directed Cal
5 Poly and Cal Maritime to integrate and become one university by July 1,
6 2026; and

7 WHEREAS, One Cal Poly Academic Senate inclusive of faculty at the Cal Poly Solano
8 Campus was established as of July 1, 2025 (AS-989-25), and

9 WHEREAS, The Constitution of the Academic Senate must be updated to reflect
10 these changes; therefore be it

11 RESOLVED: That the Constitution of the Academic Senate be modified as shown on
12 the attached copy; and be it further

13 RESOLVED: That this resolution and the modifications go into effect immediately
14 upon adoption and positive result of the referendum vote by the general
15 faculty.

Proposed by: The Academic Senate Executive Committee

Date: May 29, 2026

CONSTITUTION OF THE FACULTY

Preamble

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

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~~two consecutive ~~quarters~~academic terms.

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.

Non-voting membership in the General Faculty shall consist of all academic personnel not included in the voting membership.

ARTICLE II. RIGHTS, RESPONSIBILITIES, AND POWERS OF THE GENERAL FACULTY

Section 1. Rights of the General Faculty

The right of academic freedom is necessary for the pursuit and dissemination of truth and the maintenance of a free society. It is the obligation of the General Faculty to ensure the preservation of an academic community with full freedom of inquiry and expression and insulation from political influence.

Voting members of the General Faculty have the right to nominate, elect, and recall members of the Academic Senate and the right to call for, participate in, and vote at meetings of the General Faculty.

Section 2. Responsibilities of the General Faculty

The primary responsibility of members of the General Faculty is to seek truth and to encourage the free pursuit of learning in their peers and students. To this end, they devote their energies to developing and improving their scholarly competence. They make every reasonable effort to foster honest academic conduct and to ~~assure~~ensure that their evaluation of students and peers reflects true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for their private advantage, acknowledge significant assistance from them, and protect their freedom of inquiry.

Section 3. Powers of the General Faculty: Meetings, Initiatives, Referenda, and Recall

No regularly scheduled meetings of the General Faculty are provided for, but meetings of the General Faculty may be called by the University President or the Academic Senate Chair. Meetings of the General Faculty will be scheduled by the Academic Senate Chair upon receipt of a meeting request petition bearing the signatures of 10% of the voting membership of the General Faculty. The Academic Senate Chair presides at meetings of the General Faculty, and parliamentary procedure is in effect. Positions developed at meetings of the General Faculty must be ratified by initiative.

A majority of the voting members of the General Faculty in attendance at duly called General Faculty meetings is needed to propose an initiative to be put before the entire voting membership of the General Faculty. A majority of those voting in a mail or electronic ballot is needed to pass an initiative. Initiatives to amend this constitution shall be governed by Article IV.

Actions of the Academic Senate are subject to nullification by the voting membership of the General Faculty. Upon receipt of a referendum petition bearing the signatures of 15% of the voting faculty constituency, the Academic Senate Chair will conduct a mail or electronic ballot of the voting members of the General Faculty. A majority of those voting on a referendum is required to nullify the Academic Senate action in question. Recall of academic senators shall be provided for in the *Bylaws of the Academic Senate*.

ARTICLE III. THE ACADEMIC SENATE

Section 1. Membership

- (a) Colleges with fewer than 30 faculty members shall elect two senators. All other colleges shall elect three senators, plus one senator for each 30 faculty members or major fraction thereof.
- (b) Designated personnel in Professional Consultative Services (except directors) shall be represented in the Academic Senate by the formula of one senator per each fifteen members or major fraction thereof:
 - (1) Full-time probationary or permanent Librarians; and
 - (2) Full-time probationary or permanent (a) counselors; (b) student services professionals [SSP]: SSP I-academically related, SSP II-academically related, and SSP III-academically related; (c) SSPs III and IV; (d) Cooperative Education lecturers; and (e) physicians.
 - (3) Full-time coaches holding a current faculty appointment of at least one year.
- (c) Part-time lecturers in an academic department/teaching area and part-time employees in Professional Consultative Services, other than those who are members of the General Faculty as defined in Article I, will be represented by up to seven voting members in the Senate, of which no more than one will be from any college or from Professional Consultative Services.
- (d) Senators acting in an at-large capacity are the current Academic Senate Chair, the immediate Past Academic Senate Chair, and the CSU academic senators. ~~Additionally, for 2025-2026, there will be four at-large representatives from Cal Poly, Solano Campus.~~ All at-large positions shall be voting positions except for the Academic Senate Chair which is a nonvoting position except when the Chair's vote is needed to break a tie.

- (e) Ex officio, nonvoting members are (1) the President of the University or designee, (2) the Provost or designee, (3) one representative from among the academic deans, (4) the ASI President, (5) the Chair of ASI Board of Directors, and (6) the Vice President for Strategic Enrollment Management/Student Affairs.

Section 2. Powers and Responsibilities of the Academic Senate

Joint decision-making and consultation between the administration and the General Faculty have been recognized by the legislature of the State of California as the long-accepted manner of governing institutions of higher learning and are essential to the educational missions of such institutions. In order to participate fully in the process of joint decision-making and consultation with the administration, the Academic Senate is empowered to exercise all legislative and advisory powers on behalf of the General Faculty. These legislative powers shall include all educational matters that affect the General Faculty (e.g., curricula, academic personnel policies, and academic standards). Advisory powers shall include, but not be limited to consultation on budget policy, administrative appointments, determination of campus administrative policy, university organization, and facilities use and planning.

It is the responsibility of the Academic Senate to respond to requests for legislative action or advice from the President within sixty days of the receipt of such requests. On those occasions when the President disapproves Senate legislation, they s/he shall inform the Senate in writing within sixty days from the date of transmittal of the compelling reasons for disapproval. The President shall inform the Senate of the disposition of such matters upon which the Academic Senate has performed in its advisory capacity.

The Academic Senate has the right to present to the Chancellor or the Board of Trustees of the CSU any matter pertaining to the conduct and welfare of the University. The Academic Senate, through its Chair, is empowered to express the sentiments of the General Faculty.

The Academic Senate is empowered to adopt bylaws for its governance.

Section 3. Officers

The officers of the Academic Senate are a Chair, a Vice Chair, and a Secretary as provided for in the bylaws.

Section 4. Organization

The Academic Senate shall function through its standing and ad hoc committees as well as through floor discussion and debate. Enumeration of the committees and their responsibilities is specified in the bylaws. Meetings of the Academic Senate and its committees shall be called and conducted as specified in the *Bylaws of the Academic Senate*. Fifty percent (50%) plus one member of the Academic Senate membership constitutes a quorum.

ARTICLE IV. AMENDMENTS

Amendments to this constitution may be proposed by initiative in a meeting of the General Faculty (Article II, Section 3) or by resolution of the Academic Senate by a two-thirds majority of those present and voting.

Amendments to this constitution shall be adopted by a two-thirds majority of the votes cast by the voting members of the General Faculty. A referendum to amend this constitution shall be administered by the Academic Senate Chair within 45 days of the receipt of a duly submitted proposal.

Adopted:

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

AS-___-26

RESOLUTION ON THE MODIFICATION OF THE ACADEMIC SENATE BYLAWS

- 1 WHEREAS, The Cal Poly San Luis Obispo campus will convert to a semester-based
- 2 schedule as of Fall 2026 in response to a mandate from the CSU
- 3 Chancellor’s Office; and

- 4 WHEREAS, The California State University Board of Trustees (CSU BOT) directed Cal
- 5 Poly and Cal Maritime to integrate and become one university by July 1,
- 6 2026; and

- 7 WHEREAS, One Cal Poly Academic Senate inclusive of faculty at the Cal Poly Solano
- 8 Campus was established as of July 1, 2025 (AS-989-25), and

- 9 WHEREAS, AS-989-25 charged the academic senate with developing long-term
- 10 shared governance and representation plans in collaboration with the Cal
- 11 Poly administration to ensure Cal Poly Solano faculty are included in
- 12 shared governance at Cal Poly, and

- 13 WHEREAS, The bylaws of the Academic Senate must be updated to reflect these
- 14 changes; therefore be it

- 15 RESOLVED: That the bylaws of the Academic Senate be modified as shown on the
- 16 attached copy.

Proposed by: The Academic Senate Executive Committee

Date: May 19, 2026

BYLAWS OF THE ACADEMIC SENATE

I. INTRODUCTION

A. CONSULTATIVE PROCEDURES

1. Consultative procedures to be used by the Academic Senate must guarantee full participation by the faculty in the formulation of policies and procedures affecting academic governance.
2. The consultative process must provide adequate time for collection and dissemination of information, discussion, and formulation of recommendations.
3. Recommendations from the Senate shall normally be submitted to the President. Actions taken by the President in response shall be reported to the Senate.
4. In accordance with procedures specified for particular committees in these bylaws, committee recommendations shall be reported to the Academic Senate.
5. Any appointee of the Executive Committee, or of the Academic Senate Chair, to any committee not specified in these bylaws, shall report from such committee to the Academic Senate or to one of its committees.
6. Any senator who believes that consultative procedures on any recommendation of the Senate or of any department or of a college have not been adequate may submit evidence in writing to the Executive Committee of the Academic Senate in support of this belief and request an investigation. The Executive Committee will make a determination as to the merit of the written evidence and then assign this matter to an appropriate committee for investigation. The committee may then make recommendations for improvement of these consultative procedures to the Academic Senate.

B. DEFINITIONS

1. Title Change

When there is a change in the title of an individual listed as an ex officio member of an Academic Senate committee, without any substantial changes in the duties of this individual, this title shall be changed in the bylaws as an editorial change and need not go through the normal procedures for amending bylaws.

2. ASI Representatives

Unless otherwise specifically stated in these bylaws, ASI representatives on committees shall be students carrying at least ~~seven-five quarter-semester~~ units, who have completed two ~~quartersterms~~ within the previous academic year, at least ~~2416 quarter-semester~~ units at Cal Poly, and who have a Cal Poly grade point average of at least 2.3.

3. Full-time Academic Employees

Full-time faculty members holding rank and occupying positions in academic departments/teaching areas in the University, full-time personnel in Professional Consultative Services (as defined in Article III.1.b of the *Constitution of the Faculty*), and full-time lecturers holding one-year appointments in academic departments/teaching areas shall be

considered full-time academic employees. This status shall not lapse because of a temporary part-time appointment to duties outside the department/teaching area.

4. Part-time Academic Employees

Part-time lecturers in academic departments/teaching areas in the University and part-time employees in Professional Consultative Services (Professional Consultative Services classifications: librarians, counselors, student service professionals I-, II-, III-academically related, student service professionals III and IV, physicians, and coaches) who are not members of the General Faculty as defined in Article I of the *Constitution of the Faculty*.

5. College Caucus

All of the senators from each college and Professional Consultative Services shall constitute the caucus for that college or Professional Consultative Services. At-large members of the Academic Senate shall not be part of any college caucus.

6. Temporary Vacancy

A vacancy caused by illness, death, resignation, retirement, sabbatical leave, jury duty, temporary administrative appointment, or other compelling reason which will last generally less than one academic year.

7. Vacant Position

A vacancy resulting from the criteria for membership specified in Article III, Section 1 of the *Constitution of the Faculty*. Vacancies shall be filled in accordance with Article III of the *Bylaws of the Academic Senate*.

8. Voter Eligibility

Voting members of the General Faculty as specified in Article I of the constitution are eligible to vote for:

- a. senators from colleges or Professional Consultative Services.
- b. CSU academic senators.
- c. consultative committees as needed.

II. MEMBERSHIP OF THE ACADEMIC SENATE

A. ELIGIBILITY

1. Elected Members

Elected members shall be full-time members of the General Faculty who have been nominated and elected in accordance with Article III of these bylaws.

2. Ex Officio Members

Ex officio members are specified in Article III.1.e of the constitution.

3. Representative of Part-time Academic Employees

The voting members of the Academic Senate representing part-time academic employees shall be elected by vote of all university part-time academic employees at the same time as election of other senators each academic year. Such representatives must have an academic year appointment in the year they are elected, and they must maintain a part-time academic year appointment in the following year in order to serve in this position.

B. TERMS OF OFFICE

1. Terms of office for senators: the elected term of office for senators shall be a two-year term or one-year term when the caucus membership changes by more than two representatives. An elected senator (according to Article III of the bylaws), can serve a maximum of four consecutive years and shall not again be eligible for election until one year has elapsed with the exception of ex officio members (e.g., past Senate Chair and Statewide Senators). A senator appointed to serve in a vacant position, unfilled after the winter elections, shall serve until the completion of that term. A senator appointed to fill a temporary vacancy for an elected position shall serve until the senator being replaced returns for the completion of the term. If this temporary appointment is for one year or less, or if the senator is serving a one-year elected term, it shall not be counted as part of the four years maximum for elected senators. The term of the representatives for part-time academic employees shall start immediately after the election and last until elections are held the following academic year. The representatives for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms
2. Terms of office for Academic Senate Chair: once a senator is elected to serve as Academic Senate chair, that senator becomes an at-large member of the Academic Senate, and the position vacated becomes a college vacancy to be filled by the college caucus. The elected term of office for Academic Senate Chair shall be a maximum of three one-year consecutive terms.

C. REPRESENTATION

1. Colleges and Professional Consultative Services with an even number of senators shall elect one-half of their senators each year. Those with an odd number of senators shall not deviate from electing one-half of their senators each year by more than one senator. All of the senators from each college and Professional Consultative Services shall constitute the appropriate caucus.
2. When a college or Professional Consultative Services with an uneven number of senators gains a new senator due to an increase in faculty in a year when more than one-half of their senators are to be elected, the new Senate position shall be for one year for the first year, then two years thereafter.
3. There shall be no more than one senator per department/teaching area elected by any college where applicable until all departments/teaching areas within that college are represented. A department/teaching area shall waive its right to representation by failure to nominate. This bylaw shall have precedence over Article III.B of the *Bylaws of the Academic Senate*.

C. SUBSTITUTES

When a senator must miss Senate meetings over an extended period of time (two or three consecutive meetings), the senator must notify the appropriate caucus chair of the planned absences. The caucus chair will solicit nominations for a substitute who is eligible for election to the Senate from the senator's college/Professional Consultative Services. The caucus will then hold an election to decide who will act as a substitute. Substitutes shall be counted in the determination of a quorum and

shall have voting rights. The caucus chair will transmit to the Academic Senate office, in writing, the name of the substitute and the dates that substitute will be in attendance at Academic Senate meetings.

D. PROXIES

When a senator must miss a Senate meeting or a portion of a meeting, the senator may select a member in the same college/Professional Consultative Services who is eligible for election to the Senate or another senator who is a member of the college/Professional Consultative Services to serve as proxy. The senator shall transmit to the Academic Senate office, in writing, the name of the person to serve as proxy. Proxies shall be counted in the determination of a quorum and will have the same right to vote as the senator who is absent.

E. AUTOMATIC RESIGNATIONS

Any senator missing more than two consecutive Senate meetings without a substitute or proxy shall be automatically resigned from the Senate at its regular meeting and shall be reinstated if an appeal for reinstatement is upheld by the Executive Committee of the Academic Senate.

III. VOTING AND ELECTION PROCEDURES

Elections shall be held for membership to the Academic Senate, Senate officers, Academic Senate CSU, appropriate recall elections for the preceding as per Section IX of these bylaws, and ad hoc committees created to search for such university positions as president, provost, vice presidents, college deans, and similar type administrative positions.

The balloting procedures described in "Section III.A: General Procedures" will be used when voting on amendments to the *Constitution of the Faculty* and all campus or statewide measures requiring a vote by the General Faculty.

A. GENERAL PROCEDURES

Balloting procedures shall use either an electronic voting system or a "double envelope system" (outside envelope signed, inside envelope sealed and containing the voted ballot), whichever is more appropriate to the nature of the election, and which ensures that only eligible persons will vote and ballots remain secret.

1. Time and manner of nominations and elections will be announced in a timely fashion to facilitate maximum faculty participation.
2. Voter and candidate eligibility shall be verified.
3. The Executive Committee will rule on questions as they arise and serve as an appeals body to rule on any allegations of irregularities in the nomination and election process.
4. Votes will be publicly tallied at an announced time and place, and results of the election will be published.
5. Ballots will be counted electronically if electronic voting is used. If the "double envelope system" is used, ballots will be counted only if they are properly signed and received by the announced closing date. Individual voting information will be retained for ten working days.
6. For elections, those candidates who receive the highest number of votes shall be declared elected.
7. Department/teaching area representation shall have precedence in elections according to Article II.C.3 of the *Bylaws of the Academic Senate*.

8. For other matters and issues requiring faculty votes, measures are approved when they receive a majority of faculty voting on the matter, unless documents governing a measure specify a different formula for approval.

B. ELECTION CALENDAR

1. Within the month of February, the Academic Senate office shall solicit nominations to fill vacancies for the next academic year. At the same time, each caucus chair shall be notified, in writing, of such vacancies. Accepted nominations shall include a signed statement of intent to serve from the candidate. Eligibility to serve shall be determined for each college and Professional Consultative Services.
2. Election of senators shall be concluded five weeks prior to the initiation of the proofing phase for the following fall term course schedule, as listed on the Cal Poly University Scheduling Production Calendar. Runoff elections, if needed, shall be conducted the week following the conclusion of the election, but no later than initiation of the Production Calendar proofing phase for the following fall term.
3. Election results shall be announced to the campus and the Senate.
4. Whenever the normal election process fails to provide full membership or when a vacancy occurs:
 - a. the caucus chair for the underrepresented college/Professional Consultative Services shall solicit nominations through direct or electronic mail contact to each faculty member in the college/Professional Consultative Services. (See department/teaching area representation requirement in Article II.C.3 of these bylaws.)
 - b. from the list of accepted nominations, the caucus shall select the nominees of its choice and recommend the names of the selected nominees to the Executive Committee for its appointment.
 - c. the appointed member shall serve until the end of the term of the position being filled.
5. The procedures and timetable for election of CSU academic senators shall be the same as that for the campus Academic Senate, except that nomination shall be by petition of not less than ten members of the faculty and shall include a consent to serve statement signed by the nominee. [Reference VII.B.5 of these bylaws for filling of temporary vacancy for a CSU academic senator.]
6. Election of Academic Senate Officers
 - a. Three weeks prior to the initiation of the proofing phase of the Cal Poly University Scheduling Production Calendar, prior to the last regularly scheduled Senate meeting of winter quarter, eligible nominees of the Senate shall be solicited for the offices of Chair, Vice Chair, and Secretary.
 - a. a petition of nomination signed by three senators which includes a consent to serve statement signed by the nominee shall be received by the Senate office. Such petitions shall be due at the Senate office prior to the initiation of the proofing phase of the Cal Poly University Scheduling Production Calendar last regularly

~~scheduled Senate meeting of winter quarter.~~ The names of the eligible nominees shall be announced at ~~the last~~ regularly scheduled meeting before the end of the proofing phase of the Cal Poly University Scheduling Production Calendar.

b. nominations for other eligible candidates will be received from the floor of the Senate provided that (1) at least two senators second the nominations, and (2) the nominee is present and agrees to serve if elected.

c. the Academic Senate Vice Chair shall conduct the election of Senate officers at the ~~last~~ regularly scheduled meeting ~~before the end of the proofing phase of the~~ Cal Poly University Scheduling Production Calendar ~~of winter quarter.~~ Officers shall be elected one at a time: first the Chair, then the Vice Chair, and finally the Secretary.

d. in the event of a vacancy in the offices of the Senate, an election will be conducted at the next meeting of the Senate to fill the unexpired term. Nominations shall be made from the floor of the Senate in compliance with subsection (c) above.

7. Election of representatives for part-time academic employees

a. following the timing stated in the Bylaws, section III, part B, section 1, the Academic Senate office shall solicit nominations for the position of Academic Senate representative for part-time academic employees for the following academic year.

b. after nominations have been received, election to these positions shall be conducted. A runoff election, if needed, shall be conducted the week following the conclusion of the election. Said positions shall be elected by vote of all university part-time academic employees at the time of the vote.

IV. OFFICERS

A. POSITIONS

The officers shall consist of the Chair, Vice Chair, and Secretary, as specified in Article III, Section 3 of the constitution. The duties shall be as follows:

1. Chair

a. the Chair shall set agendas and conduct all meetings of the Academic Senate and Executive Committee.

b. the Chair shall serve as a representative of the Academic Senate upon call by the President of the University.

c. the Chair shall meet with the President and Provost on a regular basis and brief them on Academic Senate business. The Chair shall perform a similar function at the Deans Council.

d. the Chair shall prepare, in consultation with committee chairs and the Provost, an annual list of charges for Academic Senate committees for approval by the Executive Committee. The Chair shall meet with each committee or committee chair before the end of fall ~~quarter~~ term to review these charges as well as applicable bylaws and procedures [Reference: VIII.C.5&7].

e. the Chair shall serve as an alternate for the Academic Senate California State University and shall attend when an elected statewide senator must miss a given meeting.

2. Vice Chair

In the event of a permanent vacancy in the office of Chair, the Vice Chair shall succeed to the office and a replacement Vice Chair shall be elected to complete the term of office. The Vice Chair shall serve in the capacity of the Chair during ~~her/his~~their absence or upon the request of the Chair.

3. Secretary

The Secretary or designee shall record the minutes of all Senate and Executive Committee meetings and shall provide copies of these minutes to all senators in the case of Senate meetings and to all Executive Committee members in the case of Executive Committee meetings. The Secretary or designee shall provide written notice of meetings to the appropriate faculty and shall handle correspondence of the Academic Senate. The Secretary or designee shall create a paper copy of the minutes of all meetings to be filed in the Academic Senate office and a digital copy to be filed with DigitalCommons (or appropriate digital archive administered by the Cal Poly Library) and posted on the Academic Senate website. The Secretary shall have available at each Senate meeting a current file of the actions of the Senate and a copy of the *Constitution and Bylaws*.

4. Immediate Past Chair

The immediate Past Chair, if available, shall serve as parliamentarian for Executive Committee and Senate meetings.

B. ELIGIBILITY

Each officer shall be an elected member of the Academic Senate. Every candidate for Academic Senate officer shall have at least one more year to serve as an elected senator. A college is permitted to provide only one officer at a time.

C. TERMS OF OFFICE

Each officer shall be elected by the voting members of the Academic Senate for a one-year term. These elections shall be held at the last regularly scheduled meeting before the end of the proofing phase of the Cal Poly University Scheduling Production Calendar and term of office shall begin with the start of summer ~~term~~quarter. The only limitation to the number of terms a senator may hold office as Vice Chair or Secretary are the eligibility requirements in Article II.A of these bylaws and the terms of office restrictions in Article II.B.1 of these bylaws. The number of terms a senator may hold office as Academic Senate Chair is set forth in Article II.B.2 of these bylaws.

D. REPLACEMENT

The filling of temporary vacancies shall be accomplished as specified in Article III of these bylaws.

V. MEETINGS

A. REGULAR MEETINGS

1. Regular meetings of the Academic Senate shall be held at 3:~~0~~10 p.m. on Tuesdays, as needed, except in the months of June and July. ~~July and August~~.
- 1.

2. The Executive Committee of the Academic Senate shall not schedule Academic Senate meetings:

- a. on an academic holiday.
- b. after the last regular day of classes during the quarterterm.
- c. during final examinations.

B. SPECIAL MEETINGS

Special meetings may be held on call by the Academic Senate Chair or by petition of 25% of the membership of the Academic Senate.

C. PARLIAMENTARY AUTHORITY

Except as otherwise specified in these *Constitution and Bylaws*, the latest edition of *Robert's Rules of Order Newly Revised* shall serve as the parliamentary authority for Academic Senate and Senate committee meetings.

D. FIRST AND SECOND READINGS

First reading: first reading is a time for suggestions to be made to a resolution for its improvement. The resolution still belongs to its author and is not yet amendable.

Voting on substantive resolutions (i.e., those involving university policy or those in which the Senate takes a position on an issue) takes place in two stages: first reading and second reading. In first reading, the resolution is introduced and suggestions for improvement or clarification are in order in first reading, but not amendments. The first reading of a resolution is concluded if (1) there is no one remaining who wishes to speak on the resolution, (2) a motion to close debate is passed (requires a two-thirds vote), or (3) a motion is approved to move the resolution to second reading (requires a two-thirds vote, is debatable, and requires a compelling reason [determined by the Senate Chair, can be overruled by the body]). If a matter is noncontroversial, rather than a motion to suspend the rules, unanimous consent can be given by the body.

Second reading: the motion to adopt a resolution must be moved and seconded before debate ensues. It then belongs to the body and may be amended.

Documents attached to a resolution are not amendable and cannot be removed or added to a resolution. Voting on substantive resolutions shall take place only after a second reading of the resolution at a meeting subsequent to the meeting at which it was first introduced, except that the Academic Senate, by two-thirds vote of the senators present, may waive this requirement. After the motion has been moved and seconded, amendments may be presented for action by the Senate.

A. CONSENT AGENDA

Items appearing on the Consent Agenda are expected to be routine and noncontroversial. Common uses include, but are not limited to, modifications to departments, courses, programs, degrees; new courses; and editorial revisions to personnel policies. (New departments, programs and degrees must include a resolution and follow the regular approval path for resolutions.) The Consent Agenda will be distributed at least two weeks before the Academic Senate meeting for which it is agendized.

Any item on the Consent Agenda may be moved to the regular agenda at the request of a Senator at least one week before the Academic Senate meeting for which it is agendized. If an item is so moved, it shall be placed on the Business Items of the agenda as a First Reading item. Certain Consent Agenda items, such as recommendations from the Curriculum Committee or Faculty Affairs Committee, may require special procedures.

Items not removed shall be approved by general consent without debate. Clarification questions regarding the items are permitted.

B. RETIRING RESOLUTIONS

When an Academic Senate resolution is suspected of being out of date or no longer pertinent, at the Chair's discretion the resolution may be submitted for review as to its current relevance by the Academic Senate committee that originally sponsored it or by an ad hoc committee. The chair shall inform the full Senate via Chair's Report of the intention to place a resolution under such review. The committee's opinion regarding the resolution shall be forwarded to the Academic Senate Executive Committee. If the Executive Committee finds that the resolution in question should be retired, a proposal to this effect shall be placed on the Academic Senate's Consent Agenda. If no senator pulls the resolution from the Consent Agenda, the resolution shall be considered retired. If pulled from the Consent Agenda, the proposal will appear as a Business Item for debate at the next meeting of the Academic Senate. The President shall be informed of any such action, and the Academic Senate shall update its records.

VI. SUMMER OPERATION

A. MEETINGS

During summer ~~quarter term~~ the Executive Committee of the Academic Senate shall meet as needed and shall act in place of the full Senate.

1. If any member of the Executive Committee other than the officers of the Senate will not be available during summer ~~quarter term~~, then the appropriate caucus shall elect an alternate to fill the vacancy during the absence. Such alternates shall be elected from the other senators of the same college or Professional Consultative Services as the person being replaced. If no such candidates are available, the caucus shall designate another person from the same college or Professional Consultative Services that qualifies for Senate membership to serve as an alternate.

2. If the Chair, Vice Chair, or Secretary will not be available during the summer ~~quarter term~~, the Senate shall, at the ~~regular June~~ meeting scheduled closest to when that unavailability is known, elect an alternate officer from the Senate membership to fill the vacancy during ~~her/his~~their absence.

B. RESPONSIBILITIES

1. The Executive Committee shall act on behalf of the full Academic Senate during the summer ~~quarter term~~.

2. The usual Academic Senate representation on the President's Council and other administrative bodies shall be maintained throughout the summer ~~quarter term~~ by the regular representative or an alternate named by the Academic Senate Chair.

3. At the first regular meeting of the Academic Senate in the fall ~~term quarter~~, the Executive Committee shall give a full report of its action during the summer ~~term quarter~~.

VII. EXECUTIVE COMMITTEE

A. MEMBERSHIP

The Executive Committee shall consist of the officers of the Senate who serve the Executive Committee in like capacity, plus a caucus chair from each college and

Professional Consultative Services elected by the appropriate caucus, as ~~well as one of the four at-large representatives from Cal Poly San Luis Obispo~~ the chair of the Cal Poly Maritime Council, elected by that group. The CSU academic senators, the immediate Past Academic Senate Chair, the ASI President, the Chair of ASI Board of Directors, and the Provost or designee are ex officio members. The Provost, the ASI President, and the Chair of ASI Board of Directors are nonvoting members. A quorum shall consist of a majority of the voting members. If a member is unable to attend an Executive Committee meeting, that member may not designate another person as proxy. If an Executive Committee member must miss two or more consecutive meetings, then the college caucus will designate a substitute to serve on the Executive Committee during the period that the member is absent.

B. FUNCTIONS

The Executive Committee shall be responsible for the following functions:

1. Agendizing resolutions for Academic Senate meetings.
2. The appointment of committee members and committee chairs (pursuant to section VIII.C of these bylaws).
3. Allocating assigned time to officers, committee chairs, and committee members.
4. The directing of charges to committees and receipt of reports therefrom for inclusion on the agenda [Reference: VIII.C.5].
5. The filling of temporary vacancies in the membership of the Academic Senate in accordance with Article III.B.4 of these bylaws.
6. The making of nominations for a temporary vacancy for CSU academic senator. The Academic Senate shall elect a replacement to the position to be effective only until the next regular election date for members of the Senate or until the individual that vacated the position returns.
7. The filling of temporary vacancies in Senate office or membership of the Executive Committee except in the case of vacancies created by recall (see section IX of these bylaws).
8. The approving of nominations and/or appointments by the Academic Senate Chair to other official committees.

VIII.COMMITTEES

A. GENERAL

The functional integrity of the Academic Senate shall be maintained by the committee process. The committee structure shall include standing committees staffed by appointment or ex officio status, elected committees staffed by election, and ad hoc committees or task forces staffed either by appointment or election as directed by the Academic Senate Executive Committee. The Executive Committee may create ad hoc committees or task forces as it deems necessary for specific purposes, which, in the judgment of the Academic Senate Chair, cannot be handled adequately by the standing committees. Only the Executive Committee is authorized to create ad hoc committees or task forces, and these shall report to the Academic Senate by way of the Executive Committee.

B. MEMBERSHIP

Except as noted in the individual committee description, committees shall include one voting General Faculty representative from each college, Professional Consultative Services, and for AY 2025–2026 an at-large representative from Cal Poly Solano. The Academic Senate Chair is an ~~ex-officio~~ ex-officio, nonvoting member of all committees. Additional ex officio representation may include members of administration, ASI representatives appointed by the ASI President, and other representation when deemed necessary by the Senate. Ex officio members shall be voting unless otherwise specified in the committee’s description.

During spring ~~quarter~~ term, each caucus shall convene to nominate candidates from that college or Professional Consultative Services to fill committee vacancies occurring for the next academic year.

These nominations shall be taken to a meeting of the Executive Committee before the ~~June~~ last regular meeting of the Senate. The Executive Committee shall appoint members to standing committee vacancies from these lists. Each appointed member shall serve a two-year term with a maximum appointment of four consecutive terms on one committee. Terms shall be staggered to ensure continuity. Some committees have exceptions to these term length and limits, which are specified in the committee’s description.

The Executive Committee may override term limits when appointing members to committees where only the incumbent is willing to serve in an open spot. The incumbent member appointed this way will be considered termed out again at the end of the next term, not the end of the committee’s term limits. They are subject to the same approval process at that time.

No person shall be assigned concurrent membership on more than one standing committee except for Executive Committee members, who may serve on the Executive Committee and one other Senate committee, and Academic Senate Curriculum Appeals Committee members, who may serve on one other standing committee. Eligible Academic Senate Curriculum Appeals Committee members may not serve on the Curriculum Appeals committee if they have participated in the curricular review process relevant to the particular appeal, and they must recuse themselves from such cases.

C. COMMITTEE CHAIRS

1. Chairs shall be members of the General Faculty.
2. Committee chairs may be chosen from inside or outside the committees. The chair need not be an academic senator.
3. The Executive Committee may choose to appoint the committee chairs. If the Executive Committee chooses not to appoint a committee chair, then the chair of that committee shall be elected by a majority vote of the eligible voting members on the committee.
4. Committee chairs serve for one-year terms except as otherwise noted in the committee bylaws. If the committee chair is selected from amongst the voting members of the committee, the chair shall remain a voting member. If the chair is selected from outside the committee, or from amongst the eligible non-voting members, then the chair shall serve as a non-voting chair, not representing a particular caucus or unit. Non-voting chairs may vote to break a tie.

5. Each committee chair shall be responsible for implementing the charges established by the Executive Committee [Reference: IV.A.1.d and VII.B.4], for keeping minutes, and for making quarterly end of term reports to the Academic Senate Chair.
6. The committee chair shall notify the chair of the college caucus whenever a member has not attended two consecutive meetings.
7. Committee chairs shall meet with the Academic Senate Chair before the end of fall quarter-term [Reference: IV.A.1.d].
8. Chairs of any of the Academic Senate Curriculum Committees (for example, but not limited to, the Curriculum Committee, General Education Governance Board, and the USCP Review Committee) shall not serve on other levels of review as a department curriculum committee chair or college curriculum committee chair. These positions must be resigned before assuming the role of the chair of any of the Academic Senate Curriculum Committees.

D. OPERATING PROCEDURES

Operating procedures for Academic Senate committees and ad hoc committees are as follows:

A committee meeting is defined as a deliberative gathering of individuals—either physically or electronically, as appropriate—for the purpose of reviewing, discussing, or deciding on matters assigned by the Academic Senate Executive Committee. Electronic meetings are appropriate where simple, straightforward decisions can be considered. They do not lend themselves to items that need detailed discussion and the exploration of options.

Meetings shall be called at the discretion of the committee chair or upon the request of three members of the committee. Committees are required to meet at least once per quarter-term during the school year, with the exception of the Curriculum Appeals Committee.

Special rules and procedures must be approved by the Executive Committee, included in the committee's description, and on file with the Academic Senate office.

D.1 Physical Meetings

1. A simple majority (51%) of the voting members shall constitute a quorum for a meeting. A quorum is required to conduct business.
2. Chairpersons serve until the end of the academic year. In the event that a chair must miss a meeting, s/hethey shall appoint a substitute chair for that meeting.
3. Regular meetings shall be scheduled during normal work hours.
4. Notification of meetings shall be sent by the committee chair at least three working days before the meeting date. Committees may establish regular meeting times. Upon committee agreement, a regular meeting time shall constitute notice.
5. Members may not vote by proxy.
6. A vote by the majority of the voting members attending a meeting shall be the decision of the committee.
7. Minutes shall be kept for each meeting and a copy transmitted to the Academic Senate office.

D.2 Electronic Meetings (e-meetings and e-consultations)

1. The decision to use an e-meeting should be made with due regard to the nature of the work to be undertaken. If a member of the committee objects to the use of an e-meeting for a particular business item, then the committee shall discuss that matter at a physical meeting.
2. A variety of technologies may be adopted as available, subject to the needs of the meeting and compliance with these procedures. No special requirements should be imposed on members other than having suitable access to meeting communications and documents.
3. Committee e-meetings are open to the public and when a member of the public wishes to attend, the committee shall make reasonable efforts to accommodate the attendance of that person.
4. A vote by the majority of the voting members of the committee shall be the decision of the committee.
5. The chair of the committee shall:
 - a. control the committee's flow of business.
 - b. maintain a current list of members.
 - c. provide a notice of meeting with agenda and instructions for members about what is required (e.g., "members are asked to read and consider each item in the agenda, then [vote, comment, recommend, etc.]"). Notice shall include a timeline for discussion and action.
 - d. the committee chair shall prepare a final record of each meeting (minutes) and transmit a copy to the Academic Senate office.

E. MEETINGS OPEN TO PUBLIC

Physical and electronic meetings of all committees except those dealing with confidential and/or personnel matters of individuals shall be open. The time, place, and manner of each meeting shall be announced in advance.

F. REPORTING

Each committee shall maintain a written record of its deliberations. A summary report shall be submitted to the Academic Senate office at the end of the academic year.

G. MINORITY REPORTS

Minority reports may be submitted with the reports of the committees.

H. COMMITTEES

1. Budget and Long-Range Planning
2. Curriculum
3. Curriculum Appeals
4. Distinguished Scholarship Awards
5. Distinguished Teaching Awards
6. Diversity
7. Faculty Affairs
8. Fairness Board
9. General Education Governance Board

10. Graduate Committee
11. Grants Review
12. Instruction
13. Research, Scholarship and Creative Activities
14. Sustainability
15. USCP Review Committee

I. COMMITTEE DESCRIPTIONS

1. Budget and Long-Range Planning Committee

a. Membership

Non-voting ex-officio members shall be the Provost/Vice President for Academic Affairs or designee, the Vice President for Administration and Finance or designee, and an ASI representative.

b. Responsibilities

(1) _____ The Budget and Long-Range Planning Committee shall provide oversight and make recommendations concerning policy for the allocation of budgeted resources. This includes the review of matters related to the allocation of budgeted resources and representation on bodies formed to review the mechanisms by which campuswide resource allocations are made.

(2) In addition, the Budget and Long-Range Planning Committee shall also develop recommendations concerning future actions, policies, and goals of the University. Areas assigned to specific standing committees of the Academic Senate fall within its purview when future predictions and extreme long-range planning are necessary or possible.

2. Curriculum Committee

a. Membership

College representatives shall be either the current chair or a current member of their college curriculum committee. The Cal Poly Solano at-large representative shall be a mariner (or familiar with the mariner certification requirements). The Professional Consultative Services representative shall be an academic advisor from one of the colleges. Ex officio members shall be the Associate Vice Provost for Academic Programs and Planning or designee, the Dean of Graduate Education or designee, the Vice President for Information Technology Services/Chief Information Officer or designee, the Dean of Library Services or designee, a representative from the Office of the Registrar, and an ASI representative.

b. Responsibilities

The Curriculum Committee evaluates curriculum proposals from departments and colleges before making recommendations to the Academic Senate. In addition, the committee makes recommendations to the Senate on University requirements for graduation, General Education, learning objectives, and cultural pluralism; provides library oversight as it relates to curriculum; and

addresses any other curriculum-related matter referred to it by the Senate, Senate Chair, or Executive Committee. The chair of the Curriculum Committee shall be responsible for coordination of curriculum review with the Office of the Registrar.

3. Curriculum Appeals Committee

a. Membership

The Academic Senate Curriculum Appeals Committee membership will be a minimum of three and a maximum of five members. Eligible faculty for membership will be appointed by the Academic Senate Executive Committee for one-year terms or partial-year terms. Eligible faculty shall be included from the following list:

- Former Academic Senate Chairs
- Former Academic Senate Vice Chairs
- Former Academic Senate Curriculum Committee Chairs who served for a minimum of three years
- Former members of the Academic Senate Curriculum Committee who served for a minimum of three years
- Former General Education (GE) Chairs/Directors who served for a minimum of three years
- Former GE Governance Board members who served for a minimum of three years
- Former UCSP Review Committee Chairs who served for a minimum of three years
- Former UCSP Review Committee members who served for a minimum of three years

No member of the ASCAC can be actively serving in any of the capacities listed above while serving on the ASCAC.

No member of the ASCAC can be an active member of a curriculum committee that is directly related to the curricular appeal(s).

Note that faculty participating Faculty Early Retirement Program (FERP) are eligible to serve on the Curriculum Appeals Committee.

b. Responsibilities

Adjudicate, in a timely manner, over curriculum proposals pulled from the Academic Senate Consent Agenda. The ASCAC would approve, disapprove, or return a curriculum proposal to a specific committee (as deemed appropriate).

4. Distinguished Scholarship Awards Committee

a. Membership

General Faculty representatives should include former recipients of the Distinguished Scholarship Award. Ex officio members shall be one representative from the Office of Research, appointed by the Provost/Vice President for Academic Affairs, and two ASI representatives—one undergraduate and one graduate student.

b. Responsibilities

The Distinguished Scholarship Awards Committee shall conduct the selection process in accordance with the special rules and procedures approved by the Executive Committee for judging potential candidates for the Distinguished Scholarship Award.

5. Distinguished Teaching Awards Committee

a. Membership, San Luis Obispo Campus

General Faculty representatives should be former recipients of the Distinguished Teaching Award from the San Luis Obispo campus. If no prior Distinguished Teaching Award recipients from a particular college are available and willing to serve, the Executive Committee in consultation with the San Luis Obispo Distinguished Teaching Awards Committee chair may appoint a faculty member from that college who has a clear and compelling record of sustained, outstanding instructional performance. Ex officio members shall be two ASI representatives from the San Luis Obispo campus. These students will have at least junior standing and will have completed at least three consecutive terms and 24 semester units at Cal Poly with at least a 3.0 grade point average.

b. Membership, Solano campus

General Faculty representatives should be 3-4 former recipients of the Distinguished Teaching Award from the Solano campus. If no prior Distinguished Teaching Award recipients from a particular college are available and willing to serve, the Executive Committee in consultation with the Solano campus Distinguished Teaching Awards Committee chair may appoint a faculty member(s) from that college who has(ve) a clear and compelling record of sustained, outstanding instructional performance. Ex officio members shall be an ASI representative from the Solano campus. This student will have at least junior standing and will have completed at least three consecutive terms and 24 semester units at Cal Poly with at least a 3.0 grade point average.

c. Responsibilities

The Distinguished Teaching Awards Committees at the two campuses shall conduct the selection process and judge potential candidates for the Distinguished Teaching Award in accordance with the special rules and procedures developed by the Distinguished Teaching Awards Committees at the two campuses and approved by the Executive Committee. Final recommendations regarding the Distinguished Teaching Award recipients will be submitted to the President through the Academic Senate Chair.

6. Diversity Committee

a. Membership

Ex officio non-voting members shall be the Vice President and Chief Officer for Diversity and Inclusion or designee, the Senior Vice Provost of Academic Programs and Planning or designee, the Center for Teaching, Learning and Technology (CTLT) Inclusive Excellence Specialist or designee. The voting ex officio member shall be an ASI student representative.

b. Responsibilities

The Academic Senate Diversity Committee identifies strategies for ensuring diversity, equity, and inclusivity at Cal Poly. The committee informs and makes recommendations to the Academic Senate on these issues, evaluates related university policies and procedures, and collaborates with stakeholders across campus, including the Office of ~~University Diversity and Equity~~ Cultural and Inclusive Excellence, Academic Affairs, and appropriate student groups.

7. Faculty Affairs Committee

a. Membership

Membership shall include a voting General Faculty representative from each college, Professional Consultative Services, and from faculty at the Solano campus. Voting ex officio members of the Faculty Affairs Committee shall be the Associate Vice Provost for Academic Personnel or designee and an ASI representative.

b. Responsibilities

The Faculty Affairs Committee shall be the advisory body of the Academic Senate on faculty policy and its administration and procedures. The scope of faculty procedures and policies coming within its purview includes standards and criteria concerning appointment, promotion, tenure, academic freedom, leaves of absence, retention, professional relations and ethics, research, grievance, layoff procedures, and lecturers' rights and responsibilities.

8. Fairness Board

a. Membership

Ex officio members are the Vice President for Strategic Enrollment Management & Student Affairs or designee and two ASI representatives with no less than junior standing and ~~three~~ two consecutive ~~quarter~~ terms of attendance at Cal Poly preceding appointment.

b. Responsibilities

The procedures to be followed and the problems to be considered shall be approved by the Academic Senate and published as a document entitled *Fairness Board Description and Procedures*. The Board shall report to the Provost and Academic Senate Chair.

9. General Education Governance Board

a. Membership

- (1) The General Education Governance Board (GEGB) will be comprised of two faculty members from CLA; two faculty members from BCSM; one faculty member from each of the remaining colleges; one student; one member from Professional Consultative Services (PCS); and a GEGB Chair - at large (all voting members, with the exception of the GEGB Chair, who has a tie breaking vote only).
- (2) The GEGB will also include one representative from the Office of the Registrar (ex officio, nonvoting) and one representative from Academic Programs and Planning (ex officio, nonvoting).
- (3) Faculty members and PCS representatives on the GEGB shall be members of the General Faculty, as defined in the *Constitution of the Faculty*.
- (4) The GEGB chair will serve four-year terms for a maximum of 2 consecutive terms. The GEGB chair will be appointed by the provost following a recommendation from the Academic Senate Executive Committee and the GEGB.
- (5) The ASI representative must be able to demonstrate developing expertise in at least one GE area. The ASI representative will be appointed by ASI for a one-year term.
- (6) All eligible voting members of the GEGB must be able to demonstrate expertise in at least one GE area. The GEGB chair must also be able to demonstrate extensive expertise in and experience with the GE program as a whole. In addition to demonstrable expertise regarding Cal Poly's GE program, all members should have knowledge of CSU GE standards and Title V.
- (7) GEGB members will serve three-year terms for a maximum of three consecutive terms. Faculty members and PCS members on the GEGB will be appointed by the Academic Senate Executive Committee.
- (8) When ad hoc GE committees are deemed necessary, members should have expertise in the relevant GE areas.

b. Responsibilities

- (1) Responsibility: Cal Poly's General Education (GE) program is the curricular responsibility of the Academic Senate General Education Governance Board (GEGB). GEGB should function like a department with a deep sense of interest and responsibility for overseeing and implementing the GE program.
- (2) Charge: The GEGB is responsible for leading and developing a visionary, high quality GE program that enriches the specialized knowledge acquired in a major program with foundational and integrative understandings of its scientific, humanistic, artistic, and technological contexts. In so doing, the GEGB is responsible for fostering and refining a vision

of General Education that is responsive to statewide, national, and international values in general education, local campus interests and emphases, and opportunities for positive change.

- (3) Duties: The GEGB assists the GEGB chair in shaping the future and quality of the GE program. In so doing, the GEGB establishes the policies and principles that speak to the vision of the GE program as set out in the charge. Members must be proactive and responsive in reaching out to faculty, departments, and administrators in the University to develop GE curriculum.

Duties of the GEGB include:

- a. review and approve GE course proposals.
 - b. place GE curriculum proposals on the Academic Senate Consent Agenda after consultation with the Academic Senate Curriculum Committee.
 - (c) engage in appropriate assessment activities. Be proactive and responsive to the results of assessment activities.
 - (d) conduct a GE academic program review on the same cycle as other programs. Findings will be presented to the college deans and the Academic Senate. The GEGB needs to be proactive and responsive to the recommendations that result from academic program review.
- (4) Duties of GEGB chair: The GEGB chair will lead the GEGB in the development of the vision of GE and is accountable for making progress toward fulfillment of the GE vision. The GEGB chair maintains strong oversight of the GE program for quality control at every level. They are S/he is a constant advocate for a high-quality GE program that exposes students to pedagogical experiences they need to be erudite and polymathic.

Duties of the GEGB chair include:

- a. be in regular communication and consultation with the GEGB.
- b. communicate with faculty and advisors to spread understanding of the GE program.
- c. be in regular communication and consultation with the college deans and the Provost about the GE needs of Cal Poly students.
- d. be in regular communication and consultation with the Academic Senate Chair and the Academic Senate Curriculum Committee chair.
- e. work collaboratively with the college deans, the Office of the Registrar, the GEGB, Academic Programs and Planning, advisors, and the

departments to understand where the demand for courses is and availability of resources in both the short and long terms.

- f. Establish ad hoc committees if the GEGB chair determines that ad hoc committees are needed, for instance for periodic GE assessment purposes or for program review.
- c. Decisions made by the GEGB: all GE curricula will be available for debate and discussion in the Academic Senate, just as all non-GE curricula are. Appeal processes of curricular decisions made by the GEGB will follow Academic Senate curriculum appeals processes. The GEGB chair should be involved with any changes to Academic Senate curriculum appeals processes.

10. Graduate Committee

a. Membership

One faculty member from each college with experience in administering a graduate program or supporting graduate curriculum, a representative from Professional Consultative Services, and the Academic Senate Curriculum Chair or designee. Ex officio non-voting members shall be the Dean of Graduate Education or designee, the Executive Director of Academic Programs and Planning or designee, the EPaCE dean or designee, a representative from the Office of the Registrar, and a graduate student representative.

b. Responsibilities

1. Review and make recommendations to the Academic Senate Curriculum Committee on proposals for new graduate degree programs, specializations, and courses.
2. Evaluate and make recommendations on petitions for extenuating circumstances, such as validation of outdated coursework.
3. Establish and revise guidelines for professional standards for graduate students.
4. Enact graduate policies in line with California Education Code (Title 5), CSU systemwide policies, and nationwide best practices.
5. Support and enact any graduate program-related changes.
6. Make recommendations on reinstatement/suspension of programs.
7. Serve as a conduit for feedback from and representation of all graduate programs.

8. Address concerns and situations unique to graduate students.

11. Grants Review

(a) Membership

- (1) Pursuant to AS-794-15, Resolution on Change in Academic Senate Grants Review Committee Membership and Responsibilities, the Academic Senate Executive Committee appoints the voting members of the committee.
- (2) Ex officio members shall be the Dean of Research or designee and an ASI representative. The ASI representative must be a graduate student.
- (3) No member of the Grants Review Committee is eligible to apply for any grant, leave, or award program administered by the committee while serving on the committee.

(b) Responsibilities

- (1) The Grants Review Committee will develop policies and procedures for the review of grant proposals referred to it, including but not limited to those funded through the Chancellor's Research, Scholarship, and Creative Activity allocations.
- (2) The Grants Review Committee will make recommendations to the Dean of Research concerning the funding of other internal grants subject to review by the source of funding.
- (3) The Grants Review Committee will develop policies and procedures for the selection of Cal Poly State University student delegates to the system-wide CSU Student Research Competition.
- (4) The Grants Review Committee will evaluate both the oral and written presentations of students and select the delegates for the system-wide CSU Student Research Competition.

12. Instruction Committee

(a) Membership

Ex officio members shall be the Provost/Vice President for Academic Affairs or designee, a representative from CTLT, a representative from the Office of the Registrar, and an ASI representative.

(b) Responsibilities

The Instruction Committee shall be responsible for recommendations regarding subjects that impinge directly on the quality of teaching and for providing policy recommendations concerning grading as well as admissions policies and requirements. It will also provide review and input concerning electronic teaching techniques, and library oversight as it relates to instruction. In accordance with CAM 481 and AS-357-91/IC, the Instruction Committee shall review the Academic Calendar as proposed by the

Provost/Vice President for Academic Affairs before its final submission to the President for approval.

13. Research, Scholarship and Creative Activities Committee
- (a) Membership
Ex officio members shall be the Chief Research Officer ~~Dean of Research~~ or designee and an ASI representative.
- (b) Responsibilities
The Research, Scholarship and Creative Activities Committee shall:
- (1) Make recommendations on university policies and procedures regarding scholarship.
 - (2) Provide advice and guidance regarding scholarship to the following:
 - (a) Kennedy Library
 - (b) Information Technology Services
 - (c) Cal Poly Technology Park
 - (d) University committees
 - (e) Campus research centers and institutes
- 3) In occurrences where the Grants Review Committee is not filled, the RSCA committee may be asked to assist in the GRC duties.

14. Sustainability Committee
- (a) Membership
Ex officio members shall be the Provost/Vice President for Academic Affairs or designee, the Vice President for Administration and Finance or designee, Vice Provost for Academic Programs and Planning or designee, the Director of Facilities Planning or designee, the Director of Facilities Energy, Utilities and Sustainability or designee, and two ASI representatives.
- (b) Responsibilities
The Sustainability Committee shall inform and support the activities of other committees whose scope encompasses environmental responsibility. The Sustainability Committee shall make recommendations to the Academic Senate, as appropriate, regarding the provisions of the Talloires Declaration.

15. USCP Review Committee
- a. Membership
Ex officio voting members shall be the Chair of the Academic Senate Curriculum Committee, a faculty member from the Ethnic Studies Department, a faculty member from the Women, Gender & Queer Studies Department, and two at-large faculty members with USCP teaching experience and/or teaching experience related to diversity issues as voting members. Ex Officio non-voting members shall be the Vice President and Chief Officer for Diversity and Inclusion or

designee, the CTLT Inclusive Excellence Specialist or designee, and an ASI student representative

b. Responsibilities

The committee evaluates the United States Cultural Pluralism (USCP) component of new and existing courses before making recommendations to the General Education Governance Board, when a course is a General Education course, and the Academic Senate Curriculum Committee. In addition, the committee periodically performs curricular review and evaluation of USCP courses and, when appropriate, works with the Academic Senate Curriculum Committee to review and update USCP learning outcomes and course requirements (as indicated in Academic Senate Bylaws I.2.(b)).

IX. RECALL OF ELECTED REPRESENTATIVES

A. APPLICATION

The procedures for recall shall apply to:

1. Elected members of the Academic Senate, California Polytechnic State University;
2. Officers of the Academic Senate, California Polytechnic State University; and
3. Elected representatives to the Academic Senate, California State University.

B. PROCEDURES

An election for recall of elected representatives as specified in Article II, Sections 1 and 3 of the *Constitution and Bylaws*, may be instituted by a petition of those eligible to vote in the election for the representatives in the various categories provided the following provisions are met:

1. An individual eligible to vote in the election for the representative shall notify the Academic Senate Chair of her/his intention to circulate a recall petition. This written notification shall state further the reasons for the recall action in brief terms.
2. The Academic Senate Chair shall notify all of the eligible voters in the area affected of the intended recall petition and state the reasons given for the petition to recall.
3. The notification will be in effect five (5) days in which classes are in session prior to the circulation of the petition. Signatures on a petition may be obtained for the next ten (10) days in which regular classes are in session. A recall election, if required, shall be initiated within twenty (20) days, in which classes are regularly in session, after the recall notification is received by the Academic Senate Chair.
4. The recall petition will be circulated by those initiating the recall action. The top of each sheet heading a list of signatures for recall action shall contain a statement of the reasons for recall.

5. The dated signatures of at least 20% of those eligible to vote in the area represented by the incumbent as specified in the constitution and bylaws of ~~the Cal Poly~~ Academic Senate, ~~California Polytechnic State University, San Luis Obispo,~~ or the *Constitution and Bylaws of the Academic Senate CSU*, shall be required to initiate a recall election.
6. If the petition is for the recall of a member or an officer of the ~~Cal Poly~~ Academic Senate, ~~California Polytechnic State University, San Luis Obispo,~~ a member of the Grants Review Committee, or a CSU academic senator, the Academic Senate office shall conduct the balloting in these elections.
7. The recall ballot shall be worded so that it can be answered "yes" or "no." _____ (name) shall be recalled from the _____ (category of elected representative) _____. The reasons stated in the petition are as follows:

Yes _____ No _____

8. A majority vote of those eligible to vote and voting will be sufficient to recall the incumbent.
9. If the incumbent is recalled, nominees will be solicited for ten (10) days in which regular classes are in session from the area where the vacancy now exists.
10. After nominees have been received, the Academic Senate Chair shall notify all of the faculty members of the college or area affected of the nominees and of the time and place of the election to fill the vacancy created by the recall.
11. The election procedures and ballot counting shall be as provided in these bylaws for regular elections.

X. AMENDMENTS TO THE BYLAWS

These bylaws may be amended by a two-thirds majority vote of the senators present at a regular meeting of the Academic Senate, providing that a first reading of the proposed amendment has taken place at the previous regular meeting of the Academic Senate.

University Scheduling Production Calendar			2258	2262	2264	2266	2268	2274
			Fall '25	Winter '26	Spring '26	Summer '26	Fall '26	Spring '27
1	Design Mode (Planning Phase):	Data available to Departments	1/22/25	5/22/25	9/29/25	1/14/26	11/12/25	11/12/25*
2		Tracks uploaded to OneDrive (Fall)	1/22/25	NA	NA	NA	1/9/26	NA
3	Design Mode Ends:	Data entry completed by Departments. Departments email planning phase memo to University Scheduling.	2/28/25	6/24/25	10/27/25	2/23/26	1/21/26	5/18/26
4	Refine Mode Begins	End of day - communicate with outstanding departments who have not yet started workflow	3/7/25	7/1/25	11/3/25	3/2/26	1/29/26	5/25/26
5		Tracks uploaded to OneDrive (Spring)	NA	5/22/25	11/7/25	NA	NA	5/1/26
6		Batch load from PeopleSoft to 25Live	3/13/25	7/9/25	11/7/25	3/6/26	1/30/26	5/25/26
7		Run S25 Optimizer	3/17/25	7/14/25	11/12/25	3/11/26	2/2/26 - 2/6/26	5/25/26 - 6/1/26
10		Finalized tracks to Block Scheduling (Fall)	4/2/25	NA	NA	NA	4/17/26	NA
11		Survey to Departments	4/9/25	NA	NA	NA	2/27/26	NA
12	Proofing (Reminder):	Email sent to departments	4/11/25	9/26/25	12/4/25	3/16/26	3/2/26	7/20/26
13		Survey edits to Block Scheduling	4/24/25	NA	NA	NA	3/27/26	NA
14		Finalized tracks to Block Scheduling (Spring)	NA	9/26/25	1/15/26	NA		8/7/26
15		Tracks uploaded to OneDrive and considered final	4/28/25	9/29/25	1/19/26	NA	4/22/26	9/4/26
16	Proofing (Final Changes Before Publish):	Data complete in prep block reg (W/Sp)	4/18/25	10/3/25	12/11/25	3/23/26	3/9/26	7/27/26
17		SIR Deadline	5/1/25	NA	NA	NA	5/1/26	NA
18		Admissions Sends Survey to New Students	May - early	NA	NA	NA	5/4/26	NA
19		Survey Deadline for Students	June - week 1	NA	NA	NA	6/5/26	NA
20		Transfer seat requests to Block Scheduling (by email)	5/7/25	NA	NA	NA	5/6/26	NA
21		Admissions/Data Mgmt Matriculates (Spring/Summer)	NA	9/30/25	1/16/26	NA	NA	9/15/26
22	Spring Block:	1st Test Run	NA	10/1/25	1/20/26	NA	NA	9/16/26
23		2nd Test Run	NA	10/8/25	1/27/26	NA	NA	9/23/26
24		Priority Run	NA	10/21/25	2/6/26	NA	NA	10/5/26
25		Main Run	NA	10/22/25	2/9/26	NA	NA	10/6/26
26	Schedule Available:	Schedule of Classes Available Online	5/7/25	10/21/25	2/6/26	4/13/26	4/27/26	10/5/26

University Scheduling Production Calendar			2258	2262	2264	2266	2268	2264
			Fall '25	Winter '26	Spring '26	Summer '26	Fall '26	Spring '27
27	Registration Begins (R1):	Reg Appointments (Reg 0-18 units quarter) Reg Appointments (Reg 0-15 units semester)	5/19/25	11/3/25	2/19/26	4/27/26	5/11/26	10/19/26
28	Registration Appts End (R1):	Registration Appointments End	6/30/25	11/19/25	3/6/26	5/1/26	6/30/26	11/17/26
29		Admissions/Data Mgmt Matriculates in STG	6/25/25	NA	NA	NA	6/19/26	NA
30		Admissions/Data Mgmt Matriculates and Term Activates in PRD	7/7/25	NA	NA	NA	7/6/26	NA
31	Fall Block:	1st Test Run	6/26/25	NA	NA	NA	6/25/26	NA
32		2nd Test Run	7/10/25	NA	NA	NA	7/2/26	NA
33		Priority Run	7/17/25	NA	NA	NA	7/8/26	NA
34		Main Run	7/21/25	NA	NA	NA	7/9/26	NA
35		Schedules uploaded to OneDrive for Advisors	8/1/25	NA	NA	NA	7/30/26	NA
36		NFTF access their schedules and can view Schedule Builder	8/6/25	11/2/25	2/18/26	NA	8/5/26	10/16/26
37	Transfer Registration	Reg Appointments (Reg 0-18 units quarter) Reg Appointments (Reg 0-15 units semester)	8/11/25	NA	NA	NA	8/10/26	NA
38	NFTF Registration Begins:	Reg Appointments (Reg 0-18 units quarter) Reg Appointments (Reg 0-15 units semester)	8/12/25	NA	NA	NA	8/11/26	NA
39	NFTF Registration Ends:	Registration Appointments End	8/14/25	NA	NA	NA	8/13/26	NA
40		Block Reg to Restore Reserve Caps	8/15/25	NA	NA	NA	NA	NA
41		NFTF/RTUA Only Reserve Caps Lift	8/17/25	NA	NA	NA	8/14/26	NA
		Majors/Minor Reserve Caps Lift	6/23/25	11/19/25	3/6/26	5/1/26	6/24/26	11/17/26
42	Registration Begins (R2):	Reg Appointments Begin (Reg 18-22 units) R2 No longer applies in semester	8/18/25	11/20/25	3/9/26	NA	NA	NA
43	Registration Appts End (R2):	Registration Appointments End R2 No longer applies in semester	8/22/25	12/5/25	3/13/26	NA	NA	NA
44	Open Enrollment Begins:	Reg limit 18-22 units quarter UGRD Reg limit 15-18 units semester PBAC Reg limit 15 units semester	8/23/25	12/6/25	3/14/26	5/2/26	8/15/26	11/18/26
45	Post Registration:	Email Depts-Review Schedule (cancel no print)	8/26/25	12/8/25	3/16/26	5/5/26	8/18/26	12/9/26
46	End of Open Enrollment		9/17/25	1/2/26	3/27/26	6/18/26	8/21/26	1/22/27
47		First Day of Classes	9/18/25	1/5/26	3/30/26	6/22/26	8/24/26	1/25/27
48		Last Day Add/Drop	9/29/25	1/15/26	4/9/26	6/26/26	9/4/26	2/12/27

University Scheduling Production Calendar		2258	2262	2264	2266	2268	2264	
		Fall '25	Winter '26	Spring '26	Summer '26	Fall '26	Spring '27	
49	Reporting (Reminder):	Course information to Departments	9/30/25	1/16/26	4/10/26	7/2/26	9/8/26	2/15/27
50	Reporting (Final Changes):	Final edits in preparation for Reporting to CO	10/7/25	1/23/26	4/17/26	7/10/26	9/15/26	2/22/27
51		Census Date	10/8/25	1/26/26	4/20/26	7/13/26	9/21/26	2/22/27
52		Deadline-identify Community Based Learning classes and Zero Cost Course Material sections	10/8/25	1/26/26	4/20/26	7/13/26	9/21/26	2/22/27
53		"Schedule of Classes" file frozen-APDB processing	10/22/25	2/9/26	5/4/26	7/27/26	10/9/26	3/8/27
54		Stop 25Live Interface	10/22/25	2/9/26	5/4/26	7/27/26	10/9/26	3/8/27
55		Last Day of Classes	12/5/25	3/13/26	6/5/26	8/12/26	12/11/26	5/14/27
56		Final Exam Week	12/6/2025 12/8/2025 - 12/12/2025	3/14/2026 3/16/2026- 3/20/2026	6/6/2026 6/8/2026- 6/12/2026	8/12/26 12/14/26 - 12/18/26	12/12/26 5/17/27 - 5/21/27	
57		END of TERM	12/13/25	3/23/26	6/14/26	8/12/26	12/22/26	5/25/27

Revised: 9/15/25

Adopted:

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

AS-XXXX-XX

**RESOLUTION ON PROPOSED NEW DEGREE PROGRAM: MASTER OF SCIENCE IN
COMPUTER ENGINEERING**

Impact on Existing Policy: None

- 1 WHEREAS, The Computer Engineering Department has a strong history of educating
2 students in the design and development of computing systems and
3 technologies; and
- 4 WHEREAS, Computer Engineering is a field that plays a central role in modern society
5 through its contributions to computing systems, embedded systems, and
6 emerging technologies such as artificial intelligence; and
- 7 WHEREAS, Computer Engineering education at Cal Poly emphasizes Learn by Doing
8 through applied, practice-based learning experiences; and
- 9 WHEREAS, The proposed Master of Science in Computer Engineering provides
10 advanced study in the design, analysis, and implementation of computer
11 hardware and software systems; and
- 12 WHEREAS, The proposed program prepares graduates for advanced careers and
13 leadership roles in high-demand industries; and
- 14 WHEREAS, The proposed Master of Science in Computer Engineering builds upon
15 existing faculty expertise, facilities, and interdisciplinary collaboration
16 within the College of Engineering; and
- 17 WHEREAS, The proposed Master of Science in Computer Engineering has been
18 approved by the Computer Engineering Department curriculum committee,
19 the College of Engineering curriculum committee, and the Academic Senate
20 Curriculum Committee; therefore be it

- 21 RESOLVED: That the Academic Senate of Cal Poly approves the new degree program
22 for the Master of Science in Computer Engineering for final review by the
23 Chancellor's Office.

Proposed by: Computer Engineering Department

Date: May 19, 2026



Academic Programs, Innovations and Faculty Development
 401 Golden Shore, 6th Floor
 Long Beach, CA 90802-4210

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Phone 562-951-4677
 Fax 562-951-4982
 Email degrees@calstate.edu

**California State University
 Degree Program Proposal Template
 Revised April 2022**

Please note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- ***Please refer to the document "Tips for Completing a Successful Program Proposal" before completing the Program Proposal Template.***

Cal Poly Instructions:

- **Do not remove** the prompts from the template.
- Respond to each prompt directly under the item.
- Self-Support programs must also complete a budget. Ask APP for the template if you have not received it.
- Update the Index upon completion of the template so the page numbers will update. Click in the index, select update table, and then select update entire table.
- Using the Review tab in Word, insert comments where you have questions for APP.
- APP will do a preliminary review of the proposal before it is circulated to curriculum committees and after any changes are made as a result of campus reviews. Once the preliminary review is completed, make all subsequent changes with Word Track Changes turned on and save updated versions with v1, v2, v3, etc. appended to the document name.
- Complete the faculty checklist. It will be appended to the beginning of this document before submittal to the CO.
- Once all approvals on campus have taken place, APP will remove this cover page and replace it with a Cal Poly cover page.



Degree Designation (e.g., BA, MS, etc.)	MS
Campus Specific Degree Title	Computer Engineering
CSU Degree Title	Computer Engineering
CIP Code	14.0901
CIP Code Degree Title	Computer Engineering
Requested Start Term	Fall 2027
College	College of Engineering
Department	Computer Engineering
Proposer Contact Name(s), Position(s), and Email(s)	Andrew Danowitz, Associate Professor, adanowit@calpoly.edu

Contents

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Template

1. **Program Type (Select all that apply)**

- a. New Program (previously authorized as a projection by the BOT)
- b. Fast Track (bachelor's or master's only; not already on Campus Academic Plan)
- c. State-Support
- d. [Self-Support](#)
- e. Delivery Format:
 - Fully face to face
 - Hybrid
 - Fully online

Note: For new Pilots and Pilot Conversions use:

[Pilot Proposal template](#)
[Pilot Conversion template](#)

2. **Program Identification**

- a. Campus

California Polytechnic State University, San Luis Obispo

- b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts in History).

Master of Science in Computer Engineering

- c. Date the Board of Trustees approved adding this program projection to the Campus Academic Plan.

9/18/2023

- d. Term and academic year of intended implementation (e.g., fall 2024).

Fall 2026

- e. Total number of units required for graduation. This will include all requirements (General Education and campus-specific graduation requirements), not just major requirements.

30 Semester Units

- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree program. Please identify the unit that will have primary responsibility.

Department of Computer Engineering

- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree program.

Andrew Danowitz, Associate Professor of Computer Engineering

- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

See Attachment 1: Letter of Support from Robert Crocket, Interim Dean, College of Engineering, April 29, 2025.

- i. Any other campus approval documents that may apply (e.g., curriculum committee approvals).

Letter of curriculum committee approval will be provided after required edits/changes from APP.

See Attachment 2 [pending]

- (a) Computer Engineering Department Curriculum Committee approval, date
- (b) College of Engineering Curriculum Committee approval, date
- (c) Ad Hoc Graduate Curriculum Committee approval, date
- (d) Academic Senate Curriculum Committee approval, date
- (e) Academic Senate Resolution, date
- (f) Presidential approval, date

- j. Substantive Change Screening Form:

- i. The [WASC Senior College and University Commission \(WSCUC\)](#) requires that the campus Accreditation Liaison Officer submit a Substantive Change Screening Form via the Accreditation Management portal for any proposed degree program. If it is determined that no substantive change review is required, please attach a separate document containing the email response from WSCUC.

See Attachment 3: November 30, 2023 notification from WSCUC that substantive change review is not required for this new degree program.

- ii. If the proposed program is subject to WSCUC substantive change review, the campus shall submit a copy of the WSCUC Substantive Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

Not applicable

- k. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

Using a master list of degree programs and reporting codes, campuses report data to the Chancellor's Office on applications, enrollments, and degrees granted. To ensure consistent record keeping, campuses use the same pairings of generic systemwide degree program titles and corresponding reporting codes. The required curriculum for each CSU degree program title (and level) is roughly comparable across the system and reflects the Classification of Instructional Programs ([CIP](#)) program definition for each CIP

code. Campuses are allowed to use a slightly different campus-specific title, as long as it is reasonably similar to the official title. The program codes, however, remain the same across the system. The CSU Degrees Database has fields for the official “generic” CSU title and a campus-specific title.

Campuses should suggest one CSU degree program code and one corresponding CIP code. The official list of approved systemwide degree titles and their assigned CSU and CIP reporting codes may be found in the [CSU Program Codes and Corresponding CIP Codes](#). If an appropriate CSU code does not appear on the system-wide list, you can search CIP 2020 <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56> to identify the code that best matches the proposed degree program. The CSU degree program code and CIP code will be assigned when the program is approved by the Chancellor.

CSU code: 09094, CIP code: 14.0901

A program that generally prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of computer hardware and software systems and related equipment and facilities; and the analysis of specific problems of computer applications to various tasks. Examples: [Computer Systems Engineering]

3. Program Overview and Rationale

- a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

The M.S. Computer Engineering program will equip students with advanced knowledge and skills at the intersection of Electrical Engineering and Computer Science. It allows students to explore advanced topics and techniques in areas such as embedded systems, digital systems design, computer architecture, and high-performance software design. In the spirit of Cal Poly’s Learn By Doing philosophy, the program emphasizes practical applications, preparing graduates for advanced careers in various industries including technology, telecommunications, automotive, aerospace, and beyond. In line with Cal Poly’s Ready Day One philosophy, graduates will choose one of two culminating experiences: an extensive hands-on research through the form of a graduate thesis or an industry-sponsored project experience that will allow them to directly transition into their career roles.

One major strength of our program is our interdisciplinary faculty. Several members of the department have joint appointments or active research collaborations with departments throughout the College of Engineering. These existing relationships will provide our students with opportunities to tackle challenging, meritorious computing projects across the wide range of disciplines where advanced computer hardware and computing techniques are required.

Although Cal Poly already offers an undergraduate degree in Computer Engineering, there is significant industry demand for graduates with advanced training in this field. The U.S. Bureau of Labor Statistics projects the labor market for Computer Hardware Engineers to grow at a rate of 7% per year for the decade of 2023-2033.¹ While entry level jobs in this field typically only require a bachelor’s degree, as the U.S. Bureau of Labor Statistics points out, “Some large firms or specialized jobs may require a

¹ <https://www.bls.gov/ooh/architecture-and-engineering/computer-hardware-engineers.htm>

master's degree in computer engineering."² Additionally, a Master's is typically required for the job of Computer and Information Research Science which is projected to grow at 26% per year from 2023–2033. As the same agency states, "Computer and information research scientists typically need a master's or higher degree in computer science or a related field."³ This demand, coupled with Cal Poly Computer Engineering's ranking as the #1 Computer Engineering program at a non-doctoral level institution (*U.S. News & World Report*, "Best Colleges Rankings," 2025)⁴ makes Cal Poly well positioned to be a leader in the provision of a top-quality Computer Engineering master's degree.

The rapid advancement and widespread adoption of artificial intelligence (AI) further strengthens the long-term demand for graduate-level education in Computer Engineering. AI systems depend fundamentally on advances in computing hardware, embedded systems, high-performance architectures, networking, and hardware–software co-design—core areas of Computer Engineering expertise. While AI tools may automate certain routine tasks, they simultaneously increase demand for engineers capable of designing the underlying computational infrastructure that enables AI at scale. Analysis from the Center for Strategic and International Studies⁵ highlights that meeting the expanding AI infrastructure build-out will require a workforce with specialized technical capabilities beyond basic coding skills.

Federal employment projections continue to show strong structural demand in computing-related occupations. Overall, Computer and Information Technology occupations are projected to grow much faster than the average for all occupations from 2024 to 2034, with roughly 317,700 openings per year due to growth and replacement needs.⁶

Industry demand for AI-capable systems, data centers, and high-performance infrastructure further underscores this trend. The AI computing and data center build-out is expected to surge as organizations expand capacity to host advanced AI workloads, placing sustained pressure on engineering talent to design, optimize, and maintain these systems.⁷ Reports also note a growing shortage of engineers and technicians capable of supporting the rapid expansion of AI infrastructure, particularly for data center design, power systems, and high-density computing environments.⁸

These developments suggest that AI is not reducing long-term demand for computer engineers, but rather raising the bar on specialization and technical expertise, making graduate-level preparation increasingly valuable. A Master of Science in Computer Engineering positions Cal Poly graduates to move beyond routine implementation roles and into advanced systems design, research and development, and leadership in AI-enabled technologies.

² <https://www.bls.gov/ooh/architecture-and-engineering/computer-hardware-engineers.htm#tab-4>

³ <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

⁴ <https://www.usnews.com/best-colleges/rankings/engineering-computer>

⁵ <https://www.csis.org/analysis/genais-human-infrastructure-challenge-can-united-states-meet-skilled-trade-labor-demand?>

⁶ <https://www.bls.gov/ooh/Computer-and-Information-Technology>

⁷ <https://www.deloitte.com/us/en/insights/topics/emerging-technologies/growing-demand-ai-computing.html?>

⁸ <https://spectrum.ieee.org/ai-data-centers-engineers-jobs?>

The M.S. Computer Engineering program will provide a path for students to continue their Computer Engineering education beyond the B.S. Computer Engineering curriculum. It will also enable the Computer Engineering Department to recruit and retain top faculty candidates by providing Computer Engineering faculty with professional development opportunities through engaging in graduate-level student research.

Although this program is being presented as “new,” it effectively already exists in practice. Currently, Computer Engineering undergraduate students who wish to pursue graduate study must enroll in either the M.S. in Electrical Engineering or the M.S. in Computer Science due to the absence of a dedicated M.S. in Computer Engineering. As a result, Computer Engineering faculty are already advising, teaching, and supervising graduate students whose academic focus is distinctly Computer Engineering. This proposal formalizes an existing academic pathway and provides appropriate disciplinary alignment and degree designation for work that is already occurring within the university. The establishment of a state-supported M.S. in Computer Engineering reflects the maturation of the department and aligns graduate education with the structure of the undergraduate program.

This program is proposed as state-supported because it serves the core academic and workforce mission of the California State University system. Computer Engineering is central to California’s economy, which leads the nation in semiconductor design, embedded systems, aerospace, telecommunications, cybersecurity, and AI-enabled technologies. The proposed program supports the preparation of highly skilled engineers for these strategically important industries and provides an accessible, affordable pathway for California residents to obtain advanced technical training.

Unlike self-support programs, which are typically designed for specialized professional markets or mid-career working professionals at premium tuition rates, the proposed M.S. in Computer Engineering is intended to serve:

- Continuing Cal Poly undergraduates seeking advanced preparation
- California residents preparing for high-demand technical roles
- Students pursuing research and innovation aligned with public-sector and regional workforce needs

Because this program builds upon existing faculty expertise, infrastructure, and instructional capacity, and because graduate students are already being supported in closely related degree programs, the transition to a state-supported M.S. in Computer Engineering represents an academic realignment rather than the creation of a new revenue-generating enterprise, where it is expected that M.S. students in EE and CS who would work with a Computer Engineering advisor will enroll in the Computer Engineering M.S. program. Indeed, even after the establishment of an independent M.S. in Computer Engineering degree program, it is anticipated that all 4000 and 5000 level classes with the exception of the culminating experience will be open for enrollment for students from EE, CS, and CPE M.S. students and advanced CPE undergraduates. The Ethics course proposed for this degree program will additionally be cross-listed with the philosophy department and open to advanced Philosophy undergraduates as well. Likewise, we envision CPE Master’s students enrolling in 4000 and 5000 level coursework offered by other departments. This sort of interdisciplinary, inter-degree program enrollment would be made significantly more difficult to maintain if the CPE M.S. program were transformed into the lone extended education degree program within the Noyce School of Applied Computing. Establishing the program under state support ensures equitable access to courses for all Noyce-affiliated Master’s students and advanced undergrads, strengthens the Teacher-Scholar model, and reinforces Cal Poly’s public mission.

Keeping the program as public support will also enable smoother transition pathways when we expand the computer engineering M.S. program to feature a blended B.S. M.S. option for degree enrollment.

Understanding the need for a Computer Engineering master's program starts with recognizing the history of Computer Engineering at Cal Poly and its relation to the rapid development in computer-related technology. The Computer Engineering baccalaureate program turned out its first graduate in 1990, which was a time when electrical engineering and computer science were both well-established fields. Being that computer engineering was a relatively new field, creating a computer engineering program at that time rather than a computer engineering department made the most sense as a viable major could be created by drawing from existing computer science and electrical engineering curricula.

The rate of change in computer technology and the overall availability of computers and computer-based applications in the last 36 years has changed many aspects of the engineering landscape. Computers and computer-controlled devices have become ubiquitous. During this time, the notion of computer engineering as a cross between computer science and electrical engineering became outdated and limiting. In essence, the field of computer engineering has distanced itself from computer science and electrical engineering and evolved into its own distinct and widely recognized discipline.

The relatively recent creation of the Computer Engineering Department represented the first step in acknowledging the unique needs of Computer Engineering education at Cal Poly. The next step in this process was the complete retooling of the Computer Engineering curricula, a process that was initiated by Cal Poly's switch from the quarter system to semesters. Creating a Computer Engineering master's program represents the final step in this process as it will provide a path for both Computer Engineering students to be maximally prepared for advanced technical employment and/or continued graduate education and removes current limits/barriers faced by Computer Engineering faculty members in the area of professional development and their support of Cal Poly's Teacher-Scholar Model. The newly created Noyce School of Applied Computing currently provides funding for both research and instructional-based initiatives for Computer Engineering, Electrical Engineering, and Computer Science departments. Additionally, the Computer Engineering Industrial Advisory Board has been expressing the need for a Computer Engineering master's program since the Board's inception in 2005.

- b. Provide the proposed catalog description. The description should include:
 - i. a narrative description of the program

The Master of Science in Computer Engineering (MS CPE) enables students to build on the foundation they gained from their undergraduate education and/or related work experience. The MS CPE program design is similar to other engineering-based master's programs in that it initially provides students with core knowledge associated with computer engineering related topics, then allows students to use an independent thesis or supervised project to extend that basic knowledge by focusing their studies on specific topics. The field of computer engineering encompasses a vast array of topics and applications. The overall goal of the program is to provide students with an advanced understanding of the theory, design, and application of computer systems with a strong emphasis on the interaction between the underlying hardware and software of such systems.

Examples of specialties associated with computer engineering include the design and implementation of embedded systems, computer architectures, cyber security, computer networks, operating systems, etc., as well as the integration of artificial intelligence in these areas.

The MS CPE program is primarily intended for students with an undergraduate degree in Computer Engineering, but also supports students with degrees and/or experience in Computer Science or Electrical Engineering. The program requires completion of a core curriculum, directed electives, and either an independent thesis or supervised project for a total of 30 semester units.

ii. admission requirements

Students admitted to the Computer Engineering Master's Program must have completed undergraduate studies with a GPA of 3.0 or higher with a major or minor in Computer Engineering, Electrical Engineering, Computer Science, Software Engineering, or a related field. Applicants should also have taken the equivalent of:

- CSC 2050 System Software Mechanics
- CPE 3160 Microcontrollers and Embedded Applications
- CPE 3201 Introduction to Computer Security
- CPE 3300 Computer Architecture

Students without these courses may be admitted conditionally, taking up to 8 units (not applicable to the degree) in these areas to make up for any deficiencies.

- iii. a list of all required courses for graduation including electives, specifying course numbers, course titles, prerequisites or co-requisites (ensuring there are no "hidden prerequisites" that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

Required courses:

- **Core Courses (9 units):**
 - CPE 5505: Ethics for Computer Engineering (3 units)
Prerequisites: Graduate standing or consent of the instructor
 - CPE 5300: Computer Microarchitecture (3 units)
Prerequisites: Graduate standing, CPE 3300 Computer Architecture, or consent of instructor
 - CPE 5590: Graduate Research Methods (3 units)
Prerequisites.: Graduate standing or consent of the instructor
- **Culminating Experience (6 units):**
 - CPE 5598: Master's Project (6 units)
Prerequisites: Graduate standing, consent of advising instructor, may not be taken if student has credit in Thesis (CPE 5599 Master's Thesis).

OR

 - CPE 5599: Master's Thesis (6 units)
Prerequisites: Graduate standing, consent of advising instructor, may not be taken if student has credit in Project (CPE 5598 Master's Project).

- **5000-level CPE, CSSE, or EE Electives (3-4 units)*:**
 - CPE 5350 Digital Systems Design (3 units)
Prerequisites: Graduate standing, and CPE 3160 Microcontrollers and Embedded Applications, or CPE 3300 Computer Architecture, or EE3329 Cyber-Physical Systems
 - CPE 5420: Advanced High Performance Embedded Systems (3 units)
Prerequisites: Graduate standing, and CPE 4420 High-Performance Embedded Systems or consent of instructor
 - CPE 5564: Research Topics in Computer Networks (3 units)
Prerequisites: Graduate standing, and CPE 4464 Introduction to Computer Networks or CPE 4220 Network Security or consent of instructor
 - CPE 5500 Directed Study (1-4 units)
Prerequisites: Graduate standing and consent of instructor
 - CPE 5660: Computer Systems (3 units)
Prerequisites: Graduate standing, CPE 3300 Computer Architecture
 - CSC 5100 Modern Software Engineering (3 units)
Prerequisites: Senior standing and CSC 307 Software Engineering I, CSC 308 Software Engineering II or CSC 3100 Software Engineering III; or graduate standing
 - CSC 5113 Computing Education Research and Practice (3 units)
Prerequisites: Senior standing or graduate standing
 - CSC 5170 Special Advanced Topics in Software Engineering (1-4 units)
Prerequisites: Graduate standing, CSC 307 Software Engineering I, CSC 308 Software Engineering II, or CSC 3100 Software Engineering III; and consent of instructor
 - CSC 5201 Computer Security and Privacy (3 units)
Prerequisites: Senior standing and CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security; or graduate standing and consent of instructor
 - CSC 5210 Software Security (3 units)
Prerequisites: CSC 307 Software Engineering I or CSC 308 Software Engineering II or CSC 3100 Software Engineering III and CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security; or graduate standing and consent of instructor
 - CSC 5220 Advanced Network Security and Privacy (3 units)
Prerequisites: CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security and CPE 464 Computer Networks or CPE 4464 Advanced Computer Networks; or graduate standing
 - CSC 5270 Special Advanced Topics in Computer Security (1-4 units)
Prerequisites: Graduate standing, CPE/CSC 321 Computer Security, or CPE/CSC 3201 Introduction to Computer Security; and consent of instructor
 - CSC 5281 System Security (3 units)
Prerequisites: CSC 364 Introduction to Database Systems or CSC 3001 Data Structures and Algorithms and CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security; or graduate standing
 - CSC 5370 Special Advanced Topics in Programming Languages (1-4 units)
Prerequisites: Graduate standing, CSC 430 Programming Languages or CSC 3300 Programming Languages, and consent of instructor

- CSC 5445 Advanced Theory of Decidability and Reducibility (2 units)
Prerequisites: CSC 445 Theory of Computation, CSC 3445 Theory of Computation, or graduate standing
- CSC 5447 Advanced Algorithmic Graph Theory (2 units)
Prerequisites: CSC 349 Design and Analysis of Algorithms or CSC 3449 Design and Analysis of Algorithms, or graduate standing
- CSC 5449 Advanced Algorithm Design and Analysis (4 units)
Prerequisites: CSC 349 Design and Analysis of Algorithms or CSC 3449 Design and Analysis of Algorithms; or graduate standing and consent of instructor
- CSC 5550 Research in Operating Systems (3 units)
Prerequisites: CPE/CSC 453 Operating Systems or CPE/CSC 4553 Introduction to Operating Systems; or graduate standing and consent of instructor
- CSC 5570 Special Advanced Topics (1-4 units)
Prerequisites: Graduate standing, satisfactory preparation in computer science, and consent of instructor
- CSC 5571 Special Advanced Laboratory (1-2 units)
Prerequisites: Graduate standing and consent of instructor
- CSC 5660 Advanced Database Management Systems (4 units)
Prerequisites: Graduate standing, CSC 365 Introduction to Database Systems, or CSC 3665 Database Systems
- CSC 5669 Distributed Computing (4 units)
Prerequisites: CPE/CSC 357 Systems Programming or CPE/CSC 2050 System Software Mechanics; or graduate standing and consent of instructor
- CSC 5670 Special Advanced Topics in Computer Systems (1-4 units)
Prerequisites: Graduate standing, CPE/CSC 453 Operating Systems or CPE/CSC 4553 Introduction to Operating Systems, and consent of instructor
- CSC 5710 Computer Graphics (3 units)
Prerequisites: CPE/CSC 471 Introduction to Computer Graphics or CSC 4710 Introduction to Computer Graphics; or graduate standing and consent of instructor
- CSC 5740 Advanced Compute Shaders in Computer Graphics (3 units)
Prerequisites: CPE/CSC 471 Introduction to Computer Graphics, CSC 4710 Introduction to Computer Graphics, or graduate standing
- CSC 5770 Special Advanced Topics in Computer Graphics (1-4 units)
Prerequisites: Graduate standing, CPE/CSC 471 Introduction to Computer Graphics or CSC 4710 Introduction to Computer Graphics, and consent of instructor
- CSC 5870 Special Advanced Topics in Artificial Intelligence (1-4 units)
Prerequisites: Graduate standing, CSC 480 Artificial Intelligence or CSC 4880 Artificial Intelligence, and consent of instructor
- CSC 5880 Artificial Intelligence (4 units)
Prerequisites: Senior standing and CSC 480 Artificial Intelligence or CSC 4880 Artificial Intelligence; or graduate standing and consent of instructor

- CSC 5887 Advanced Deep Learning (4 units)
Prerequisites: One of the following: CSC 487 Deep Learning, CSC 4667 Deep Learning, DATA/CSC 4610 Fundamentals of Machine Learning, or graduate standing
- EE 5424 Principles of Remote Sensing and Radar (3 units)
Prerequisites: EE 2328 Signals and Systems or graduate standing
- EE 5428 Computer Vision (4 units)
Prerequisites: EE 2328 Signals and Systems or graduate standing
- EE 5504 Software Defined Radio (4 units)
Prerequisites: EE 314 Communication Systems, EE 4314 Communication Systems, or graduate standing
- EE 5509 Computational Intelligence (4 units)
Prerequisites: EE 2328 Signals and Systems or graduate standing
- EE 5513 Modern Control Systems (4 units)
Prerequisites: EE 302 Linear Systems and Signals, EE 3302 Linear Systems and Signals, or graduate standing
- EE 5514 Advanced Modern Control Systems (4 units)
Prerequisites: EE 302 Linear Systems and Signals, EE 3302 Linear Systems and Signals, or graduate standing
- EE 5515 Advanced Digital Signal Processing (3 units)
Prerequisites: EE 314 Communication Systems, EE 2328 Signals and Systems, or graduate standing
- EE 5517 Data Analytics for Cyber-Physical Systems (3 units)
Prerequisites: EE 2328 Signals and Systems, EE 3329 Cyber-Physical Systems, or graduate standing
- EE 5525 Stochastic Processes (3 units)
Prerequisites: STAT 350 Statistics for Engineers or STAT 3310 Statistics for Engineers or graduate standing
- EE 5526 Advanced Digital Communications (4 units)
Prerequisites: EE 416 Digital Communication Systems, EE 4416 Digital Communication Systems, or graduate standing
- EE 5531 Advanced VLSI Design and Validation (3 units)
Prerequisites: EE 431 Computer-Aided Design of VLSI Devices, EE 4431 Computer-Aided Design of VLSI Devices, or graduate standing
- EE 5532 VLSI Test Laboratory (1 unit)
Prerequisites: EE 307 Electronics Laboratory, EE 3306 Electronics, or graduate standing
- EE 5570 Special Advanced Topics (1-4 units)
Prerequisites: Graduate standing and consent of instructor
- EE 5571 Special Advanced Laboratory (1-2 units)
Prerequisites: Graduate standing and consent of instructor
- STAT 5210 Introduction to Engineering Statistics for Graduate Students (3 units)
Prerequisite: Graduate standing; and univariate calculus or equivalent.

- **4000/5000-level CPE or CSSE Electives (11 or 12 units)***
 - Any Advanced Elective Course listed above beyond 3 units
 - CPE 4140: Robotics System Integration (3 units)
Prerequisites: CPE 3160 Microcontrollers and Embedded Applications or EE 3329 Cyber-Physical Systems or graduate standing
 - CPE 4160: Autonomous Mobile Robotics (3 units)
Prerequisites: CPE 3160 Microcontrollers and Embedded Applications
 - CPE 4180: Advanced Microcontrollers and Embedded Applications (3 units)
Prerequisites: CPE 3160 Microcontrollers and Embedded Applications or EE 3329
 - CPE 4220: Network Security (3 units)
Prerequisites: CPE4464 Introduction to Computer Networks or CSC 3001 Modern Application Development
 - CPE 4250: Wireless Security (3 units)
Prerequisites: CSC 3201 Introduction to Computer Security
Corequisite: Phil 3323 Ethics, Science, and Technology
 - CPE 4280: Introduction to Hardware Security (3 units)
Prerequisite: CSC 3201 Introduction to Computer Security, CPE 3300 Computer Architecture
 - CPE 4300: Advanced Computer Architecture (3 units)
Prerequisite: CPE 3300 Computer Architecture
 - CPE 4390: Introduction to Real-Time Operating Systems (3 units)
Prerequisite: CPE 3160 Microcontrollers and Embedded Applications or EE 3329 Cyber-Physical Systems
 - CPE 4420: High-Performance Embedded Systems (3 units)
Prerequisite: CPE 3160 Microcontrollers and Embedded Applications or EE 3329 Cyber-Physical Systems
 - CPE 4455: Design of Fault Tolerant Systems (3 units)
Prerequisite: CPE 3160 Microcontrollers and Embedded Applications or EE 3329 Cyber-Physical Systems
 - CPE 4464: Introduction to Computer Networks (3 units)
Prerequisite: CSC 2050 System Software Mechanics
 - CPE 4465: Advanced Computer Networks (3 units)
Prerequisite: CPE 4464 Introduction to Computer Networks or CSC 3001 Modern Application Development
 - CPE 4650: Scalable Server Implementation and Testing (3 units)
Prerequisite: CPE 4420 High-Performance Embedded Systems or CSC 4553 Introduction to Operating Systems, and CPE4464 Introduction to Computer Networks or CSC 3001 Modern Application Development
 - CPE 4669: Distributed Systems (3 units)
Prerequisite: CSC 2050 System Software Mechanics
 - CPE 5595: Internship/co-op (1-2 units)
Prerequisite: Graduate standing
 - CSC 4230 Web and Cloud Security (3 units)
Prerequisites: CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security
 - CSC 4270 Special Advanced Topics in Computer Security (1-4 units)
Prerequisites: CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security, and consent of instructor

- CSC 4570 Special Advanced Topics in Computer Systems (1-4 units)
Prerequisites: CPE/CSC 357 Systems Programming or CPE/CSC 2050 System Software Mechanics, and consent of instructor
- CSC 4669 Distributed Systems (4 units)
Prerequisites: CPE/CSC 357 Systems Programming or CPE/CSC 2050 System Software Mechanics
- CSC 4710 Introduction to Computer Graphics (3 units)
Prerequisites: CPE/CSC 357 Systems Programming or CPE/CSC 2050 System Software Mechanics
- STAT 5210 Introduction to Engineering Statistics for Graduate Students (3 units)
Prerequisite: Graduate standing; and univariate calculus or equivalent.

* Students may petition the program for course substitutions if they identify appropriate courses not listed here that are relevant to their educational goals.

iv. total units required to complete the degree

30 units required to complete the degree

v. if a master's degree, catalog copy describing the culminating experience requirement(s)

Students advance to candidacy after successfully completing 9 units of coursework towards their graduate degree with a 3.0 GPA, including CPE 5590 Research Methods. Once they advance to candidacy, students are offered two choices of culminating experience, CPE 5598 Master's Project and CPE 5599 Master's Thesis. During their second year in the program, students may choose to work in a small group on a large open-ended industry sponsored culminating project under the direction of an external sponsor and faculty supervisor (CPE 5598), or under the direct supervision of a faculty adviser on a master's thesis (CPE 5599). Both options require a final culminating document. Findings of a master's thesis will be of a quality commensurate with a peer-reviewed research article. Findings of the project should be commensurate with industry published white papers. Students will present and defend their work and culminating document before a committee of no fewer than three faculty to achieve approval for graduation. Sponsors for industry projects will be sought from our traditional undergraduate capstone partners, including Cisco, Western Digital, and ROHM Semiconductor, and companies represented on the Computer Engineering Industrial Advisory Board. There are ongoing discussions with Lawrence Livermore National Laboratories, which is looking to expand its existing Master's advisory partnerships with Cal Poly. Details of available projects will be published early in the fall semester. Students wishing to pursue an industry sponsored project will be asked to submit a brief application including their transcript, CV, and a ranked choice of projects to work on. Faculty will review anonymized applications to determine best matches. While all efforts will be made to solicit enough projects for the number of students interested, if there is a shortage of projects students will first be asked for volunteers to pursue a thesis project instead, and students will be asked to apply for projects and selected based on fit and expertise.

Students with existing relationships to companies through previous or concurrent employment may also work with their companies to bring sponsored projects to Cal Poly. Subject to project review and approval by a faculty advisor and the graduate coordinate, and assuming the project can be structured

to meet all Cal Poly sponsored project requirements, students will be allowed to work on these projects as their culminating experience.

Catalog Copy for 5598 and 5599:

CPE 5598 Master's Project: Culminating experience focusing on an applied design or testing project typical of Computer Engineering applied research. Project management skills including budgeting, timelines, resource management, and professional communication will be developed. Total credit limited to 6 units. Graduate standing.

CPE 5599 Master's Thesis: Selection by individual with faculty approval of topic for individual research or investigation resulting in a thesis as the culminating experience for a Master's degree. Total credit limited to 6 units. Graduate standing and consent of the instructor.

4. Curriculum

(These requirements conform to the WSCUC 2013 Handbook of Accreditation)

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved. (WASC 2013 CFR: 1.1, 1.2, 2.3)

Cal Poly's University Learning Objectives (ULOs):

All students who complete an undergraduate or graduate program at Cal Poly should be able to:

1. Think critically and creatively
2. Communicate effectively
3. Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
4. Work productively as individuals and in groups
5. Use their knowledge and skills to make a positive contribution to society
6. Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
7. Engage in lifelong learning

M.S. Computer Engineering Program Learning Objectives (PLOs):

All graduates of the M.S. Computer Engineering will:

1. Demonstrate technical expertise in computer engineering and apply that expertise in leadership roles such as project direction, team coordination, or technical decision-making;

2. Apply a broad range of computer engineering solutions to solve hardware and software engineering problems;
3. Formulate research questions, evaluate prior work, and design and execute rigorous methods to generate and interpret evidence in computer engineering contexts;
4. Communicate complex technical ideas in written and oral formats to technical and professional audiences;
5. Apply ethical reasoning and evaluate the societal impacts of computer engineering solutions;
6. Integrate diverse perspectives and stakeholder considerations in the development of effective engineering solutions; and
7. Be prepared for professional development through independent learning, training, and continued graduate education.

PLO 6 was specifically developed to address University Diversity Learning Outcomes 1 and 5:

1. Recognize and understand the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups and other historically marginalized people in the United States and across the world;
5. Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines.

Student Learning Objectives (SLOs):

All M.S. Computer Engineering students will:

1. Communicate technical concepts effectively by delivering clear and coherent oral presentations and written reports in relation to their graduate thesis or graduate culminating project (5598 or 5599).
2. Design and implement hardware and software systems by completing either a culminating project or thesis, meeting specified design requirements or research goals (5598 or 5599).
3. Demonstrate adherence to ethical standards in computer engineering practice by completing coursework (5505) on professional ethics and integrity, and by applying ethical considerations in design projects and research activities (5598 or 5599).
4. Collaborate productively in multidisciplinary teams and contribute effectively to team projects in Research Methods (5590), Computer Microarchitecture (5300), Master's project (if applicable), and technical elective.
5. Construct an argument for how a computing solution could be improved through the integration of diverse perspectives by completing coursework (5505) in ethical considerations for computing and Research Methods (5590).

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
SLO 1				X			
SLO 2	X	X	X				X
SLO 3					X		
SLO 4	X		X			X	
SLO 5						X	

b. These program proposal elements are required:

- Comprehensive Assessment Plan addressing all assessment elements

- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” ensures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

See the Curriculum Map Matrix (Attachment 4) and the Comprehensive Assessment Plan (Attachment 5).

The CPE department will create a Master’s Assessment committee that will be responsible for evaluating program assessment elements and make recommendations for improving the program. The program assessment committee will review the results of each SLO once per five-year evaluation cycle, which works out to examining a different SLO each year. The assessment committee will report its findings and recommendations to the full department faculty at the end of each year. The department will decide on the recommendations and how to implement the suggested improvements, which may involve consultation with outside bodies.

Direct Assessment:

A detailed assessment plan, including mapping of ULOs/PLOs/SLOs, assessment timing, assessment evaluation, and rubrics is included in the attached Comprehensive Assessment Plan.

The CPE department will use the following as direct assessment of the master’s program:

- Embedded questions in exams linked to specific PLOs/SLOs
- Homework assignments, projects, oral presentations, and written reports. We will use rubrics developed around certain criteria for specific learning outcome to be assessed. Each required course will have artifacts linked to SLOs and PLOs.

The MS CPE PLOs were designed after a series of department-wide consultations and were inspired by existing PLOs from other existing MS programs at Cal Poly as well as from Computer Engineering Master's programs offered by other institutions.

As described in the attached plan, the outcomes of these assessments will be summarized and presented to the entire graduate program faculty. We will analyze both attainment of mastery in SLOs based rubric-based direct assessments, including the percentage of students achieving high levels of performance, and progress between the courses where each SLO/PLO is introduced and where expect mastery to be achieved. Based on results, graduate faculty will suggest and pilot changes to curriculum to improve student attainment of SLOs and PLOs. Focus groups and post-graduation surveys of students may also be used to inform program improvements.

Culminating Experience: Thesis or Project:

Progress through the MS degree culminates in the completion of either a research-based thesis or completion of a comprehensive industry sponsored project. Both require a formal written report of a quality commensurate with a peer-reviewed research article or an industry published white paper. Written reports will be evaluated using an appropriate rubric to assess many of the PLOs. The comprehensive assessment plan provides a structure to evaluate achievement of PLOs. The assessment plan aligns the Institutional Learning Outcomes, and the Program Learning Outcomes with the assessment activities, tools, schedule, reports, program findings and closing the loop strategies for program assessment and improvement.

Indirect Assessment:

The following methods will be used to collect data that reflects indirect assessment:

- Surveys/Interviews: The MS degree program will survey graduating students and alumni to gather data and feedback for assessment of program objectives.
- Postgraduate employer/advisory survey: External indicators can serve as excellent feedback that the MS degree is meeting its program goals. The postgraduate employer/advisory survey will help determine the success of graduates in securing positions in academia, private sector, governmental agencies, and non-profits.

c. Indicate total number of units required for graduation.

30 Semester Units

- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

Not applicable

- e. If any formal options, emphases or concentrations are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

None planned at this time.

- f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

(1) New courses needed to initiate the program:

CPE 5500 – Directed Study (1-4)

Individual directed study of advanced concepts. Repeatable up to 4 units. Credit/No Credit grading only. Prerequisite: Graduate standing and consent of instructor.

CPE 5505 – Ethics for Computer Engineering (3 units, New graduate course)

Examination of ethical impacts of computer engineering. Ethical reasoning, scouting for and identifying ethical impacts, implementing mitigations. Philosophical examination of topics raised by computer engineering, including consent, privacy, transparency, and potential harms. 3 lectures.

CPE 5590 – Graduate Research Methods (3 units)

Prepares students with skills and techniques to successfully complete project- or thesis- based culminating experience. Topics include engaging with peer-reviewed literature, basic statistical analysis techniques, scientific writing, plagiarism and Intellectual Property issues, and experimental design.

CPE 5595 – Internship or Co-Op (1-2 units)

Advanced study analysis and full-time work experience in student's career field; innovations, practices, and problems in computing. Must have demonstrated ability to do independent work and research in career field. A fully-developed formal report and evaluation by work supervisor required. Repeatable up to 2 units. Credit/No Credit grading only. Prerequisite: Graduate standing and consent of instructor.

CPE 5598 – Master's Project (3 units)

Culminating experience focusing on an applied design or testing project typical of Computer Engineering applied research. Project management skills including budgeting, timelines, resource management, and professional communication will be developed. Total credit limited to 6 units. Graduate standing.

CPE 5599 – Master's Thesis (1-6 units)

Selection by individual with faculty approval of topic for individual research or investigation resulting in a thesis as the culminating experience for a Master's degree. Total credit limited to 6 units. Graduate standing and consent of the instructor.

The CPE department currently offers a wide selection of 400- and 500-level courses that will be continued to be offered as 4000- and 5000-level courses in the semester curriculum beginning in Fall 2026. Five of these courses will be available as 5000-level graduate electives for master's students to use towards degree completion. Additionally, fourteen 4000-level courses will be available to master's students to choose as electives as listed in response to question 3biii. These 19 courses will be converted to semesters and in the catalog before the master's program start date, and all will be accessible and open to master's students who meet the program's admission criteria.

(2) New courses needed during the first two years after implementation:

None

- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments. (WASC 2013 CFR: 2.2b)

Please see the Course Offerings List, Years 1-3 (Attachment 6).

- h. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

This program matches the criteria as follows:

(1) The completion of a specified pattern of study approved by the appropriate campus authority.

The degree proposal was approved at several campus levels: department (including curriculum committee and chair), college (curriculum committee and dean), Academic Innovations and Programs, Graduate Education, Academic Plan Consultative Committee, Academic Senate Curriculum Committee, Academic Senate, Office of the Provost and Executive Vice President, and Office of the President.

(2) A minimum of thirty semester units of approved graduate work completed within a maximum time to be established by each campus.

The MS degree requires completion of 30 semester units.

(A) Not less than 21 semester units (32 quarter units) shall be completed in residence.

The MS degree requires at least 21 semester units be completed in residence.

(B) Not less than one-half of the units required for the degree shall be in courses organized primarily for graduate students.

The MS degree requires a minimum of 18 semester units of 500 level courses (This accounts for 60% of total required units).

(C) Not more than six semester units shall be allowed for a thesis or project.

The MS degree allows a maximum of 6 semester units for a thesis or project.

(3) Satisfactory completion of a thesis, project, or comprehensive examination.

The MS degree requires completion of a thesis or project (6 semester units) and defense of outcome in front of a panel of faculty.

(4) A grade point average of 3.0 (grade of B) or better in all courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

The MS degree requires a grade point average of 3.0 or better in all degree courses is required for graduation.

- i. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited. (WASC 2013 CFR: 2.2b)

The primary bachelor's degree program corresponding to the proposed MS is the BS Computer Engineering.

- a) The Computer Engineering Bachelor's Degree program is subject to ABET accreditation.
 - b) The bachelor's degree program is currently accredited (last accredited in 2020).
- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework. (WASC 2013 CFR: 2.2b)

Minimum requirements for applicants to be considered are:

- Filing of an application for Graduate Admission via Cal State Apply by the deadlines specified at Cal Poly's [Graduate Admissions: Dates and Deadlines](#) webpage.
- Submission of three letters of recommendation from a source that can attest to the academic capabilities of the applicant. All letters of recommendation must be uploaded through Cal State Apply.
- Statement of purpose describing the student's background and future goals in Computer Engineering.
- Completion of a bachelor's degree in Computer Engineering, Computer Science, Electrical Engineering, or a related field from an accredited college/university with a minimum grade point average of 3.0.

Beyond the minimum requirements, the following considerations are relevant:

As specified in response to question 3.b.ii above on admission requirements, applications must show that they have completed undergraduate coursework in systems programming (CSC 2050), principles of computer security (CPE 3201), computer architecture (CPE 3300 or equivalent), and microcontroller-based systems (CPE 3160 or equivalent). An applicant who lacks prerequisite coursework may be admitted as a conditionally classified student and must make up any deficiencies (8 unit limit) before moving to classified graduate standing.

All applicants who do not speak and write English as their primary language are required to complete the Test of English as a Foreign Language (TOEFL), taken within the last 2 years with a minimum score of 550 (paper version), 213 (computerized version), or 80 (internet based). Submit scores electronically to Institution Code: 4038. This requirement does not apply if country of citizenship is listed on the Automatic Waiver list [here](#).

- k. For graduate degree programs, specify criteria for student continuation in the program.

Each semester students are enrolled, satisfactory progress toward the master's degree is expected to be made. Satisfactory academic progress is defined as maintaining a 3.0 GPA on all courses used to satisfy the degree requirements listed in Section 3.b.iii above. In addition, per University requirement, "graduate students are required to maintain continuous enrollment from the time of first enrollment in a graduate program until completion of the degree (AS-692-09)."⁹

- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Not applicable

⁹ <https://grad.calpoly.edu/policies/continuous-enrollment.html>

- m. Roadmaps. Provide a 4-year major and subprogram roadmap and a 2-year transfer roadmap for bachelor's degree programs or an appropriate year major roadmap for master's degree programs that outlines the suggested coursework students should complete each semester.

See the MS CPE Curriculum 2-Year Roadmap provided in Attachment 7.

- n. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).
(WASC 2013 CFR: 1.8)

Accreditation Note:

Master's degree program proposals

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree program.

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option, emphasis or concentration that is accredited by an appropriate specialized accrediting agency.

As is standard practice for M.S. degrees in Computer Engineering, other than the university accreditation by WSCUC, the program will not be accredited by another agency. Substantive change screening with WSCUC has been completed. No review is required.

5. Societal and Public Need for the Proposed Degree Program

- a. List other California State University campuses currently offering or projecting the proposed degree program; list neighboring institutions, public and private, currently offering the proposed degree program.

The following CSU campuses currently offer a Master's in Computer Engineering:

- CSU Fullerton: MS Computer Engineering
- CSU Northridge: MS Computer Engineering
- San Jose State University: MS Computer Engineering

Other institutions in California offering a Master's in Computer Engineering:

- University of Southern California: MS Computer Engineering
- UC Santa Barbara: MS Electrical and Computer Engineering
- UC Davis: MS Electrical and Computer Engineering

- b. Describe differences between the proposed program and programs listed in Section 5a above.

	Proposed Program, Cal Poly	CSUF ¹⁰	CSUN ¹¹	SJSU ¹²	USC ¹³	UCSB ¹⁴	UCD ¹⁵
Culminating Experience							
Thesis	Year	Year	Year	Year	N/A	Year	Year
Project	Year	Semester	Semester	Year	N/A	N/A	N/A
Exam	N/A	Available	N/A	N/A	N/A	Available	Available
Course-work	N/A	N/A	N/A	N/A	Only option	N/A	N/A
Required Core Courses (Excluding Thesis/Culminating Option)							
Required	CPE 5505 Ethics for Computer Engineers CPE 5590 Research Methods CPE 5300 Computer Microarchitecture	EGEC 447 Introduction to Cyber-Physical Systems Security EGEC 463 Current Topics in Computer Engineering EGEC 520 Advanced Computer Architecture EGEC 540 Computer Arithmetic Structures	N/A	CMPE 200 Computer Architecture CMPE 220 System Software CPE 240 Advanced Computer Design	N/A	N/A	EEC290 Seminar in Electrical and Computer Engineering
Enrollment							
	20 (est)	75 (F2024 BS+MS and MS) ¹⁶ 79 (F2025, BS+MS and MS)	31 (F2024) ¹⁷ 16 (F2025)	94 (F2024) ¹⁸ 108 (F2025)	N/A	101 (ECE MS F2024) ¹⁹ 99 (ECE MS F2025)	121 (ECE MS F2024) ²⁰ 144 (ECE MS F2025)

There are several differences between our proposed program and other available Master's programs in Computer Engineering in California:

Culminating experience: Only one other program, San Jose State, offers a full-year project as an option. We believe that our focus on allowing students to complete a one-year project in close alignment with an industry sponsor will enable deeper learning and more meaningful industry-related skill development as highlighted by the CSU's burgeoning "Beyond Completion" initiative.

Emphasis on research opportunities: As a non-Ph.D. granting institution, our program also centers master's students as key researchers in the topics of their choice. Rather than assisting more senior doctoral students on small components of projects, our program will have master's students working directly with faculty advisors to push the bounds of the field.

Required coursework in research methods: The Cal Poly proposed master's program is also the only program to require all students to take a research methods class, ensuring that all students regardless of culminating experience are equipped with a full set of research skills.

Required coursework in socio-technical dimensions of computer engineering: This will be the only program in this field that requires students to take an ethics course, helping to ensure that our graduates are uniquely qualified to understand the societal consequences and social context of their work after graduation.

The Noyce School's unique structure: The Noyce School of Applied Computing, which brings together the computing-related disciplines of Electrical Engineering, Computer Science, and Software Engineering under one interdisciplinary umbrella, will provide enhanced interdisciplinary opportunities for our master's students to take coursework, and conduct research in all areas of computing. The Noyce School through existing donations and future work will also provide our students with access to cutting-edge industry tools like the Cadence Design suite used extensively for custom digital circuit design and architecture.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

¹⁰ https://www.fullerton.edu/ecs/ece/degrees/cpe_grad/index.php

¹¹ <https://w2.csun.edu/engineering-computer-science/electrical-computer-engineering/programs/graduate-programs/ms-computer-engineering>

¹² https://catalog.sjsu.edu/preview_program.php?catoid=15&poid=9495&returnto=5383

¹³ <https://viterbigradadmission.usc.edu/programs/masters/msprograms/electrical-computer-engineering/ms-computer-engineering/>

¹⁴ <https://www.ece.ucsb.edu/grad/ms>

¹⁵ <https://ece.ucdavis.edu/graduate>

¹⁶ <https://www.fullerton.edu/data/institutionalresearch/student/enrollments/headcountsftesbycollegeandstudentlevel.php>

¹⁷ https://www.csun.edu/counts/apps_admits_and_enrolls.php

¹⁸ https://prd-analytics.sjsu.edu/t/IRPublic/views/Student_Enrollment_Dashboard/StudentEnrollment?%3Aorigin=card_share_link&%3Aembed=y

¹⁹ <https://bap.ucsb.edu/institutional-research/ucsb-information-center/enrollment-dashboard>

²⁰ <https://aggiedata.ucdavis.edu>

Cal Poly currently offers M.S. Electrical Engineering and M.S. Computer Science programs that allow Cal Poly students to take 400-level (senior-level technical electives) and 500-level (master's) courses that are somewhat related to computer engineering. These courses are primarily designed to support students with knowledge and skills specific to those majors.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

The Computer Engineering Department's Industrial Advisory Board (IAB) and students have long advocated for the creation of a CPE master's degree. Feedback has been positive about computer engineering's existing 500-level courses, which are offered for master's students in the electrical engineering and computer science master's programs. IAB members would like to see the creation of a Master's in Computer Engineering program that centers the student learning experience around our existing 5000-level courses so that students gain more breadth and depth in Computer Engineering as the primary focus of study.

- e. Provide applicable workforce demand projections and other relevant data.

Note: *Data Sources for Demonstrating Evidence of Need*
[US Department of Labor, Bureau of Labor Statistics](#)
[California Labor Market Information](#)

U.S. Bureau of Labor Statistics (BLS) projects demand for computer hardware engineers to increase 7% from 2023-2033.²¹ Similarly, the BLS projects a 21% growth rate in the number of jobs for Computer and Information Research Scientists from 2023-2033 and states that the typical entry level education for these jobs is a master's degree.²² According to the California state Employment Development Department, there will be over 17,000 job openings for Computer Hardware Engineers in the state in the next decade, and according to some sources 34% of these openings require a master's degree²³.

Industry demand for AI-capable systems, data centers, and high-performance infrastructure is expected to further increase demand for graduates with advanced degrees in Computer Engineering. The AI computing and data center build-out is expected to surge as organizations expand capacity to host advanced AI workloads, placing sustained pressure on engineering talent to design, optimize, and maintain these systems.²⁴ Reports also note a growing shortage of engineers and technicians capable of supporting the rapid expansion of AI infrastructure, particularly for data center design, power systems, and high-density computing environments.²⁵

²¹ <https://www.bls.gov/ooh/architecture-and-engineering/computer-hardware-engineers.htm>

²² <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

²³ <https://www.onetonline.org/link/summary/17-2061.00>

²⁴ <https://www.deloitte.com/us/en/insights/topics/emerging-technologies/growing-demand-ai-computing.html?>

²⁵ <https://spectrum.ieee.org/ai-data-centers-engineers-jobs?>

6. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

As noted above in Section 3.a, U.S. Bureau of Labor Statistics data show that the profession of Computer and Information Research Science, which typically requires a master's degree, is projected to grow at 26% per year from 2023–2033.

An analysis of enrollment data from the last five years shows that annually, roughly 20 CPE undergraduate students enroll in a Cal Poly master's program in the related fields of Electrical Engineering or Computer Science. A strong indicator of student interest in a Computer Engineering master's program is the fact that many of these students subsequently enroll in master's level coursework offered by the Electrical Engineering and Computer Science Departments that include computer engineering topics and then go on to choose computer engineering faculty members as their thesis advisors. The creation of technical electives and graduate-level courses specific to computer engineering topics would serve to enhance student interest in computer engineering in general.

In a 2023 survey of Cal Poly Computer Engineering undergraduate students, 88% of respondents indicated that they would be interested in a Cal Poly master's program in Computer Engineering, and 77% responded that they would be more interested in applying to a Cal Poly master's program in Computer Engineering than to a master's program at Cal Poly in a related field such as Electrical Engineering or Computer Science. Ultimately, this demand would indicate a rebalancing of enrollment among EE, CS, and CPE master's programs as EE and CS Master's students who would otherwise work with an out-of-department CPE advisor instead enroll directly in the CPE MS program.

Therefore, we estimate a program size as described below:

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	10	15	20
Number of Graduates (Cumulative)		17	45

Currently, most Computer Engineering students wishing to earn a master's degree at Cal Poly transition into the Electrical Engineering or Computer Science blended programs. According to Cal Poly's Institutional Research Office, between 2018 and 2023, 57 CPE students did so, with enrollments approaching 20 per year in the last two years of that period. We believe that most of these students will apply to a CPE master's program if given the opportunity. While some CPE students might still choose an Electrical Engineering or Computer Science master's degree, we assume that some Electrical Engineering or Computer Science undergrads would also apply to the CPE master's program. CENG will work with the Electrical Engineering and Computer Science Departments to ensure that they similarly reduce

admissions by this number of students, so that overall MS enrollment in the three majors remains constant.

The enrollment numbers will be strictly enforced as a mechanism to keep overall WTUs constant and to maintain the current availability of graduate coursework without the requirement of new faculty. Additional enrollment of external applicants will be considered as resources and advising capacity allow.

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to ensure all prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to ensure a diverse and qualified candidate pool.

Due to staffing limitations and current internal demand and in recognition of the broader budgetary considerations facing the CSU and Cal Poly, it is anticipated that this program will initially attract students enrolled in the BS CPE program who will apply for admission to the MS program. To maximize access within this context, we plan to partner with engineering clubs and affinity groups on campus, including the Computer Engineering Society (CPES), Color Coded, Women Involved in Software and Hardware (WISH), National Society for Black Engineers (NSBE), Society for Women Engineers (SWE), Society for Hispanic Professional Engineers (SHPE), and the American Indian Science and Engineering Society (AISES) to offer special information sessions about the master's program each Fall before graduate school applications are due and to encourage students from all backgrounds to apply.

For off-campus recruitment, which is also essential for a healthy program, we plan to reach out to regional and national chapters of engineering affinity groups (NSBE, SWE, SHPE, and AISES), and will send advertisements to appropriate engineering departments at California MSIs and HSIs, as well as HBCUs and MSIs nationally to ensure the recruitment of a diverse student body. We will also distribute recruitment flyers to other CSU campuses through the CSU engineering deans listserv, and will provide recruitment flyers and QR codes for faculty to distribute at engineering conferences and meetings they attend as part of university business.

To ensure sufficient support for our future master students, the department will commit to expanding its inclusive and equitable teaching practices. The department has already partnered with Cal Poly's Center for Teaching and Learning Technology to offer our faculty a CPE specific "Intro to Equitable and Inclusive Teaching" workshop as designed by the nationally recognized Inclusive STEM Teaching Project. The department also commits to dedicating department meeting sessions to this and other professional development opportunities for CPE's faculty in the area of Justice, Equity, Diversity, and Inclusion (JEDI).

All future department hiring will also follow institutional guidelines and requirements on ensuring a diverse candidate pool and engaging in equitable hiring practices to increase diversity and fairness in our hiring practices. The department has already instituted a process for de-identifying all faculty candidate applications to minimize the introduction of implicit bias to the candidate selection phase. The department also has a long history of promoting engineering education-based research and rewarding faculty through the retention-promotion-and tenure process for conducting research and professional development in areas related to JEDI and evidence-based teaching practices; this will continue as we staff up to meet the demands of our master's program.

As noted above, our ideals of inclusion and equity have been integrated into the program with the inclusion of the brand-new CPE 5505 Ethics for Computer Engineering course that all CPE Master's students will take in their first semester of the program. Among other topics, this class will explore issues related to bias in AI and computing systems.

At a college level, Engineering has implemented policies to drastically increase the number of gender-neutral bathrooms to create a more welcoming and equitable environment for trans- and non-binary faculty, staff, and students.

Outside of the classroom, the department will rely on existing student organizations, and college- and university-based resources to provide a welcoming and supportive social environment for our diverse student population. These resources include Cal Poly's Multicultural Engineering Program; funding, research opportunities, and programming facilitated by Cal Poly's Office of University Diversity and Inclusion; Cal Poly's student-focused Gender and Sexuality Centers and Race and Ethnicity Centers; and affinity groups within engineering (including but not limited to WISH, SWE, NESBE, SHPE, AISES, and Color Coded), and at the university level (including but not limited to Black Student Union, Cal Poly SWANA, Hillel, and the Latinx Cultural Association).

- c. For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

BS Computer Engineering	2020-2021	2021-2022	2022-2023
Majors as of Fall	400	398	422
Degrees Awarded	92	104	92

- d. Describe professional uses of the proposed degree program.

This degree program prepares students for a wide range of industry jobs. Many R&D jobs and digital design jobs at top companies like Nvidia, Intel, AMD, and Apple require a Master's degree or higher. Indeed, many cutting-edge jobs in computer hardware require engineers to be able to interface with peer reviewed literature to adopt the latest techniques; while skills like these are often not emphasized at the Bachelor's level, engaging with peer-reviewed research is a key component of our program's Research Methods course and is required for successful completion of the Master's culminating experience. As noted in the response to 5e, engineers possessing a Master's degree in computing fields earn a significant wage premium over those with Bachelor's degrees, indicating that those holding Master's degrees in computing fields are able to secure jobs with more responsibilities and have more room for promotion and career advancement than their peers.

- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

Based on the current number of computer engineering undergraduates currently enrolling in master's programs in related fields at Cal Poly, and based on strict teaching and budget limitations imposed by

the College of Engineering, we estimate a steady state program size of roughly 20 new Master's students per year. Of these, we believe that up to half will choose the project option. Computer Engineering faculty will likely advise up to three master's students per year based on current advisory loads. All Tenured/Tenure-track Computer Engineering faculty are eligible to advise master's students and all have required advisory units as part of their teaching load.

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	10	15	20
Number of Graduates (Cumulative)		17	45

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

7. Existing Support Resources for the Proposed Degree Program

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. **Note:** For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)
 - Andrew Danowitz, Associate Professor, Tenured, PhD 2014 in Electrical Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
 - Lynne Slivovsky, Professor, Tenured, PhD 2001 in Electrical and Computer Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
 - John Oliver, Professor, Tenured, PhD 2007 in Computer Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
 - John Bellardo, Professor, Tenured, PhD 2006 in Computer Science and Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
 - James Mealy, Professor, Tenured, PhD 2002 in Computer Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
 - John Clements, Professor, Tenured, PhD 2005. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.
 - Foad Khosmood, Professor, Tenured, PhD 2011 in Computer Science. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.
 - John Seng, Professor, Tenured, PhD 2003 in Computer Engineering. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.
 - Hugh Smith, Professor, Tenured, PhD 1999 in Computer Science. Cal Poly faculty, associated with Department of Computer Engineering.
 - Bruce DeBruhl, Associate Professor, Tenured, PhD 2015 in Electrical and Electronics Engineering. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.

- Stephen Beard, Assistant Professor, PhD 2019 in Computer Science. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.
- Dongfeng (Phoenix) Fang, Assistant Professor, PhD 2019 in Computer Engineering. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.
- Ria Kanjilal, Assistant Professor, PhD 2022 in Electrical Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
- Carlos Alvarenga, Assistant Professor, PhD 2024 in Electrical Engineering and Computer Science. Cal Poly faculty, associated with Department of Computer Engineering.

b. Describe facilities that would be used in support of the proposed program.

Existing buildings and room assignments are already used to support 400- and 500-level CPE curriculum and these same classrooms will be used to offer their semester conversion equivalents (CPE 4140, CPE 4160, CPE 4180, CPE 4300, CPE 4390, CPE 4420, CPE 4455, CPE 5300, CPE 5350, CPE 5420, and CPE 5660) once per year. The courses will be offered in labs in Engineering East (Bldg. 20) and the Frank E. Pilling Computer Science Building (Bldg. 14), and in university-maintained lecture halls. All classrooms and facilities are entirely ADA accessible and are designed to handle roughly 36 people. Our program specific rooms each feature desktop computers with software pre-installed to support undergraduate and graduate course work. Rooms 20-100 and 20-132 are equipped with electronic test and measurement equipment including logic analyzers and benchtop power supplies for advanced hardware prototyping and debugging work. Room 20-100 is accessible to students 24 hours a day when no class is occurring through use of a door code.

For new group courses like CPE 5505 and 5590, which will be offered once per year, our existing CPE Capstone Room (20-145) will be used. This room is well-equipped with computers and electronic test and measurement equipment including logic analyzers and benchtop power supplies. All furniture and chairs are on wheels so that the room can be reconfigured to suit group work, lecture, seminar, project work, or other needs. Advisory courses like CPE 5598 and 5599 will not require fixed classroom space. Existing facilities include Rooms 20-100, 20-132, 20-145, and 14-303. All buildings within the College of Engineering are equipped with both gender-neutral and gender-specific restrooms to support students of all genders.

Please see Attachment 9: physical space assessment by Joe Borzellino, Associate Vice President for Strategic Enrollment Management, April 25, 2025.

c. Provide evidence that the institution offers adequate access to both electronic and physical library and learning resources.

Please see Attachment 8: statement on Kennedy Library resources by College of Engineering Librarian Sarah Lester, April 29, 2025.

d. Describe available academic technology, equipment, and other specialized materials.

Through generous donations from industry partners, and through our existing classroom technology, all students will have access to:

- Licenses for Synopsys digital chip design suite

- High-end Xilinx Ultrascale FPGA cluster
- High-performance computing lab
- Networking laboratory
- Cyber security laboratory

Through pre-existing resources, all students will have access to:

- Laboratory-based computer workstations.
- University-wide Information Technology
- Canvas Portal
- Office 365 email and calendar service
- Office 365 suite of productivity applications
- EduRoam Wi-Fi access
- Office 365: One Drive (1 TB backup drive)
- Over 300 computers throughout library
- Equipment loans through the university: laptops, iPads, Kindles, and associated peripherals (e.g. headphones, etc.), projectors, cameras, etc.

Existing equipment is already integrated in the coursework for our wide selection of 400- and 500-level courses which will form the basis of the technical electives and technical coursework for a standalone CPE Master's degree. Recent additions such as the donated licenses for the Synopsys digital chip design suite and Xilinx Ultrascale cluster will enable a new range of high-impact research projects and industry sponsored thesis projects in the realm of digital chip design, computer micro-architecture, hardware accelerated machine learning, and related fields. Our existing computer security laboratory and strong core of faculty with expertise in cyber security will enable us to offer cutting edge cyber-security related thesis projects to students as well.

8. **Additional Support Resources Required**

Note: *If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.*

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

Computer engineering faculty already teach a wide variety of 400- and 500-level master's and technical elective courses. Faculty already advise or co-advise a large number of master's students; this means that aside from staffing the new CPE 5505 and 5590 courses, creating this program should not make a major difference to the department teaching and advisory loads.

As part of Cal Poly's semester conversion process, individual advisory senior projects for undergraduate Computer Engineering students are being eliminated in favor of capstone-based culminating experiences, freeing up many advisory WTUs from existing faculty starting in the 2026-2027 academic year (4 semester supervisory WTUs per tenured/tenure-track faculty member per year, or roughly 60

advisory WTUs).²⁶ As each graduate level research or project-based culminating experience currently awards 1 WTUs of advisory workload per faculty member (2 terms x 0.5 WTU/term), the department would be able to advise up to 60 master's students through their culminating experience without an increase in base faculty workload. Therefore, we do not anticipate advisory loads being a major driver of staffing needs as the program scales up. If needed and in accordance with CBA requirements, our full and part time lecturers with sufficient educational and industry background can be offered supervisory WTU opportunities as well, significantly increasing the pool of advisory units available. CPE will also require an additional 2 WTUs per semester to be allocated to a faculty member as graduate program coordinator in line with College of Engineering policy. These units are already being allocated to the faculty member in charge of proposing this program in recognition of the added work required for degree program design; therefore these WTUs are already accounted for in college budgeting and long-term planning.

As staffing allows, and anticipating that wider adoption of AI tools through industry will lead to increased demand from students and industry for Master's Level coursework and specialization, we hope to expand the size of our M.S. in Computer Engineering program to accommodate more students and grow the program in size. We recognize, however, that staffing needs for undergraduate education and the upcoming adoption of year-round operations takes precedence over expanding opportunities for graduate education in the short term, and are therefore focused on establishing a strong program within the constraints of our existing resources with hopes of expanding scope if and when resources become available. We will use strict limits on admissions to ensure that we stay within our means.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

None projected, the program is designed to use existing facilities and subscriptions. The primary publications in this fields are indexed in the IEEE Explore Library and ACM Digital Library, both of which are already available and are also required for the MS in Electrical Engineering and MS in Computer Science degrees offered by the College of Engineering.

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

All relevant databases are already available directly, through open access, or through interlibrary loan. Please see Attachment 8: statement on Kennedy Library resources by College of Engineering Librarian Sarah Lester, April 29, 2025.

²⁶ This exact number is subject to change, as some tenured faculty hold joint appointments with other departments and can choose how to distribute their advisory load. Additionally, some faculty are in the process of retiring, and the department is actively hiring tenure-track faculty as of the completion of this proposal.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

None needed. As noted in 7d, significant resources already exist.

9. Self-Support Programs

Not applicable to this program

Submit completed proposal packages to:

degrees@calstate.edu

Academic Programs, Innovation and Faculty Development
CSU Office of the Chancellor
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

Contact Us

Academic Programs, Innovation and Faculty Development

Brent M. Foster, Ph.D.

Assistant Vice Chancellor and State University Dean, Academic Programs

Phone (562) 951-4149

bfoster@calstate.edu

Academic Programs, Innovation and Faculty Development is on the Web: <http://www.calstate.edu/APP/>

Extended Education (Professional and International Education)

Mr. Leo Van Cleve

Assistant Vice Chancellor, Professional and International Education

Phone (562) 951-4790

lvancleve@calstate.edu

**CAL POLY**

College of Engineering

Office: 805-756-2131
Fax: 805-756-6503
engineering.calpoly.edu**April 29, 2025**

Re: New Program Proposal for the Master of Science in Computer Engineering

Dear Program Proposal Reviewers,

I am pleased to offer my enthusiastic support for the College of Engineering's proposal for a new Master of Science in Computer Engineering degree program.

Building upon the college's nationally recognized program in computer engineering, the proposed two-year, 30-unit MS in Computer Engineering will provide an advanced education that integrates hardware and software development and emerging computing technologies. Students will gain deep technical knowledge alongside practical experience, preparing them for leadership roles in industry, research, and innovation.

Graduates of the program will be well-prepared to pursue advanced careers in sectors such as artificial intelligence, embedded systems design, IoT technologies, cybersecurity, and systems architecture, or to pursue doctoral studies in computer engineering and related fields.

Importantly, the program has been designed to leverage existing courses, laboratories, and faculty expertise, ensuring efficient use of university resources. A faculty program director will be appointed with assigned time support similar to that provided to graduate program directors in other departments.

The addition of this Master of Science in Computer Engineering program will significantly strengthen the College of Engineering's academic offerings and will further position the university as a leader in preparing graduate students to tackle the technological challenges of tomorrow.

I strongly support this exciting new program and the opportunities it will provide for our students, faculty, and industry partners.

Sincerely,

Robert Crockett
Interim Dean, College of Engineering

preparing graduates to contribute to rapidly evolving technological fields. Its emphasis on both applied learning and research is especially consistent with Cal Poly's "learn by doing" philosophy.

For these reasons, the CPE curriculum committee strongly support the creation of the Master of Science in Computer Engineering program at Cal Poly. I am confident that it will provide significant value to students, the university, and the broader engineering community.

**CAL POLY****MEMORANDUM****May 13, 2026**

TO: College of Engineering
FROM: College of Engineering Curriculum Committee
SUBJECT: M.S. Computer Engineering Statement of Support

The CENG Curriculum Committee supports the proposed Master of Science in Computer Engineering. The program and its curricular pathways have been reviewed by the committee. This degree provides students with a strong foundation in advanced computer engineering with a culminating thesis or project experience.

The program's emphasis on applied learning, ethics, and collaboration supports the college's Learn by Doing mission, and its values of excellence, collaboration, and preparing students to make a positive societal impact.

Bruce DeBruhl

Subject: ASCC Approval of the Master of Science in Computer Engineering Program (CPE-MS)
Date: Thursday, May 14, 2026 at 1:52:43 AM Pacific Daylight Time
From: John H. Walker
To: Jerusha Greenwood, Andrew Robert Danowitz
CC: Shannon Sullivan-Danser

Hi, all,

The Academic Senate Curriculum Committee has reviewed the Master of Science in Computer Engineering program proposal and is approving it to go to the Senate Executive Committee. Please include this e-mail in the appropriate section of the proposal as evidence of the committee's approval.

Thank you for an excellent proposal!
John

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John H. Walker, Ph.D.
Professor, Statistics Department
Chair, Academic Senate Curriculum Committee
California Polytechnic State University
San Luis Obispo, CA, USA
Pronouns: he/him/his

From: John Hausaman <jhausaman@wscuc.org>

Date: Thursday, November 30, 2023 at 7:06 AM

To: Andrew D. Morris <admorris@calpoly.edu>

Subject: Substantive Change Screening Determination: No further review of program needed



Dear ALO:

Thank you for submitting the Substantive Change Screening form. Following a review of the information submitted, it has been determined that no substantive change review will be necessary for the proposed program.

Program Implementation Notification Required

You are required to confirm implementation of the program in order for the program or location to be listed on the WSCUC website for purposes of financial aid eligibility verification by the U.S. Department of Education.

Login to the [Accreditation Management Portal](#) and the Computer Engineering as Active within 30 days of implementation. Failure to report implementation may result in the suspension of financial aid eligibility for enrolled students.

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University Commission immediately and delete the material.



	<i>CPE 4140: Rob Sys Integ</i>	<i>CPE 4160: Aut Mob Robotics</i>	<i>CPE 4180: Adv uC and Emb Apps</i>	<i>CPE 4190 Appl Par Comp</i>	<i>CPE 4220: Net Sec</i>	<i>CPE 4250: Wi Sec</i>
<i>SLO 1: Communicat e technical concepts clearly, effectively, and concisely</i>	<i>D</i>	<i>D</i>	<i>D</i>			
<i>SLO 2: Design and implement hardware and software systems, meeting specified design requirement s or research goals</i>	<i>I/D</i>	<i>D</i>	<i>D</i>	<i>I/D</i>	<i>I/D</i>	<i>I/D</i>
<i>SLO 3: Demonstrate adherence to ethical standards in computer engineering practice</i>	<i>D</i>	<i>I</i>				

<i>SLO 4: Collaborate productively in multidisciplinary teams</i>	<i>D</i>	<i>D</i>				
<i>SLO 5: Construct an argument for how a computing solution could be improved through the integration of diverse perspectives</i>	<i>D</i>	<i>D</i>				

MS Computer Engineering Master's Degree Progr

<i>CPE 4280: Intro to HW Sec</i>	<i>CPE 4300: Adv Comp Arch</i>	<i>CPE 4390: Intro to RTOS</i>	<i>CPE 4420: HP Embed Sys</i>	<i>CPE 4455: Des of Fault Tol Sys</i>	<i>CPE 4464: Intro to Net</i>	<i>CPE 4465: Adv Net</i>
<i>D</i>	<i>D</i>	<i>D</i>		<i>I/D</i>		<i>I/D</i>
<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>I/D</i>	<i>I/D</i>	<i>D</i>
<i>I/D</i>	<i>D</i>					

D	D		D			
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am Student Learning Outcome Evaluation Matrix

<i>CPE 4650: Scal Serv Impl</i>	<i>CPE 4669: Dist Sys</i>	<i>CSC 4230: Web and Cloud Sec</i>	<i>CSC 4270: Special Adv Topics in Comp Sec</i>	<i>CSC 4570: Special Adv Topics in Comp Sys</i>	<i>CSC 4669: Dist Sys</i>	<i>CSC 4710: Introduction to Computer Graphics</i>
<i>D</i>						
<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>

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<i>CPE 5300: Computer uArch</i>	<i>CPE 5350: Digital System Design</i>	<i>CPE 5420: Adv HP Embed Syst</i>	<i>CPE 5500: Int/Co-op</i>	<i>CPE 5505: Ethics in Comp Eng</i>	<i>CPE 5564: Res Topics in Comp Nets</i>	<i>CPE 5590: Res and Sci Meth</i>
<i>D</i>		<i>M</i>			<i>D</i>	<i>I/D</i>
<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>I/D</i>
			<i>D</i>	<i>D</i>	<i>D</i>	<i>I</i>

<i>M</i>	<i>D</i>	<i>D</i>				<i>I/D</i>
<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>D</i>	<i>I</i>

<i>CPE 5598: Culm Proj</i>	<i>CPE 5599: Culm Thesis</i>	<i>CPE 5660: Comp Sys</i>	<i>CSC 5100: Mod Sof Eng (3 units)</i>	<i>CSC 5113: Comp Ed Res and Practice</i>	<i>CSC 5170: Spec Adv Topics in Soft Eng</i>	<i>CSC 5201: Comp Sec and Priv</i>
<i>M</i>	<i>M</i>	<i>M</i>				
<i>M</i>	<i>M</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>
<i>M</i>	<i>M</i>					

<i>M</i>		<i>D</i>				
<i>M</i>		<i>D</i>				

<i>CSC 5210: Soft Sec</i>	<i>CSC 5220: Adv Net Sec and Priv</i>	<i>CSC 5270: Spec Adv Topics in Comp Sec</i>	<i>CSC 5281: Sys Sec</i>	<i>CSC 5370: Spec Adv Topics in PLs</i>	<i>CSC 5445: Adv Theory of Decid and Reduc</i>	<i>CSC 5447 Adv Alg Graph Theory</i>
<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>

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<i>CSC 5449 Adv Alg Design and Analysis</i>	<i>CSC 5550: Res in Op Sys</i>	<i>CSC 5570: Spec Adv Topics</i>	<i>CSC 5571: Sec Adv Lab</i>	<i>CSC 5595: Coop Edu Exp</i>	<i>CSC 5660: Adv DB Man Syss</i>	<i>CSC 5669: Dist Comp</i>
<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>

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<i>CSC 5670: Spec Adv Topics in Comp Sys</i>	<i>CSC 5710: Comp Graph</i>	<i>CSC 5740: Adv Comp Shad in Comp Graph</i>	<i>CSC 5770: Spec Adv Topics in Comp Graph</i>	<i>CSC 5870: Spec Adv Topics in AI</i>	<i>CSC 5880: AI</i>	<i>CSC 5887: Adv Deep Learning</i>
<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>

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<i>EE 5424: Princ of Rem Sens and Rad</i>	<i>EE 5428: Comp Vis</i>	<i>EE 5504: SDR</i>	<i>EE5509: Comp Intel</i>	<i>EE 5513: Mod Con Sys</i>	<i>EE 5514: Adv Mod Con Sys</i>	<i>EE 515: Adv Dig Sig Proc</i>
<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>

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<i>EE 5517: Data An for Cyber-Phys Sys</i>	<i>EE 5525 Stochastic Processes</i>	<i>EE 5526: Adv Dig Comms</i>	<i>EE 5531: Adv VLSI Des and Verif</i>	<i>EE 5532: VLSI Test Lab</i>	<i>EE 5570: Spec Adv Topics</i>	<i>EE 5571: Spec Adv Lab</i>
<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>

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MS Computer Engineering: Comprehensive Assessment Plan

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course where each SLO is assessed</i>	<i>Assessment activity/ assignment used to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
<i>ILO 2: Communicate effectively</i>	<i>PLO 4: Communicate complex technical ideas in written and oral formats to technical and professional audiences</i>	<i>SLO 1 Communicate technical concepts effectively</i>	<i>5590 Research and Scientific Method</i>	<i>Research topic presentation</i>	<i>Rubric: Student presentation will be evaluated for technical content, content clarity, and other considerations on 5 point scales where a 4.0 is determined to meet standards. This will exist as a dedicated rubric item on Canvas.</i>	<i>First year, then every five years (once per evaluation cycle)</i>	<i>Report on percentage of students that score 80% (4/5) or higher on rubric or scale.</i>	<i>Course instructor will assign and grade assessment, grad coordinator and assessment committee will analyze and interpret results and curriculum committee and faculty committee will evaluate recommendations to either improve student outcome or collect more specific data for targeted interventions.</i>	<i>Assessment data will be reviewed by the assessment committee during the first half of the semester following data collection. The assessment committee in conjunction with faculty offering assessed grad courses will develop recommendations based on “closing the loop strategies” to be presented to the department curriculum committee and department faculty in the second half of the semester following data collection. Results will be formalized and compiled in regular reports for academic planning and programs in accordance with and at intervals determined by university policy.</i>	<i>The grad coordinator, instructor, and assessment committee (which will include at least one master’s student) will meet to review assessment data. Findings will then be shared with the entire master’s program faculty, who will identify where improvements are needed, including but not limited to revising course content, revising the rubric, and revising PLOs. IAB input will be sought as needed to ensure course outcomes remain consistent with industry needs.</i>
<i>ILO 1: Think critically and creatively</i> <i>ILO 7: Engage in lifelong learning</i>	<i>PLO 1: Demonstrate technical expertise in computer engineering and apply that expertise in leadership roles such as project direction, team coordination, or</i>	<i>SLO 2 Design and implement hardware and software systems, meeting specified design requirements or research goals</i>	<i>5598 Culminating project</i> <i>Or*</i> <i>5599 Culminating thesis</i> <i>*Students have the option of</i>	<i>Oral defense of culminating work</i>	<i>Rubric: Student work will be evaluated for technical content, novelty, validation/verification of work, and other consideration</i>	<i>Second year, then every five years (once per evaluation cycle)</i>	<i>Report on percentage of students that score 80% (4/5) or higher on rubric or scale.</i>	<i>Defense committee will fill rubric, grad coordinator and assessment committee will analyze and interpret results and curriculum committee and faculty committee will evaluate recommendations to either improve student outcome or</i>	<i>Assessment data will be reviewed by the assessment committee during the first half of the semester following data collection. The assessment committee in conjunction with faculty offering assessed grad courses will develop</i>	<i>The grad coordinator, instructor, and assessment committee (which will include at least one master’s student) will meet to review assessment data. Findings will</i>

	<p>technical decision-making</p> <p>PLO 2: Apply a broad range of computer engineering solutions to solve hardware and software engineering problems</p> <p>PLO 3: Formulate research questions, evaluate prior work, and design and execute rigorous methods to generate and interpret evidence in computer engineering contexts</p> <p>PLO 7: Be prepared for professional development through independent learning, training, and continued graduate education</p>		<p>completing an individual thesis OR engage in an industry-sponsored project experience for their MS culminating experience</p>		<p>s on a 5 point scale where a 4.0 is determined to meet standards. Defense committee will fill separate form</p>			<p>collect more specific data for targeted interventions.</p>	<p>recommendations based on "closing the loop strategies" to be presented to the department curriculum committee and department faculty in the second half of the semester following data collection. Results will be formalized and compiled in regular reports for academic planning and programs in accordance with and at intervals determined by university policy..</p>	<p>then be shared with the entire master's program faculty, who will identify where improvements are needed, including but not limited to revising course content, revising the rubric, and revising PLOs. IAB input will be sought as needed to ensure course outcomes remain consistent with industry needs.</p>
<p>ILO 6: Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability</p>	<p>PLO 5: Apply ethical reasoning and evaluate the societal impacts of computer engineering solutions</p>	<p>SLO 3: Demonstrate adherence to ethical standards in computer engineering practice</p>	<p>5505 Ethics in Computer Engineering</p>	<p>Final Exam</p>	<p>Rubric: Subsections of the culminating assignment (final exam) will be evaluated on a 5 point scale where a 4.0 is determined to meet standards. Subsections will cover different topic areas and ethical frameworks.</p>	<p>Third year, then every five years (once per evaluation cycle)</p>	<p>Report on percentage of students that score 80% (4/5) or higher on each subsection of the scale.</p>	<p>Course instructor will assign and grade assessment, grad coordinator and assessment committee will analyze and interpret results, and curriculum committee and faculty committee will evaluate recommendations to either improve student outcome or collect more specific data for targeted interventions.</p>	<p>Assessment data will be reviewed by the assessment committee during the first half of the semester following data collection. The assessment committee in conjunction with faculty offering assessed grad courses will develop recommendations based on "closing the loop strategies" to be presented to the department curriculum committee and department faculty in the second</p>	<p>The grad coordinator, instructor, and assessment committee (which will include at least one master's student) will meet to review assessment data. Findings will then be shared with the entire master's program faculty, who will identify where improvements are needed, including but not limited to</p>

					<i>These scales for each subsection will exist as dedicated rubric items on Canvas.</i>				<i>half of the semester following data collection. Results will be formalized and compiled in regular reports for academic planning and programs in accordance with and at intervals determined by university policy.</i>	<i>revising course content, revising the rubric, and revising PLOs. IAB input will be sought as needed to ensure course outcomes remain consistent with industry needs.</i>
<i>ILO 4: Work productively as individuals and in groups</i>	<i>PLO 1: Demonstrate technical expertise in computer engineering and apply that expertise in leadership roles such as project direction, team coordination, or technical decision-making</i> <i>PLO 3: Formulate research questions, evaluate prior work, and design and execute rigorous methods to generate and interpret evidence in computer engineering contexts</i> <i>PLO 6: Integrate diverse perspectives and stakeholder considerations in the development of effective engineering solutions</i>	<i>SLO 4: Collaborate productively in multidisciplinary teams by earning positive peer evaluations and contributing effectively to team projects</i>	<i>5590 Research and Scientific Method</i>	<i>Research topic presentation</i>	<i>Rubric: Student peer evaluation, self-evaluation, and faculty evaluation results will be evaluated on a 5 point scale where a 4.0 is determined to meet standards. This will exist as a dedicated rubric item on Canvas.</i>	<i>Fourth year, then every five years (once per evaluation cycle)</i>	<i>Report on percentage of students that score 80% (4/5) or higher on rubric or scale.</i>	<i>Course instructor will assign and grade assessment, grad coordinator and assessment committee will analyze and interpret results and curriculum committee and faculty committee will evaluate recommendations to either improve student outcome or collect more specific data for targeted interventions.</i>	<i>Assessment data will be reviewed by the assessment committee during the first half of the semester following data collection. The assessment committee in conjunction with faculty offering assessed grad courses will develop recommendations based on "closing the loop strategies" to be presented to the department curriculum committee and department faculty in the second half of the semester following data collection. Results will be formalized and compiled in regular reports for academic planning and programs in accordance with and at intervals determined by university policy.</i>	<i>The grad coordinator, instructor, and assessment committee (which will include at least one master's student) will meet to review assessment data. Findings will then be shared with the entire master's program faculty, who will identify where improvements are needed, including but not limited to revising course content, revising the rubric, and revising PLOs. IAB input will be sought as needed to ensure course outcomes remain consistent with industry needs.</i>
<i>ILO 3: Demonstrate expertise in a scholarly discipline and understand that discipline in</i>	<i>PLO 6: Integrate diverse perspectives and stakeholder considerations in the development of effective</i>	<i>SLO 5: Construct an argument for how a computing solution could be</i>	<i>5505 Ethics in Computer Engineering</i>	<i>Final paper</i>	<i>Rubric: Culminating assignment (final paper) will be evaluated on a 5 point</i>	<i>Fifth year, then every five years (once per evaluation cycle)</i>	<i>Report on percentage of students that score 80% (4/5) or higher on rubric or scale.</i>	<i>Course instructor will assign and grade assessments, grad coordinator and assessment committee will analyze and interpret results and</i>	<i>Assessment data will be reviewed by the assessment committee during the first half of the semester following data collection. The</i>	<i>The grad coordinator, instructor, and assessment committee (which will include at least one</i>

<p><i>relation to the larger world of the arts, sciences, and technology</i></p> <p><i>ILO 6: Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability</i></p> <p><i>DLO 5: Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines</i></p>	<p><i>engineering solutions</i></p>	<p><i>improved through the integration of diverse perspectives</i></p>			<p><i>scale where a 4.0 is determined to meet standards. This will exist as a dedicated rubric item on Canvas. Assignment will be evaluated for understanding of topics of diversity and the importance of diverse viewpoints in the engineering design process..</i></p>			<p><i>curriculum committee and faculty committee will evaluate recommendations to either improve student outcome or collect more specific data for targeted interventions.</i></p>	<p><i>assessment committee will develop recommendations based on "closing the loop strategies" to be presented to the department curriculum committee and department faculty in the second half of the semester following data collection. Results will be formalized and compiled in regular reports for academic planning and programs in accordance with and at intervals determined by university policy.</i></p>	<p><i>master's student) will meet to review assessment data. Findings will then be shared with the entire master's program faculty, who will identify where improvements are needed, including but not limited to revising course content, revising the rubric, and revising PLOs. IAB input will be sought as needed to ensure course outcomes remain consistent with industry needs.</i></p>
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Examples of assessment activities: final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist. Other examples?

MS Computer Engineering: Course Offerings List, Years 1-3

Year 1		Year 2
Fall Semester	Winter Semester	Fall Semester
CPE 4160: Autonomous Mobile Robotics. Instructor: John Seng	CPE 4140: Robotics System Integration. Instructor: Carlos Diaz	CPE 4160: Autonomous Mobile Robotics. Instructor: John Seng
CPE 4180: Advanced Microcontrollers and Embedded Applications. Instructor: Ria Kanjilal, James Mealy	CPE 4190: Applied Parallel Computing. Instructor: Maria Pantoja	CPE 4180: Advanced Microcontrollers and Embedded Applications. Instructor: Ria Kanjilal, James Mealy
CPE 4220: Network Security. Instructor: Bret Hartman	CPE 4250: Wireless Security. Instructor: Phoenix (Dongfeng) Fang	CPE 4220: Network Security. Instructor: Bret Hartman
CPE 4400: Special Problems for Undergraduates. Instructor: Advisory-All CPE Faculty	CPE 4280: Intro to Hardware Security. Instructor: Stephen Beard	CPE 4400: Special Problems for Undergraduates. Instructor: Advisory-All CPE Faculty
CPE 4420: High-Performance Embedded Systems. Instructor: Andrew Danowitz	CPE 4300: Advanced Computer Architecture. Instructor: Maria Pantoja	CPE 4420: High-Performance Embedded Systems. Instructor: Andrew Danowitz
CPE 4464: Introduction to Computer Networks. Instructor: Hugh Smith or John Bellardo	CPE 4390: Introduction to Real Time Operating Systems. Instructor: James Mealy	CPE 4464: Introduction to Computer Networks. Instructor: Hugh Smith or John Bellardo
CPE 4650: Scalable Server Implementation and Testing. Instructor: John Bellardo	CPE 4455: Design of Fault Tolerant Systems. Instructor: Staff	CPE 4650: Scalable Server Implementation and Testing. Instructor: John Bellardo
CPE 4669: Distributed Systems. Instructor: Maria Pantoja	CPE 4465: Advanced Computer Networks. Instructor: John Bellardo	CPE 4669: Distributed Systems. Instructor: Maria Pantoja
CPE 5505: Ethics for Computer Engineers. Instructor: John Oliver	CPE 5300: Computer Microarchitecture. Instructor: John Seng	CPE 5505: Ethics for Computer Engineers. Instructor: John Oliver
CPE 5350: Digital Systems Design. Instructor Andrew Danowitz	CPE 5420: Advanced High-Performance Embedded Systems. Instructor: Andrew Danowitz	CPE 5350: Digital Systems Design. Instructor Andrew Danowitz
CPE 5564: Research Topics in Computer Networks. Instructor: Hugh Smith	CPE 5660: Computer Systems. Instructor: Andrew Danowitz	CPE 5564: Research Topics in Computer Networks. Instructor: Hugh Smith
CPE 5590: Engineering Research Methods. Instructor: Lynne Slivovsky	CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty	CPE 5590: Engineering Research Methods. Instructor: Lynne Slivovsky

CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty	CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty	CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty
CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty		CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty

Year 2	Year 3	
Winter Semester	Fall Semester	Winter Semester
CPE 4140: Robotics System Integration. Instructor: Carlos Diaz	CPE 4160: Autonomous Mobile Robotics. Instructor: John Seng	CPE 4140: Robotics System Integration. Instructor: Carlos Diaz
CPE 4190: Applied Parallel Computing. Instructor: Maria Pantoja	CPE 4180: Advanced Microcontrollers and Embedded Applications. Instructor: Ria Kanjilal, James Mealy	CPE 4190: Applied Parallel Computing. Instructor: Maria Pantoja
CPE 4250: Wireless Security. Instructor: Phoenix (Dongfeng) Fang	CPE 4220: Network Security. Instructor: Bret Hartman	CPE 4250: Wireless Security. Instructor: Phoenix (Dongfeng) Fang
CPE 4280: Intro to Hardware Security. Instructor: Stephen Beard	CPE 4400: Special Problems for Undergraduates. Instructor: Advisory-All CPE Faculty	CPE 4280: Intro to Hardware Security. Instructor: Stephen Beard
CPE 4300: Advanced Computer Architecture. Instructor: Maria Pantoja	CPE 4420: High-Performance Embedded Systems. Instructor: Andrew Danowitz	CPE 4300: Advanced Computer Architecture. Instructor: Maria Pantoja
CPE 4390: Introduction to Real Time Operating Systems. Instructor: James Mealy	CPE 4464: Introduction to Computer Networks. Instructor: Hugh Smith or John Bellardo	CPE 4390: Introduction to Real Time Operating Systems. Instructor: James Mealy
CPE 4455: Design of Fault Tolerant Systems. Instructor: Staff	CPE 4650: Scalable Server Implementation and Testing. Instructor: John Bellardo	CPE 4455: Design of Fault Tolerant Systems. Instructor: Staff
CPE 4465: Advanced Computer Networks. Instructor: John Bellardo	CPE 4669: Distributed Systems. Instructor: Maria Pantoja	CPE 4465: Advanced Computer Networks. Instructor: John Bellardo
CPE 5300: Computer Microarchitecture. Instructor: John Seng	CPE 5505: Ethics for Computer Engineers. Instructor: John Oliver	CPE 5300: Computer Microarchitecture. Instructor: John Seng
CPE 5420: Advanced High-Performance Embedded Systems. Instructor: Andrew Danowitz	CPE 5350: Digital Systems Design. Instructor Andrew Danowitz	CPE 5420: Advanced High-Performance Embedded Systems. Instructor: Andrew Danowitz
CPE 5660: Computer Systems. Instructor: Andrew Danowitz	CPE 5564: Research Topics in Computer Networks. Instructor: John Bellardo	CPE 5660: Computer Systems. Instructor: Andrew Danowitz
CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty	CPE 5590: Engineering Research Methods. Instructor: Lynne Slivovsky	CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty

CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty	CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty	CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty
	CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty	

MS CPE Curriculum Roadmap

Traditional Academic Year (Semesters)

Fall Y1	Spring Y1	Fall Y2	Spring Y2
Research Methods CPE 5590 3 units	Computer Engineering Ethics CPE 5505 3 Units	Culminating Experience (Thesis or Project) CPE 5598 or CPE 5599 3 Units	Culminating Experience (Thesis or Project) CPE 5598 or CPE 5599 3 Units
Technical Elective 4000 or 5000 Level 3 Units	Computer Microarchitecture CPE 5300 3 units	Technical Elective 4000 or 5000 Level 3 Units	Technical Elective 4000 or 5000 Level 3 Units
Technical Elective 5000 Level 3 Units	Technical Elective 4000 or 5000 Level 3 Units		
9 Units Total	9 Units Total	6 Units Total	6 Units Total
30 Units Total			

Core	15 Units
Advanced Elective	3 Units
Technical Elective	12 Units


CAL POLY

Robert E. Kennedy Library

MEMORANDUM

4/29/2025

TO: Andrew Danowitz, Associate Professor Electrical Engineering
FROM: Sarah Lester, College of Engineering Librarian
COPIES: Nikki DeMotive, Senior Manager of Collections Strategy & Discovery
 Katherine O'Clair, Associate Dean for Academic Services
 Adriana Popescu, Dean, Library Services

SUBJECT: Library resources in support of proposed M.S. Computer Engineering Program

Kennedy Library's current collection can fully support the proposed MS in Computer Engineering. As there is much overlap with existing courses, the library already provides access to content that supports Computer Engineering instruction and research. Detailed below is a selection of the relevant resources.

Description of Collections Supporting MS Computer Engineering Degree

Books and Journals

Kennedy Library has long preferred online books and journals for engineering. The libraries online collection includes access to journals from top publishers of engineering information including IEEE, ACM, Elsevier, Springer Nature, and numerous others. These online resources include highly ranked journals as well as access to books and technical handbooks.

Online journal and ebook collections include:

ACM Digital Library

ACM Digital Library covers the fields of computing and information technology. The full-text database includes the complete collection of ACM's publications, including journals, conference proceedings, magazines, newsletters, and multimedia titles.

IEEE Xplore (IEEE/IET Electronic Library)

The IEEE/IET Electronic Library provides access to full-text documents from publications in electrical engineering, computer science, telecommunications, electronics and related disciplines, including journals, ebooks, standards, and conference proceedings from the Institute of Electrical and Electronics Engineers (IEEE), the Institution of Engineering and Technology (IET), John Wiley & Sons, and MIT Press.

SpringerLink

SpringerLink hosts thousands of high quality peer-reviewed journals and e-books in the natural sciences, medicine, engineering, business & economics, social sciences, architecture, food & nutrition, and environmental sciences.



ScienceDirect

ScienceDirect is Elsevier's platform for ebooks and peer-reviewed journals in the areas of physical sciences and engineering, life sciences, health sciences, and social sciences and humanities.

Synthesis Digital Library of Engineering and Computer Science

Synthesis features 50- to 100-page e-books that synthesize important research or development topics across a broad range of engineering and computer science areas. More modular and dynamic than traditional print or digital handbooks, they are ideal entry points to new areas for researchers, advanced developers, and students.

O'Reilly Online Learning

O'Reilly Online Learning provides access to professional books on topics including UX design, leadership, project management, teams, agile development, analytics, and core programming. In addition to ebooks, learning paths, case studies, and video courses are available.

Research Databases

Compendex (Engineering Village)

Compendex is a comprehensive bibliographic database of scientific and technical engineering research, covering all engineering disciplines. It includes millions of bibliographic citations and abstracts from thousands of engineering journals and conference proceedings.

Inspec (Engineering Village)

Inspec is a comprehensive index to global literature in electronics, computer science, physics, electrical, control, production and mechanical engineering. Includes INSPEC Thesaurus, Classification Codes and other specialized search aids.

Dissertations & Theses Global: The Sciences and Engineering Collection

A comprehensive collection of dissertations and theses in the fields of science and engineering.

Web of Science

Web of Science (Core Collection) provides a single search across Arts & Humanities Citation Index, Science Citation Index, and Social Sciences Citation Index. Additional Web of Science databases are easily accessible.

Research and Instructional Support

In addition to the collection resources provided by the library. The College of Engineering Librarian maintains a [Computer Science and Engineering Research Guide](#), which provides a single point of reference to relevant databases and resources. The library's primary



search tool, OneSearch is useful in helping students identify relevant books and resources in the collection. Students and faculty can get personal help from the College of Engineering Librarian via email, in person, or over Zoom depending on preferences and availability. The library provides 24/7 Live Chat supported by well-trained students and librarians. Faculty can also request library research instruction sessions with the College of Engineering Librarian.

**CAL POLY**Strategic Enrollment
Management

MEMORANDUM

4/25/2025

TO: Andrew Danowitz, Professor, Computer Engineering department
FROM: Joe Borzellino, Associate Vice President for Strategic Enrollment Management
SUBJECT: Physical Space assessment of master's degree in computer engineering proposal

The following is a brief physical space assessment for the proposed master's degree in computer engineering. This assessment is based on information provided to me by Andrew Danowitz of the Computer Engineering department and has been reviewed by the scheduling office of the University Registrar.

Classroom/Lab Space:

1. The proposal indicates that the master's degree in computer engineering program is intended to be delivered fully face-to-face. It is estimated that the overall additional impact on university classroom resources will be three hours per week in a 25-30 seat capacity room each quarter. Additional classroom resources required by the new program will be provided in college-scheduled space or space already assigned to scheduled undergraduate CPE courses. The final cohort size of the program is expected to be approximately 50 students total.

Office Space:

1. Office space needs were not assessed as that responsibility lies within Academic Affairs.

Summary: The proposal projects minimal impact on university classroom resources which can be easily accommodated.

The Office of the Registrar has asked that before requesting accommodation in university-scheduled classroom space, that the department look first at optimizing available space within the college.

Adopted: XX/XX/2026

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA
AS-XXXX-26

**RESOLUTION ON SUPPORTING AN ACADEMIC COMPONENT FOR A LIVING GREEN
RESIDENTIAL COMMUNITY AT CAL POLY, SAN LUIS OBISPO**

- 1 WHEREAS, sustainability is a priority for Cal Poly as a member of the Association for the
2 Advancement of Sustainability in Higher Education; and
- 3 WHEREAS, Cal Poly has pre-existing residential living and learning communities, but these
4 have not yet been tested as places for extending sustainability education and
5 learning; and
- 6 WHEREAS, Cal Poly housing has expressed interest in improving sustainability outcomes
7 within residential living; and
- 8 WHEREAS, other institutions including UC Davis, UC Merced, UC Los Angeles, UC Berkeley,
9 UC Santa Cruz, San Diego State, and Cal Poly Humboldt have living and learning
10 opportunities related to sustainability; and
- 11 WHEREAS, there is ongoing enthusiasm from students over the course of several years to
12 create a residential living and learning community focused on sustainability
13 topics where there may be an opportunity to earn 2 units of academic credit; and
- 14 WHEREAS, this is an opportunity to grow the student leadership for sustainability initiatives
15 and to develop a long-term culture of sustainability in the on-campus
16 residential communities that may eventually extend to the broader campus;
17 and
- 18 WHEREAS, no individual college should provide the funding for developing this
19 interdisciplinary academic program; and
- 20 WHEREAS, all colleges have talented instructional faculty who can contribute to
21 enhancing sustainability learning in a residential setting; therefore, be it

- 22 RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis
23 Obispo, requests that the Academic Senate Sustainability Committee design
24 a robust academic program to be implemented in a residential setting and
25 submit the program to the Academic Senate Curriculum Committee for its
26 review for a two-unit class component of the sustainability living and learning
27 community. The class may be piloted in Fall 2027 or Fall 2028, contingent on
28 the Academic Senate Curriculum Committee's approval of the program; and
29 be it further
- 30 RESOLVED: That the Academic Senate Sustainability Committee will seek resources
31 from the university to support at least one instructional faculty member and
32 student assistant for a three-year pilot; and be it further
- 33 RESOLVED: That every college will be invited to contribute instructional teaching faculty
34 to provide a variety of substance matter expertise to support the pilot
35 program.

Proposed by: Academic Senate Sustainability Committee

Date: May 5, 2026

**PROPOSAL FOR SUPPORT FOR AN ACADEMIC COMPONENT OF A LIVING GREEN RESIDENTIAL
COMMUNITY FROM THE ACADEMIC SENATE SUSTAINABILITY COMMITTEE**

Here at Cal Poly learning is not constrained to the formal classroom. Students learn from their classes in the field, internships, and research jobs. They can also learn in their residential communities. Cal Poly has residential learning communities organized on the topics of leadership, social justice, honors students, PRIDE, TRIO achievers, and being substance free. For at least two years, students have expressed interest in developing a living and learning community (“Living Green”) around sustainability practices including supporting existing program such as “SLO the Flow” but also building out new initiatives. Other universities have developed such communities including UC Davis, UC Merced, UC Los Angeles, UC Berkeley, UC Santa Cruz, San Diego State, and Cal Poly Humboldt.

These communities are generally student-led and include staff programming advisors. Cal Poly students have expressed interest over the past 2 years in building out a program located across half a floor of first-year housing (supporting 30-40 students) with one resident adviser and one-two academic instructional faculty. The instructional faculty selected for the position would facilitate one meeting a week, lead discussions connected to monthly themes, coordinate guest speakers or field trips, evaluate student projects, and track participation. Residents would be expected to attend events and contribute to the organization and implementation of 1-2 substantial projects over the course of the year including 1 project for fellow residents and 1 project for the broader campus/community. Residents would also provide engage in monthly projects connected to their monthly learning theme.

The academic instructional faculty would be responsible for oversight of the proposed 2 units assigned to students for fully participating and learning in the “Living Green” residential learning community over the course of two semesters. The units would be noted on final transcripts to signal academic validation of student commitment to sustainability education. The academic instructional faculty would be responsible for regularly interacting with the students within the community, organizing speakers for monthly themes, setting assessment criteria for projects, and grading projects (including monthly projects as well as semester long projects).

This following resolution is intended to express Academic Senate’s support for this type of residential learning opportunity with the Academic Senate Sustainability Committee taking the lead to organize a pilot program to be trialed in either Fall 2027 or Fall 2028. The program would need approval from the Curriculum Committee and a discussion of resourcing to ensure that the program is more than just an *ad hoc* project but would be sustainable for future incoming classes.

The Committee's vision of this program is for a 2-unit program with 1 unit in the Fall and Spring semester respectively. The program would be run by 3 individuals- a residential adviser (with an expressed interest in sustainability), an academic instructional faculty (selected from instructional faculty who teach sustainability-focused or sustainability-inclusive courses or have demonstrated sustainability knowledge in research/professional experience) and a junior or senior student with a demonstrated commitment to sustainability in their academic career. The program would be for first year students and cover a variety of potential topics depending on the interest of the student residents including privilege of environmentalism, principles of circular economy, transportation and mobility policy, energy efficiency and renewable generation, water conservation, food systems, soil health, behavior change dynamics, indigenous stewardship, environmental ethics, environmental history, environmental art and literature, and environmental justice.

In addition to preparing weekly interactive activities for students and speakers for the students and participating actively in the community, the instructional faculty and student assistant would be responsible for planning on-campus field trips related to the learning themes.

Student Infographic from Winter Quarter 2026 Presentation to Academic Senate Sustainability Committee

LIVING GREEN RESIDENTAL LEARNING COMMUNITY

Group



Alex Jenkins
ARCH



Katie Allen
LARCH



Megan Henderson
ISLA



Mia Ben-Gal
ENVM



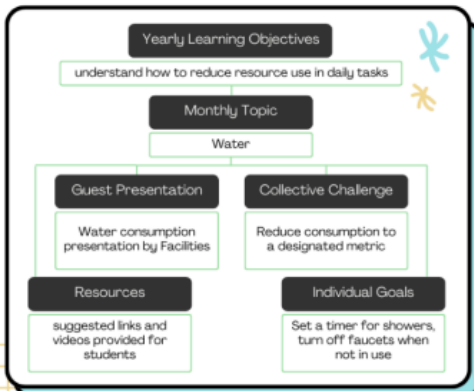
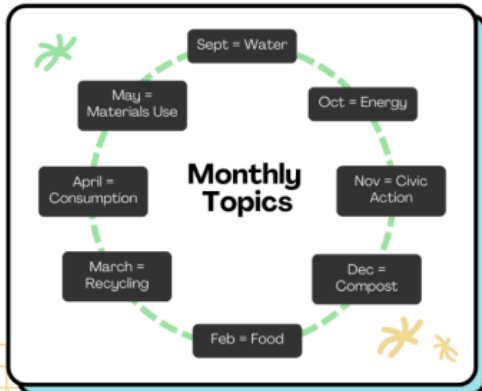
Sam Almoney
ARCH

Our project aims to establish a Residential Learning Community on the Cal Poly campus that focuses on sustainable living. This proposal aligns with Cal Poly's Sustainable Learning Objectives; it seeks to educate residents on climate literacy, human systems impacts on the environment, interdisciplinary collaboration and action, and civic responsibility. By teaching these things through a living environment, and not just through academic courses, it enables students to be further immersed in sustainable practices.

Learning Objectives

1. Foster **connection** between peers, living communities, and sustainable living practices.
2. Green RLC residents will develop skills that **support environmental sustainability**.
3. Understand the role they play in supporting a thriving, **engaging** housing community connected by a common goal.
4. Demonstrate **comprehension** in monthly topics throughout the year and beyond their first-year housing assignments.
5. Find a sense of **belonging** with sustainability-minded individuals.

Curriculum



Incentives for...

Cal Poly

Attract future student interest
Greater student engagement
Leader in the CSU system for sustainable implementation

Students

Sustainability Certification
Graduation Chord
Course Credit
Notation on Diploma

Logistics...

Where?

Yak?it?ut?u first-year dormitory - continuing energy, water, and waste metric competitions

Who?

First year students, with the guidance of paid resident advisors

How?

With the given curriculum, possible grants and funding, and participation of campus organizations

Why?

To provide students with actionable knowledge and promote Cal Poly as a sustainable leader

EDES 408 Project

Infographic Caption: Living Green Residential Learning Community Poster

This poster presents a proposal for a sustainability-focused residential learning community (RLC) for first-year students at Cal Poly. The program integrates sustainability into daily student life through education, collaboration, and hands-on activities.

Key learning objectives include building peer connections around sustainability, developing practical environmental skills, supporting an engaged housing community, and fostering long-term interest in sustainable practices.

The curriculum is organized into monthly themes such as water, energy, civic action, composting, food, recycling, consumption, and materials use. Activities include guest speakers, group challenges, shared resources, and individual behavior goals, such as reducing water use.

Incentives include increased student engagement and institutional leadership in sustainability for Cal Poly. Student benefits include sustainability certification, course credit, graduation recognition, and transcript notation.

The program would take place in first-year housing (Yak?it'ut'u), supported by resident advisors, and implemented through structured curriculum, campus partnerships, and potential grant funding. The goal is to provide actionable sustainability knowledge and position Cal Poly as a sustainability leader.

Adopted:

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

AS-____-26

RESOLUTION ON ARCHIVING OF COURSE SYLLABI

Impact on Existing Policy: Brings Cal Poly into compliance with CSU Record Retention Policy

- 1 WHEREAS, the California State University policy on document retention includes a
2 requirement for a campus to retain course syllabi for 7 years; and
3
- 4 WHEREAS, this policy can be found in the Record Series 9.0, Curriculum and
5 Accreditation, specifically 9.3.2¹; and
6
- 7 WHEREAS, Section 40401 of Title 5 of the California Code of Regulations states the
8 parameters under which a student has the right to choose the catalog
9 they will use; and
10
- 11 WHEREAS, returning Cal Poly students may have a choice of catalog older than 10
12 years under certain conditions described in the Cal Poly Catalog under
13 Choice of Catalog/Catalog Rights²; and
14
- 15 WHEREAS, there is currently no campus wide policy for academic programs,
16 departments or schools to maintain an archive of course syllabi; and
17
- 18 WHEREAS, quarter to semester conversion, integration with the Cal Poly Maritime
19 Academy, and the potential changes to course content in future catalog
20 cycles and/or changes to the academic year calendar provides a rationale
21 for the timely adoption of a campus wide policy to retain course syllabi;
22 and
23
- 24 WHEREAS, Cal Poly students who apply to graduate school, transfer to other
25 institutions and/or have a need to verify the completion of certain
26 coursework for employment, licensing, certification, etc., often need
27 to supply a course syllabus for review; and
28

- 29 WHEREAS, it is acknowledged that many academic programs on campus do retain an
30 archive of course syllabi but the degree to which each of those complies
31 with the CSU syllabus retention policy is not clear; and
32
- 33 WHEREAS, it would be useful to clarify the minimum requirements for Cal Poly
34 academic programs/departments/schools to comply with the CSU
35 document retention policy 9.3.2 for course syllabi to create and/or
36 maintain a course syllabus archive and support Cal Poly students who
37 may need course syllabi after graduating, leaving or returning after a
38 period of time; therefore be it
39
- 40 RESOLVED: that each Academic Program, Department or School establish, maintain
41 and periodically update an archive of course syllabi for all courses offered
42 by the program/department/school, and be it further
43
- 44 RESOLVED: that program/department/school course syllabi archives contain at least
45 one representative syllabus from each course listed in the Cal Poly
46 Catalog for each cycle (i.e., 2022-26, 2026-28, ...), and be it further
47
- 48 RESOLVED: that course syllabi are archived for ten years from the end of applicable
49 catalog year (i.e., a syllabus from the 2022-2026 catalog will be older
50 than 10 years after Spring term of 2036), and be it further
51
- 52 RESOLVED: that program/department/school course syllabi archives are maintained
53 in such a way that they are sustained and accessible in a document
54 storage system administered by the College³ (e.g., Sharepoint), and be it
55 further
56
- 57 RESOLVED: that programs/departments/schools may establish additional guidelines
58 or timelines for their syllabus archive, as they deem appropriate, for
59 storing, collecting, updating, purging, etc., and be it further
60
- 61 RESOLVED: that programs/departments/schools and Colleges endeavor to complete
62 the archiving of course syllabi from the 2022-26 catalog by the end of Fall
63 term 2026, and be it further
64
- 65 RESOLVED: that the resolution be updated in the Campus Administrative Policies for
66 document retention, the Faculty Handbook, and the Academic Programs
67 and Planning Academic Policies webpage, and be it further
68
69
70

71 RESOLVED: that this policy shall be communicated to all Academic
72 programs/departments/schools and Colleges before the beginning of
73 each term by the Provost or their designee.

Proposed by: The Academic Senate Instruction Committee
Date: May 26, 2026

¹ Record Series 9.0, Curriculum and Accreditation, specifically 9.3.2 found at:

<https://calstate.policystat.com/policy/19783932/latest/#autoid-zx8g8>

² Choice of Catalog: <https://catalog.calpoly.edu/academic-standards-policies/general-requirements-bachelors-degree/#choiceofcatalogtext>

³ UNIV course syllabi will be maintained by Academic Programs and Planning until further notice.