CAL POLY
Academic Senate

**Academic Senate Meeting**
Tuesday, June 2, 2026 | 3:10 p.m. – 5:00 p.m.
UU 220 and https://calpoly.zoom.us/j/82499471146

## AGENDA

1. **Call to Order** | Greenwood

2. **Approval of Minutes** | Greenwood
   - **2.1.** Academic Senate Meeting on May 26, 2026 ..... pp. 3-5

3. **Communications and Announcements** | Greenwood ..... (none)

4. **Consent Agenda** | June 2, 2026 (including MATH 1253) ..... pp. 6-11

5. **Written Reports**
   - **5.1. Academic Senate Chair** | Greenwood ..... (none)
   - **5.2. President** | Haft ..... pp. 12-13
   - **5.3. Provost** | Liddicoat ..... pp. 14-15
   - **5.4. CSU Statewide Senate** | Frame, Rein, & Stegner (SLO); Senk & Inoue (Solano) ..... (none)
   - **5.5. CFA** | Kawamura (SLO) & Sinha (Solano) ..... (none)
   - **5.6. ASI** | Cabeliza & Engel ..... p. 16
   - **5.7. Strategic Enrollment Management & Student Affairs** | Harris ..... p. 17

6. **Discussion Items**
   - **6.1. Introduction of Next Year's Senators** | Jerusha Greenwood & Current Caucus Chairs

7. **Special Written Report**
   - **7.1. Annual Report from the Office of the Registrar** | *Postponed until fall 2026*

8. **Old Business Items** | All resolutions listed in this section are returning to the Academic Senate in first reading.
   - **8.1. Resolution on Student Perceptions of Learning Experience** ..... pp. 18-111
     John Pan, Ad Hoc Committee Chair
   - **8.2. Resolution to Update Academic Dishonesty: Cheating and Plagiarism Policy to include Generative Artificial Intelligence** ..... pp. 112-116
     Ava Wright, Ad Hoc Committee Chair
   - **8.3. Resolution on Stacked Courses** ..... pp. 117-119
     John Walker, Curriculum Committee Chair

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9. **New Business Items** | All resolutions listed in this section are being introduced in first reading.
   - **9.1. Resolution on Proposed New Degree Program: Master of Science in Computer Engineering** ..... pp. 120-194
     Andrew Danowitz, Computer Engineering
   - **9.2. Resolution to Establish the Cal Poly Maritime Academy Council** ..... pp. 195-197
     Jerusha Greenwood, Academic Senate Chair
   - **9.3. Resolution on the Modification of the Academic Senate Constitution**..... pp. 198-202
     Jerusha Greenwood, Academic Senate Chair
   - **9.4. Resolution on the Modification of the Academic Senate Bylaws**..... pp. 203-227
     Jerusha Greenwood, Academic Senate Chair
   - **9.5. [TIME CERTAIN: 4:30] Resolution on Supporting an Academic Component for a Living Green Residential Community at Cal Poly, San Luis Obispo** ..... pp. 228-233
     Anastasia Telesetsky, Sustainability Committee Chair
   - **9.6. Resolution on Archiving of Course Syllabi** ..... pp. 234-236
     Kris Jankovitz, Instruction Committee Chair

10. **Adjournment** | Greenwood

CAL POLY
Academic Senate

**Academic Senate Meeting**
Tuesday, May 26, 2026 | 3:10 p.m. – 5:00 p.m.

## ATTENDEES

### ACADEMIC SENATE MEMBERS

**Benjamin Alexander; Christian Anderson; Jacques Belanger; Darin Bennett; Bret Betnar; David Camp; Sabrina Canady** (proxy: Kara Hitchcock)**; John Clements; Matthew Cole; Nikhil Deb; 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; Brian Healy; Kara Hitchcock** PCS Caucus Chair**; Sean Hurley** CAFES Caucus Chair**; Taiyo Inoue** CSU Statewide Senator; **Eric Kantorowski; Thomas Kommer; Sarah Lester; Patrick Lin; Heather Liwanag; Ulric Lund; Bwalya Malama; James Mealy; Blair Middlebrook; Ryan Miller; José Navarro; Leslie Nelson; Erin Pearse; Nathan Perry; Steffen Peuker** CENG Caucus Chair**; Siroj Pokharel; Majid Poshtan; Steve Rein** CSU Statewide Senator**; Rebecca Richards; Andrew Schaffner** BCSM Caucus Chair**; 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

**Joe Aguilar; Simone Aloisio; Eduardo Baeza; Helen Bailey; Graham Benton; Kenneth Brown; Marc Cabeliza** ASI President**; Laura Cacciamani; Susan Cheng; PJ Crocker; Cristal Cruz Rios; Andrew Danowitz; Rachel Fernflores; Alyson Engel** ASI Board of Directors Chair**; Jennifer Haft; Terrance Harris; Dawn Janke; Kris Jankovitz; Erika Johnson; Eric C. Jones; Lisa Kawamura; Michelle Kekaha; Angie Kraetsch; Maneesh Kumar; Jean Lee; Meggan Levitt; Al Liddicoat; Jackson Martinez; Jorge Moraga; Andrew Morris; Jett Palmer; John Pan; Daniel Parsons; Tracy Richmond; Teshia Roby; Anelise Sabbag; Kelly Sebastian; Aparna Sinha; Lynne Slivovsky; Zora Sowinska; Shannon Sullivan-Danser; Cem Sunata; Jennifer Teramoto Pedrotti; Elaine Thurmond; Cari Vanderkar; John Walker; Dean Wendt; Prema Windokun; Eduardo Zambrano**

## MINUTES

1. **Call to Order** | Jerusha Greenwood, Academic Senate Chair, called the meeting to order at 3:10 p.m.

2. **Approval of Minutes**
   - **2.1.** The minutes of the Academic Senate meeting on May 12, 2026, were approved.

3. **Communications and Announcements**
   - **3.1.** Jerusha Greenwood, Academic Senate Chair, included a written announcement that the CSU's contract with ChatGPT was extended.

4. **Consent Agenda** | There being no objections, all items were passed.

5. **Written Reports**
   - **5.1. Academic Senate Chair:** No report.
   - **5.2. President:** The Office of the President provided a written report that may be viewed here (pp. 14-15). Jennifer Haft, Chief of Staff, shared a verbal statement on Flock security cameras on behalf of President Armstrong that is available here.

**5.3. Provost:** The Office of the Provost provided a written report that may be viewed here (pp. 16-18).

**5.4. CSU Statewide Senate:** CSU Statewide Senators Steve Rein and Dustin Stegner provided written reports that may be viewed here (pp. 19-20).

**5.5. CFA:** No report.

**5.6. ASI:** ASI provided a written report that may be viewed here (p. 21).

**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. 22-23).

**6. Discussion Items** | None

**7. Special Written Reports**

**7.1. Annual Kennedy Library Report:** Katherine O'Clair, Interim Dean of Library Services, provided a special written report that may be viewed here (pp. 24-32).

**7.2. Annual Program Review Report:** Andrew Morris, Executive Director of Academic Programs and Planning, provided a special written report that may be viewed here. (pp. 33-37).

**8. Old Business Items**

**8.1. Resolution on UFPP 12.2 Office Hours**

Kenneth Brown, Faculty Affairs Committee Chair, reintroduced in first reading a Resolution on UFPP 12.2 Office Hours. M/S/P to move a Resolution on UFPP 12.2 Office Hours to second reading. M/S/P to adopt a Resolution on UFPP 12.2 Number of Office Hours.

**8.2. Resolution to Establish Cal Poly's Principles of Community**

Jorge Moraga, Diversity Committee Chair, reintroduced in first reading a Resolution to Establish Cal Poly's Principles of Community. M/S/P to move a Resolution to Establish Cal Poly's Principles of Community to second reading. M/S/P to adopt a Resolution to Establish Cal Poly's Principles of Community.

**8.3. Resolution on Revised Academic Assessment Council Membership**

Jean Lee, Academic Assessment Council Chair, reintroduced in first reading a Resolution on Revised Academic Assessment Council Membership. M/S/P to move a Resolution on Revised Academic Assessment Council Membership to second reading. M/S/P to adopt a Resolution on Revised Academic Assessment Council Membership.

**9. New Business Items**

**9.1. Resolution on Student Perceptions of Learning Experience**

John Pan, Ad Hoc Committee Chair, introduced in first reading a Resolution on Student Perceptions of Learning Experience. This resolution will return in first reading at the next Academic Senate meeting.

**9.2. Resolution to Update Academic Dishonesty: Cheating and Plagiarism Policy to include Generative Artificial Intelligence**

Ava Wright, Ad Hoc Committee Chair, introduced in first reading a Resolution to Update Academic Dishonesty: Cheating and Plagiarism Policy to Include Generative Artificial Intelligence. This resolution will return in first reading at the next Academic Senate meeting.

**9.3. Resolution on Stacked Courses**

John Walker, Curriculum Committee Chair, introduced in first reading a Resolution on Stacked Courses. This resolution will return in first reading at the next Academic Senate meeting.

**9.4. Resolution to Establish the Cal Poly Maritime Academy Council**

Due to time constraints, this resolution will be introduced in first reading at the next Academic Senate meeting.

**9.5. Resolution on the Modification of the Academic Senate Constitution**

Due to time constraints, this resolution will be introduced in first reading at the next Academic Senate meeting.

**9.6. Resolution on the Modification of the Academic Senate Bylaws**

Due to time constraints, this resolution will be introduced in first reading at the next Academic Senate meeting.

**9.7. Resolution on Proposed New Degree Program: Master of Science in Computer Engineering**

Due to time constraints, this resolution will be introduced in first reading at the next Academic Senate meeting.

**9.8. Resolution on Supporting an Academic Component for a Living Green Residential Community at Cal Poly, San Luis Obispo**

Due to time constraints, this resolution will be introduced in first reading at the next Academic Senate meeting.

**9.9. Resolution on Archiving of Course Syllabi**

Due to time constraints, this resolution will be introduced in first reading at the next Academic Senate meeting.

**10. Adjournment** | Jerusha Greenwood, Academic Senate Chair, adjourned the meeting at 5:01 p.m.

Minutes submitted by

**P.J. Crocker**

CAL POLY Academic Senate

**Academic Senate Meeting – June 2, 2026 | Consent Agenda**
*Date item must be removed by: May 26, 2026*

The following courses have been put on the Consent Agenda for the June 2, 2026, Academic Senate meeting.

The first set of courses (Part I) are exceptions to the catalog review cycle. The second set of courses (Part II) are additions to the Sustainability Catalog (with a memo).

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**PART I: 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** |
| AGB 3328 Decision Tools for Agribusiness (3), 3 lectures<br><br>(existing course lessening requisites) | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| ANT 2202 World History Before Writing (3) 3 lectures GE 4B<br><br>(existing course proposed to be offered online) | GEGB reviewed and recommended for approval 4/20/2026; Reviewed and recommended for approval 05/17/2026 | On the consent agenda 06/02/2026 | | |
| ANT 3309 Elements of Archaeology (3) lectures<br><br>(existing course proposed to be offered online) | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |

CAL POLY Academic Senate

**Academic Senate Meeting – June 2, 2026 | Consent Agenda**
*Date item must be removed by: May 26, 2026*

| 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 3312 Introduction to Cultural Resources Management (4), 3 lectures, 1 activity<br><br>(existing course removing field trip and adding modality) | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| ANT 4446 Digital Cultural Heritage (3), 2 lectures, 1 laboratory | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| ARCE 3382 Graphical Analysis and Design (3), 3 lectures | Reviewed and recommended for approval 05/15/2026. | On the consent agenda 06/02/2026 | | |
| BRAE 1239 Engineering Surveying (3) 2 lectures, 1 laboratory<br><br>(existing course lessening requisites) | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| BRAE 2237 Introduction to Engineering Surveying (2), 1 lecture, 1 laboratory<br><br>(existing course lessening requisites) | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| CHEM 3372 Environmental Chemistry (3), 3 lectures<br><br>(existing course lessening requisites) | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |

CAL POLY Academic Senate

**Academic Senate Meeting – June 2, 2026 | Consent Agenda**
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| 2026 – 2027 Review | | | | |
|---|---|---|---|---|
| **ITEMS TO BE CONSIDERED BY ACADEMIC SENATE** | | | | |
| **Program Name or Course Number & Title** | **ASCC recommendation/ Other** | **Academic Senate** | **Provost** | **Term Effective** |
| CHEM 4434 Field Studies in Marine Chemistry (4), 2 lectures, 2 laboratories | Reviewed and recommended for approval 05/18/2026. | On the consent agenda 06/02/2026 | | |
| CPE 5500 Directed Study (1-4) | Reviewed and recommended for approval 05/12/2026. | On the consent agenda 06/02/2026 | | |
| CPE 5505 Ethics for Computer Engineering (3), lectures | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| CPE 5590 Graduate Research Methods (3), 3 seminars | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| CPE 5595 Cooperative Education Experience (1) | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| CPE 5598 Master's Project (3) | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| CPE 5599 Master's Thesis (1-4) | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| EDUC 4441 PK-3 Developmental Theory and Applications in Early Childhood School Settings (3), 3 seminars | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| EDUC 4442 PK-3 Partnerships: Families and Communities (2), 2 seminars | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |

| 2026 – 2027 Review | | | | |
|---|---|---|---|---|
| **ITEMS TO BE CONSIDERED BY ACADEMIC SENATE** | | | | |
| **Program Name or Course Number & Title** | **ASCC recommendation/ Other** | **Academic Senate** | **Provost** | **Term Effective** |
| EDUC 4445 Learning to Teach PK-3 Mathematics with Diverse Populations (3), 3 seminars | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| EDUC 4446 Disciplinary Literacy and Integrated Curriculum in PK-3 (3), 3 seminars | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| EDUC 4447 PK-3 Language Development and Pedagogy in a Multilingual Environment (3), 3 seminars | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| EDUC 4451 PK-3 Clinical Practice Seminar I (2), 2 seminars | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| EDUC 4452 PK-3 Clinical Practice Seminar II (2), 2 seminars | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| EDUC 4453 PK-3 Clinical Practice Seminar III (2), 2 seminars | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| EE 4409 Electronic System Design (2), 2 lectures | Reviewed and recommended for approval 05/12/2026. | On the consent agenda 06/02/2026 | | |
| EE 4409L Electronic System Design Laboratory (1), 1 laboratory | Reviewed and recommended for approval 05/12/2026. | On the consent agenda 06/02/2026 | | |

CAL POLY Academic Senate

**Academic Senate Meeting – June 2, 2026 | Consent Agenda**
*Date item must be removed by: May 26, 2026*

| 2026 – 2027 Review | | | | |
|---|---|---|---|---|
| **ITEMS TO BE CONSIDERED BY ACADEMIC SENATE** | | | | |
| **Program Name or Course Number & Title** | **ASCC recommendation/ Other** | **Academic Senate** | **Provost** | **Term Effective** |
| ES 2224: Queer/Trans of Color Popular Cultures (3), 3 lectures | GEGB Reviewed and recommended for approval 05/11/2026; ASCC reviewed and recommended for approval 05/15/2026 | On the consent agenda 06/02/2026 | | |
| FDSC 3330 Food Processing and Engineering I (4), 3 lectures, 1 laboratory<br><br>(existing course lessening requisites) | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| GEOL 2240 Physical Geology (3), 2 lectures, 1 discussion<br><br>(existing course lessening requisites) | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |
| ISLA 2300 Introduction to Health and Society (3), 3 lectures<br>GE 4B | GEGB reviewed and recommended for approval 3/30/2026; ASCC reviewed and recommended for approval 05/17/2026 | On the consent agenda 06/02/2026 | | |
| ISLA 3120 The Globalization and Geopolitics of Migration (4), 4 lectures<br>GE Upper-Division 4 | GEGB reviewed and recommended for approval 4/1/2026; ASCC reviewed and recommended for approval 05/18/2026 | On the consent agenda 06/02/2026 | | |
| ITP 2245: Sketching for Product Design (3), 3 lectures | Reviewed and recommended for approval 05/15/2026. | On the consent agenda 06/02/2026 | | |
| ITP 3345: Prototyping for Product Design (4), 4 lectures | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |

CAL POLY Academic Senate

**Academic Senate Meeting – June 2, 2026 | Consent Agenda**
*Date item must be removed by: May 26, 2026*

| 2026 – 2027 Review | | | | |
|---|---|---|---|---|
| **ITEMS TO BE CONSIDERED BY ACADEMIC SENATE** | | | | |
| **Program Name or Course Number & Title** | **ASCC recommendation/ Other** | **Academic Senate** | **Provost** | **Term Effective** |
| JOUR 3325 Reporting on Latino Communities (3), 3 lectures | Reviewed and recommended for approval 05/17/2026. | On the consent agenda 06/02/2026 | | |

These items are found on the Status of Proposals webpage, Proposals Outside of the Catalog Review Cycle.

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**PART II: Courses Submitted by the Academic Senate Sustainability Committee for inclusion in the SUSCAT catalog**

| | |
|---|---|
| BRAE 3332 | Environmental Controls for Agricultural Structure |
| BRAE 5436 | Food and Agriculture Process Water Engineering |
| NR 2203 | Resource Law Enforcement |
| FSN 2250 | Food and Nutrition: Culture and Customs |
| SS 4422 | Soil Ecology |

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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."

# 2026.06.02 Academic Senate Update from the Office of the President

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## University Committee Structure

Cal Poly currently maintains 34 University Standing Committees for which the Academic Senate nominates 30 representatives and ASI nominates 58 student members. These required appointments can place strain on both groups to secure appropriate nominees.

The Office of the President is in the final stages of conducting a comprehensive review of each committee's background, purpose and current activities. Our goal is to identify opportunities to enhance the overall structure, efficiency and impact of the committee system.

Not every topic requires a formal committee. In the past, committees have sometimes been created for one-time issues that do not warrant a permanent structure. Clearly defining and distinguishing between standing committees, working groups and task forces will ensure that the right structure is used for the right purpose. We believe this approach will reduce unnecessary administrative burden, clarify roles, expectations and timelines, and ultimately lead to stronger accountability and better outcomes.

You can expect our final recommendations on University Committee Structure early in the fall term.

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## Semester Conversion

As we come to the close of this term, we are about to complete our final quarter in Cal Poly history. The semester system is not just a change in schedule; it has been a monumental, multi-year effort.

The transition from quarters to semesters is sometimes described as building an entirely new university. Every course has been refreshed; every business process has been reimagined. It reflects our commitment to current and innovative curriculum, expanded access to internships and careers, and greater opportunities for high-impact learning.

This milestone is significant, and yet the work is not finished. In August, we'll enter the important phase of testing, learning and refining — adjusting as we experience this refreshed university on a new schedule.

Thank you for all your work to support students and the university through this conversion. I wish you the very best summer break.

**Upcoming Events**

**Commencement Ceremonies**
Saturday and Sunday, June 13 and 14 – Spanos Stadium

**Mustangs to the Moon and Back: An Evening with Victor Glover**
Monday, June 15 – Performing Arts Center – 7:30 p.m.

*Tickets for the event are sold out, however a select number of seats at the Performing Arts Center will be available on a first-come, first served basis to view a livestream of the event. Anyone interested should line up outside the ticket office beginning at 6:30 p.m.*

*Alternately, a livestream will be available online the day of the event.*

**Fall Convocation**
Monday, August 17 – Performing Arts Center – 2 p.m.

CAL POLY Academic Affairs

Provost's Report
Academic Senate
June 2, 2026

**Cal Poly's Nishi Rajakaruna Receives Fulbright Specialist Award to Spain**

Dr. Nishi Rajakaruna, coordinator of Cal Poly's Office of National and International Fellowships and Scholarships and professor of plant biology, has received a Fulbright Specialist Program award to collaborate with Universidad Rey Juan Carlos in Madrid, Spain. This is Rajakaruna's second Fulbright Specialist award, following a previous award to South Africa in 2024.

Through the program, Rajakaruna will work with Professor Arantzazu L. Luzuriaga on research examining native and nonnative plant interactions on serpentine and gypsum soils. The collaboration will also explore opportunities for student and faculty exchange, joint research, and sustained international partnership between Cal Poly and Universidad Rey Juan Carlos.

This recognition reflects Cal Poly's growing engagement in international research and scholarship, as well as the important role of the Office of National and International Fellowships and Scholarships in supporting opportunities for faculty and students.

The provost, on behalf of the Division of Academic Affairs, congratulates Dr. Rajakaruna on this well-deserved recognition and continued leadership in international scholarship.

**Cal Poly Maritime Academy Student Wins MARAD Administrator's Challenge**

Cal Poly Maritime Academy student Cadet Reid Burk, a senior majoring in mechanical engineering, has been named the winner of the U.S. Maritime Administration's Administrator's Challenge, a national contest inviting maritime students to propose ideas for advancing the nation's maritime strength and competitiveness.

Burk's selection was announced May 22 during MARAD's National Maritime Day program at the U.S. Department of Transportation headquarters in Washington, D.C. The announcement was made by Maritime Administrator Stephen Carmel as part of the national program and livestream.

Burk's winning essay addressed the Administrator's priorities and distinguished itself among submissions from maritime students across the country. This recognition reflects both Burk's individual achievement and the caliber of students at Cal Poly Maritime Academy, whose education and professional preparation position them to contribute meaningfully to the future of the maritime industry.

The provost, on behalf of the Division of Academic Affairs, congratulates Cadet Burk on this significant national recognition.

**Registration Process Follow-Up** *(Please also see SEMSA's written report for additional information)*

The Provost appreciates and acknowledges the questions raised at the last Senate meeting regarding recent adjustments to the registration process, including the initial unit cap, the timing of registration opportunities, and the potential impact on highly sequenced curricula.

As SEMSA will share in more detail, the university has increased the undergraduate enrollment unit cap from 15 to 16 units beginning May 30 and continuing through the close of registration on June 30. Undergraduate students will be able to add up to 20 units during Open Enrollment in August.

We recognize that a 16-unit cap may still present challenges for some programs, particularly those with highly sequenced curricula. Academic Affairs will continue coordinating with SEMSA, the Registrar, Institutional Research, college and department leadership, and advising leads to understand where barriers remain and to support a data-driven approach to registration planning and refinement.

We expect this work to continue over multiple terms, with some processes requiring continued monitoring and refinement. Our goal is to continue improving students' ability to access the courses they need and their overall registration experience, while ensuring that colleges and departments have the information and processes needed to plan effectively and respond to student demand.

**Self-Support Follow-Up**

Follow up in response to the question raised at the last Senate meeting regarding references to self-support in the context of year-round operations and enrollment planning.

At this stage, self-support is being explored as one possible pathway to expand access for additional Cal Poly-eligible students, not as a replacement for state-supported programs or as the sole model for year-round operations.

One concept under development is a self-support bachelor's degree pathway that would maintain the same curriculum and academic expectations as the existing degree, while incorporating high-impact, co-curricular experiences focused on areas such as global business leadership.

Because affordability and access are central to this work, the financial model is being refined to address instructional costs, scholarships, student support services, financial aid assumptions, and the cost impact for Pell-eligible students. The goal is to ensure that any proposed model is academically sound, financially viable, and aligned with Cal Poly's commitment to access and student success.

CAL POLY

**ASI Report**
Academic Senate Meeting
June 2, 2026

**Board of Directors Legislation**

- Resolutions that have recently been passed by the Board of Directors:
  - Course Registration Efficiency and Timely Four-Year Graduation
  - ALPR Camera Surveillance on Campus

**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!

**Year End**

- Thank you to the entire Senate, especially Chair Greenwood, Dr. Frame, and Shannon, for an amazing year! We're grateful to be able to represent the student voice and display shared governance with you all.

# Academic Senate Meeting — Strategic Enrollment Management and Student Affairs Report

**Meeting Date: June 2, 2026**

## Update to Registration Process for Fall 2026

The Office of the Registrar has posted updated fall 2026 term registration phases on its website (https://registrar.calpoly.edu/fall-semester) and shared the following information via email with all students on the San Luis Obispo campus.

- Originally, fall registration (May 11-June 30, 2026) was capped at 15 units of enrollment to ensure that all students have an equitable opportunity to register for their courses.
- After receiving feedback from the campus community, the university has decided to increase the enrollment unit cap for undergraduate students to 16 units as of 8 a.m. May 30, 2026, until registration closes for continuing students on 11:59 p.m. on June 30, 2026. The enrollment unit cap will increase to 20 units during Open Enrollment for undergraduate students only.
- Graduate students will be held to the 15-unit cap throughout fall enrollment.
- The updated fall 2026 term registration phases are as follows:
    - Fall 2026 registration appointments (enrollment capped at 15 units): May 11 - May 29, 2026
    - Fall 2026 enrollment unit cap increases to 16 units for undergrads: May 30 - June 30, 2026
    - Fall 2026 registration closed to continuing students: July 1 - Aug. 14, 2026
    - Fall 2026 Open Enrollment (no enrollment appointments required): Aug. 15 - Aug. 24, 2026
- As a reminder, all students can waitlist up to 12 units in the fall term.

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**

WHEREAS, In 2013, the Academic Senate adopted AS-759-13, *Resolution on Student Evaluations*, establishing the current university-wide student evaluation questions: (1) "Overall, this instructor was educationally effective" and (2) "Overall, this course was educationally effective"; and

WHEREAS, The value of responses to the two required questions on the student evaluation instruments has come into question as research establishes that items framed as evaluations of teaching effectiveness are susceptible to bias and do not validly measure what they claim to measure (Stark, 2026). This research calls into question the reliability and validity of the responses; and

WHEREAS, The University Faculty Personnel Policies document chapter 8.4 was thus updated and established instrument requirements (8.4.2), Criteria for Conducting Student Evaluation (8.4.3), Procedure for Conducting Student Evaluation (8.4.4), and Student Evaluation Results (8.4.5); and

WHEREAS, Student evaluation instruments as defined in Section 8.4 of the University Faculty Personnel Policies, commonly known as "course evaluations" or "student opinion surveys" shall be referred to throughout this document as "student evaluations of teaching"; and

WHEREAS, Use of online student evaluations commenced in Spring 2015 and has continued since. Student response rates have ranged from a high of 66% in Fall 2016 to a low of 35% in Spring 2020 and have remained in the 40% range since Fall 2021 across the University; and

WHEREAS, Low response rates for the student evaluation instrument compound the existing measurement concerns by introducing non-response bias, further limiting the interpretability of the results; and

WHEREAS, According to the Collective Bargaining Agreement, CBA 2022-2025, "written or electronic student course evaluations of faculty instructional effectiveness... shall be required for all faculty unit employees who teach;" and

WHEREAS "During the time of periodic evaluation and performance review of a faculty unit employee, the Working Personnel Action File (WPAF), which includes all information, materials, recommendations, responses, [course evaluations summaries,] and rebuttals, shall be incorporated by reference into the Personnel Action File;" and

WHEREAS "Faculty unit employees may submit written rebuttals to student course evaluations pursuant to Provision 11.2 when it is believed that additional information is needed or in the case of student bias. Evaluators must review such written rebuttals when reviewing underlying student course evaluations;" and

WHEREAS "Student course evaluations collected as part of the regular student evaluation process shall be anonymous and identified only by course and/or section;" and

WHEREAS "The format of student course evaluations shall be quantitative (e.g., "Scantron" form, etc.) or a combination of quantitative and qualitative (e.g., space provided on the quantitative form for student comments);" and

WHEREAS, In 2025, ASI Resolution #25-04 called for reform of the student evaluation instrument and processes, citing concerns about bias, validity, and the impact of evaluations on faculty from underrepresented groups; and

WHEREAS, 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; and

WHEREAS, Research on student evaluations of teaching establishes that student evaluations have large unpredictable biases linked to the instructor's gender, race, and other characteristics protected under employment law, and that these biases systematically disadvantage women and faculty from marginalized groups (Stark, 2026); and

WHEREAS, Research has also shown that student evaluations of teaching are subject to measurement bias, in that the results are more likely to have been shaped by discipline, student interest in the course, class level and difficulty, class meeting

time, location, and setting, but not actual instructor or course effectiveness (Boring, Ottoboni and Stark, 2016; Stark and Freishtat, 2014); and

WHEREAS, Research indicates that students are well-positioned to report on their own experience of the learning environment (Stark and Freishtat, 2014; Austin et al., 2025) but are not positioned to assess an instructor's disciplinary competence, pedagogical technique, or the degree to which learning outcomes were achieved (Deslauriers et al., 2019; Uttl, White, and Gonzalez, 2017); and

WHEREAS, How the data collected from student evaluations is interpreted and reported by evaluators is inconsistent across the university — including, in some cases, the use of numerical averages and cross-comparisons that are inappropriate for ordinal categorical data; and

WHEREAS, This makes it difficult, if not impossible, to maintain consistency of interpretation of results from student evaluations within and across colleges; therefore, be it

RESOLVED: That Cal Poly Academic Senate endorses the Ad Hoc Committee's report "Student Perceptions of Learning Experience: Rationale and Broad Principles of Design"; and be it further

RESOLVED: That the Academic Senate establish a standing committee with broad representation charged with oversight of all student feedback instruments and initiatives—summative, formative, and college or department-originated—including future revisions to the instrument; and be it further

RESOLVED: That the Academic Senate forward the companion document "Formative Learning Feedback: A Companion to the Student Perceptions of Learning Experience Report", prepared by a sub-committee of this Ad Hoc Committee, to the Academic Senate Instruction Committee and to the Center for Teaching, Learning and Technology for their consideration; and be it further

RESOLVED: That the Academic Senate forward the companion document "Guidance for Evaluation of Instruction" (formatted as proposed language for UFPP §8.3), prepared by a sub-committee of this Ad Hoc Committee, to the Academic Senate 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

2026-05-27

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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]

[1] After 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 Policies[2] 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.

[2] In 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 (MacNell 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.

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).

> **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

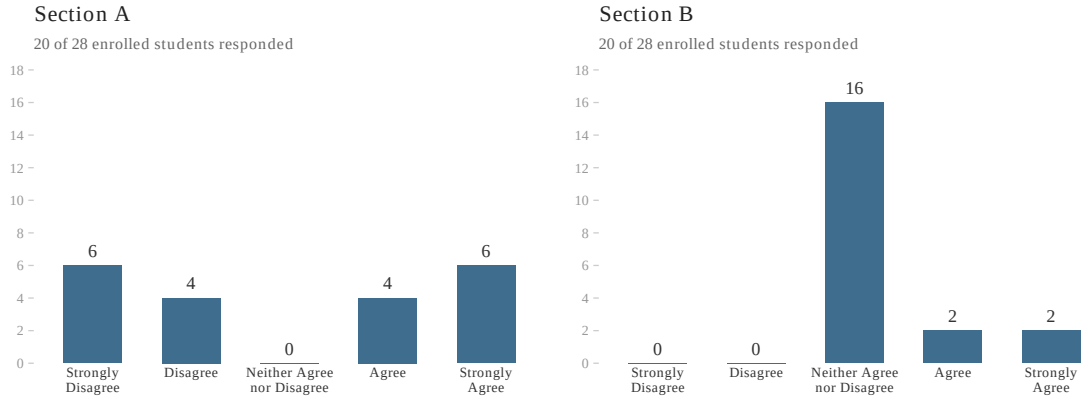
With only five possible values and many more than five students in a classroom, the median cannot move until the distribution shifts enough to push the 50th percentile across a category boundary. Small but meaningful differences — and even some large ones — are invisible to it. This creates two distinct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



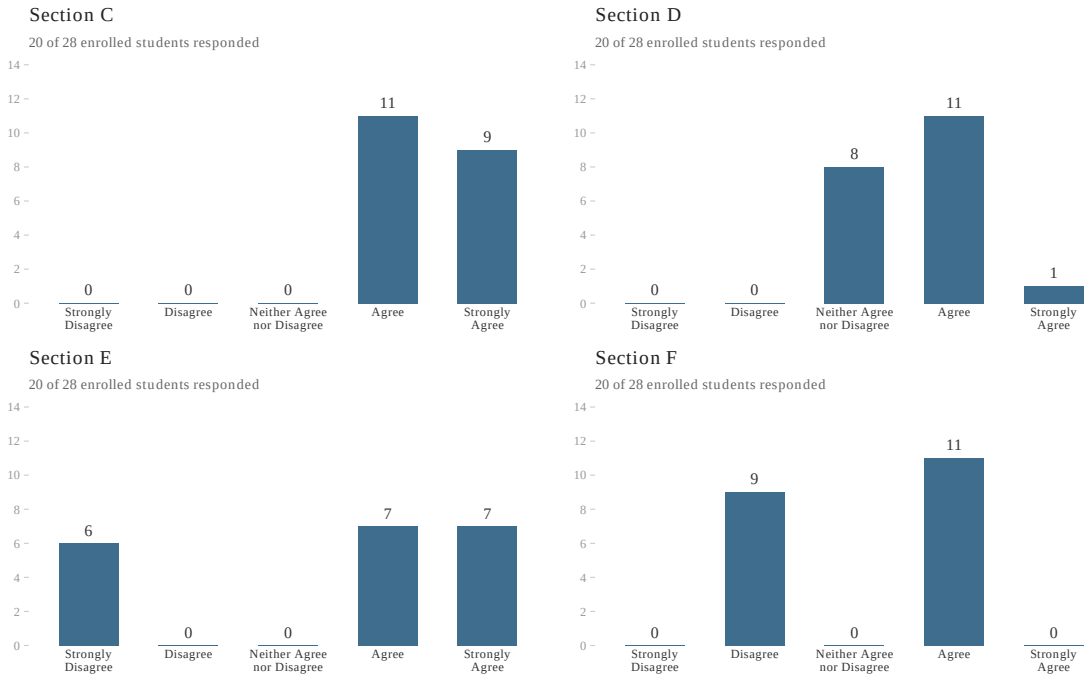

Sections A and B above have the same median (Neither Agree nor Disagree), and very different distributions. Section A is deeply polarized — students are split between strong agreement and strong disagreement. Section B is concentrated at the center. An evaluator seeing “Neither Agree nor Disagree” twice 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 Tufte (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%) |

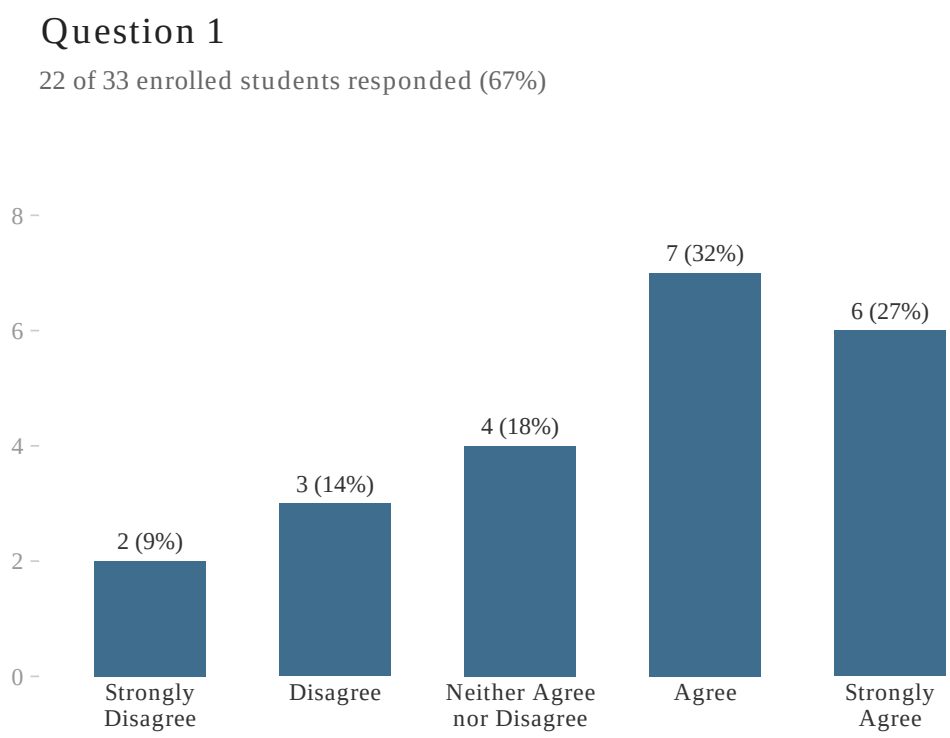
## 4.3 Visualization Guidelines

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

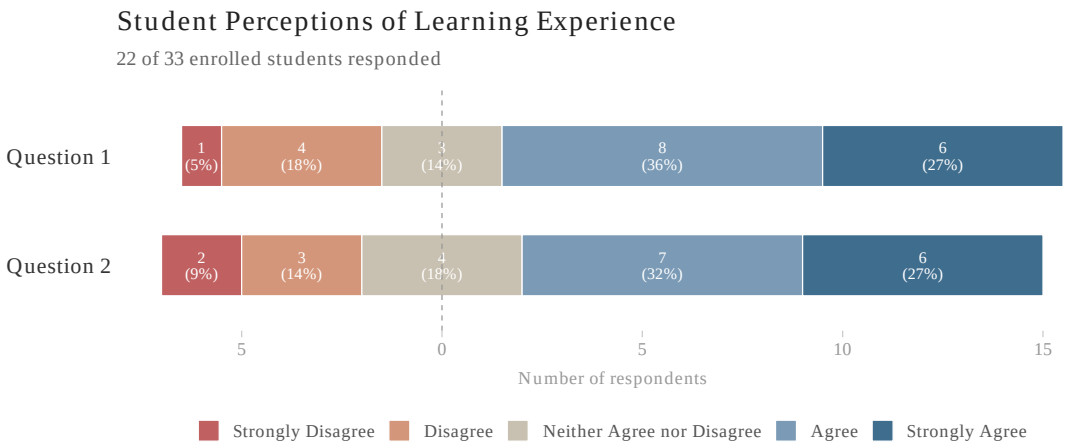
For individual instructor reports, a simple vertical bar chart is the most transparent format. Each bar represents one response category; the vertical axis shows the count of respondents,

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




### 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
Question 1
1 (5%)
4 (18%)
3 (14%)
8 (36%)
6 (27%)
Question 2
2 (9%)
3 (14%)
4 (18%)
7 (32%)
6 (27%)
5
0
5
10
15
Number of respondents
Strongly Disagree
Disagree
Neither Agree nor Disagree
Agree
Strongly Agree

# 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.

> **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.

## 5.7 Open implementation questions

The implementation considerations discussed in this chapter are not exhaustive. During the Academic Senate discussion of this report on May 26, 2026, a faculty member raised concerns about the reliability of the process, including who is eligible to respond, how to handle students who have dropped a course, and how to handle students facing disciplinary action. These are important questions and should be addressed carefully.

There are likely other edge cases and implementation matters that this chapter has not fully considered, including small-enrollment courses, cross-listed courses, and differences across modalities such as in-person, hybrid, and online instruction. The group charged with revising the instrument and developing the implementation plan should take up these issues. Our purpose here is to flag them so that those who inherit this work know to examine them.

# 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).

> **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

# Table of contents

# 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.*

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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 | ○ Positive ○ Mixed ○ Negative ○ N/A |
| **Consistent Communication and Enforcement of Expectations** — feeling that all students are treated equitably | ○ Positive ○ Mixed ○ Negative ○ N/A |
| **Perceived Course Coherence** — seeing how course elements connect | ○ Positive ○ Mixed ○ Negative ○ N/A |
| **Participatory Climate** — feeling comfortable asking questions and sharing ideas | ○ Positive ○ Mixed ○ Negative ○ N/A |
| **Access to Instructor and Instructor Resources** — feeling able to access help when needed | ○ Positive ○ Mixed ○ Negative ○ N/A |
| **Responsive Learning Environment** — feeling that the learning environment is responsive to all students | ○ Positive ○ Mixed ○ Negative ○ 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

# Table of contents

# 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.*

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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.

> **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.

> **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; MacNell, 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.

> **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.

> **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.

> **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.

> **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 |
|---|---|---|
| Course goals are not articulated, or are unclear, inappropriate, or marginally related to curriculum. Content and materials are outdated or unsuitable. Range of topics is too narrow or too broad. Content is not clearly aligned with curriculum or institutional expectations. | Course goals are articulated and appropriate for curriculum. Content is current and appropriate for topic, students, and curriculum. Course topics have appropriate range. Standard, intellectually sound materials. Course materials reflect multiple viewpoints in the field. | 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. |

## Dimension 2: Teaching Practices

| Developing | Proficient | Expert |
|---|---|---|
| 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. | 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. | 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. |

## Dimension 3: Class Climate

| Developing | Proficient | Expert |
|---|---|---|
| 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. | 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. | 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. |

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 ADDRESS USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

**Impact on Existing Policy:** Updates AS-722-10

WHEREAS, Cal Poly's existing policy on academic dishonesty fails to address how generative artificial intelligence or other automated systems may be used for cheating or plagiarism; therefore, be it

RESOLVED: that the Academic Senate of Cal Poly endorse the attached updated *Academic Dishonesty: Cheating and Plagiarism* procedures to begin fall 2026; and be it further

RESOLVED: that the attached policy will be added to the CAP under Chapter 681, and to the Dean of Students, Academic Programs and Planning website under the Academic Integrity Policy webpage, and to the Office of Student Rights and Responsibilities website under the Academic Integrity Policies webpage.

Proposed by: Academic Senate Ad Hoc Committee on Generative Artificial Intelligence
Date: May 13, 2026

## ACADEMIC DISHONESTY: CHEATING AND PLAGIARISM

### 681 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).

### 681.1 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, or where direction is unclear, 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 when such use is unauthorized or without proper disclosure, or to-generate answers, solve problems, write code, produce translations, create images or media, draft discussion posts, complete quizzes or examinations, or otherwise perform academic work, in whole or in part, 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 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.

**681.2 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, 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, process tracking, 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.

### 681.3 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 properly disclosed.

Instructors shall determine a policy for the proper form and level of disclosure or acknowledgment of the use of the ideas or work of AI systems and clarify that policy for students in course syllabi and/or on a per-assignment basis. If instructors fail to determine a policy, or where the policy is unclear, then the standard for proper disclosure of the use of the ideas or work of AI systems shall, for purposes of this policy, be the same as the standard for acknowledgment of the use of the ideas or work of another person.

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 or completed by an AI system without proper disclosure; failure to give credit for ideas, statements, facts, or conclusions that rightfully belong to another or the failure to properly disclose that they were generated by an AI system; 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 or from an AI system, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality or of the writing of an AI system without proper disclosure; use of another's project or programs or those of an AI system, or part thereof, without giving credit or without proper disclosure.

In general, cheating in the use of AI systems consists in the unauthorized use of AI systems to perform academic work, while plagiarism consists in the use of the ideas or work of AI systems without the proper level and form of 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, the proper form and level of disclosure of that use that is required. In the absence of such direction, for purposes of this policy, the use of AI systems to perform academic work, or the use of the ideas or work of AI systems, should be treated according to the same standards for cheating or plagiarism that would apply if the AI system were another person.

### 681.4 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-XXXX-XX**

# RESOLUTION ON PROPOSED NEW DEGREE PROGRAM: MASTER OF SCIENCE IN COMPUTER ENGINEERING

**Impact on Existing Policy:** None

WHEREAS, The Computer Engineering Department has a strong history of educating students in the design and development of computing systems and technologies; and

WHEREAS, Computer Engineering is a field that plays a central role in modern society through its contributions to computing systems, embedded systems, and emerging technologies such as artificial intelligence; and

WHEREAS, Computer Engineering education at Cal Poly emphasizes Learn by Doing through applied, practice-based learning experiences; and

WHEREAS, The proposed Master of Science in Computer Engineering provides advanced study in the design, analysis, and implementation of computer hardware and software systems; and

WHEREAS, The proposed program prepares graduates for advanced careers and leadership roles in high-demand industries; and

WHEREAS, The proposed Master of Science in Computer Engineering builds upon existing faculty expertise, facilities, and interdisciplinary collaboration within the College of Engineering; and

WHEREAS, The proposed Master of Science in Computer Engineering has been approved by the Computer Engineering Department curriculum committee, the College of Engineering curriculum committee, and the Academic Senate Curriculum Committee; therefore be it

RESOLVED: That the Academic Senate of Cal Poly approves the new degree program for the Master of Science in Computer Engineering for final review by the Chancellor's Office.

Proposed by: Computer Engineering Department

Date: May 19, 2026

The California State University
OFFICE OF THE CHANCELLOR

***Academic Programs, Innovations and Faculty Development***
*401 Golden Shore, 6th Floor*
*Long Beach, CA 90802-4210*

***www.calstate.edu/app***

*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.***

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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.

CAL POLY

**New Degree Proposal**

| | |
|---|---|
| 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

Template

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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 Studies[5] 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.

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[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 Ssytems, 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. <u>These program proposal elements are required</u>:

- 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)

**<u>Cal Poly's University Learning Objectives (ULOs):</u>**
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

**<u>M.S. Computer Engineering Program Learning Objectives (PLOs):</u>**
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<br><br>**CPE 5590** Research Methods<br><br>**CPE 5300** Computer Microarchitecture | **EGEC 447** Introduction to Cyber-Physical Systems Security<br><br>**EGEC 463** Current Topics in Computer Engineering<br><br>**EGEC 520** Advanced Computer Architecture<br><br>**EGEC 540** Computer Arithmetic Structures | N/A | **CMPE 200** Computer Architecture<br><br>**CMPE 220** System Software<br><br>**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]<br><br>79 (F2025, BS+MS and MS) | 31 (F2024)[17]<br><br>16 (F2025) | 94 (F2024)[18]<br><br>108 (F2025) | N/A | 101 (ECE MS F2024)[19]<br><br>99 (ECE MS F2025) | 121 (ECE MS F2024)[20]<br><br>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 degree[23].

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.
- Fooad 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

CAL POLY

**MEMORANDUM**

| | | | |
|---|---|---|---|
| TO: | Whom it may concern | DATE: | May 1, 2026 |
| FROM: | Dr. John Oliver on behalf of the Computer Engineering Curriculum Committee | COPIES: | |
| SUBJECT: | Letter of Support for the CPE MS program | | |

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On behalf of the Computer Engineering (CPE) curriculum committee, I am writing to express strong support for the proposed Master of Science in CPE (MS CPE) program at California Polytechnic State University, San Luis Obispo.

The proposed program represents a timely and strategic expansion of Cal Poly's academic offerings, building upon its well-established strengths in undergraduate engineering education. As outlined in the proposal, the MS in Computer Engineering is designed to provide advanced study in critical areas such as embedded systems, computer architecture, cybersecurity, networks, and artificial intelligence, with a strong emphasis on the integration of hardware and software systems . This focus aligns closely with the evolving demands of industry and research, where interdisciplinary expertise is increasingly essential.

Combining rigorous coursework, directed electives, and either a thesis or project ensures that graduates will develop both depth and breadth of knowledge, as well as practical and research-oriented skills. The clearly articulated learning objectives, including technical leadership, problem-solving, research capability, and ethical responsibility, further demonstrate the program's commitment to producing well-rounded and impactful engineers .

Importantly, there is strong evidence of student demand and workforce need. The proposal highlights that a significant proportion of Cal Poly CPE undergraduates are interested in pursuing a master's degree at Cal Poly, with many preferring a CPE program over related fields . At the same time, national labor data indicate robust growth in computing-related occupations, reinforcing the value of advanced education in this discipline.

The program is also designed efficiently, leveraging existing faculty expertise, facilities, and curriculum resources. This approach ensures that the program can be implemented sustainably while maintaining high academic quality.

In addition to meeting student demand, the MS CPE program will strengthen Cal Poly's role in advancing innovation, supporting regional and national workforce needs, and

Phone 805-756-5434 | cpe.calpoly.edu
1 Grand Avenue | San Luis Obispo | CA | 93407

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.

Phone 805-756-5434 | cpe.calpoly.edu
1 Grand Avenue | San Luis Obispo | CA | 93407

CAL POLY

# MEMORANDUM

**May 13, 2026**

**TO:** College of Engineering
**FROM:** College of Engineering Curriculum Committee

**SUBJECT:** M.S. Computer Engineering Statement of Support

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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

--
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

WASC | Senior College and University Commission

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.*

| | *CPE 4140: Rob Sys Integ* | *CPE 4160: Aut Mob Robotics* | *CPE 4180: Adv uC and Emb Apps* | *CPE 4190 Appl Par Comp* | *CPE 4220: Net Sec* | *CPE 4250: Wi Sec* |
|---|---|---|---|---|---|---|
| *SLO 1: Communicate technical concepts clearly, effectively, and concisely* | *D* | *D* | *D* | | | |
| *SLO 2: Design and implement hardware and software systems, meeting specified design requirements or research goals* | *I/D* | *D* | *D* | *I/D* | *I/D* | *I/D* |
| *SLO 3: Demonstrate adherence to ethical standards in computer engineering practice* | *D* | *I* | | | | |

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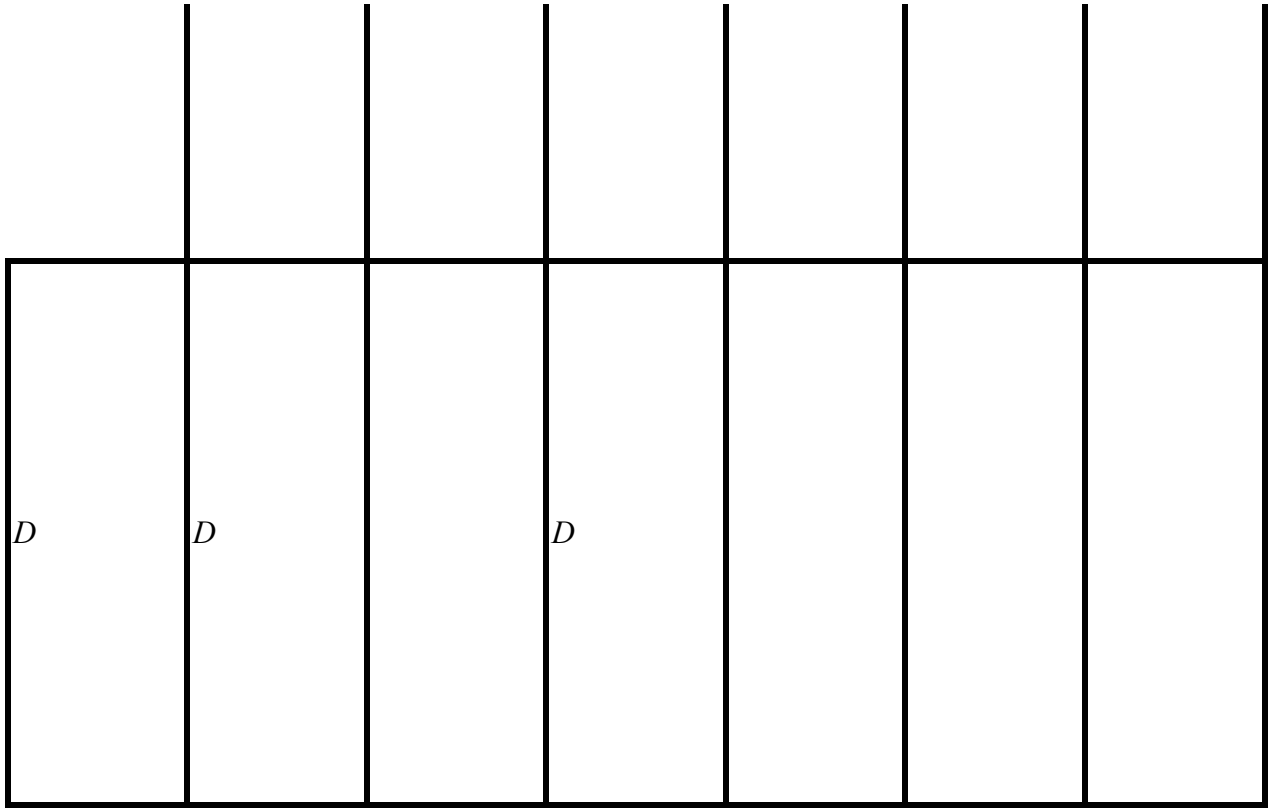
|---|---|---|---|---|---|---|
| *SLO 4: Collaborate productively in multidisciplinary teams* | *D* | *D* | | | | |
| *SLO 5: Construct an argument for how a computing solution could be improved through the integration of diverse perspectivesg* | *D* | *D* | | | | |

| *CPE 4280: Intro to HW Sec* | *CPE 4300: Adv Comp Arch* | *CPE 4390: Intro to RTOS* | *CPE 4420: HP Embed Sys* | *CPE 4455: Des of Fault Tol Sys* | *CPE 4464: Intro to Net* | *CPE 4465: Adv Net* |
|---|---|---|---|---|---|---|
| *D* | *D* | *D* | | *I/D* | | *I/D* |
| *D* | *D* | *D* | *D* | *I/D* | *I/D* | *D* |
| *I/D* | *D* | | | | | |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am Student Learning Outcome Evaluation Matrix

| *CPE 4650: Scal Serv Impl* | *CPE 4669: Dist Sys* | *CSC 4230: Web and Cloud Sec* | *CSC 4270: Special Adv Topics in Comp Sec* | *CSC 4570: Special Adv Topics in Comp Sys* | *CSC 4669: Dist Sys* | *CSC 4710: Introduction to Computer Graphics* |
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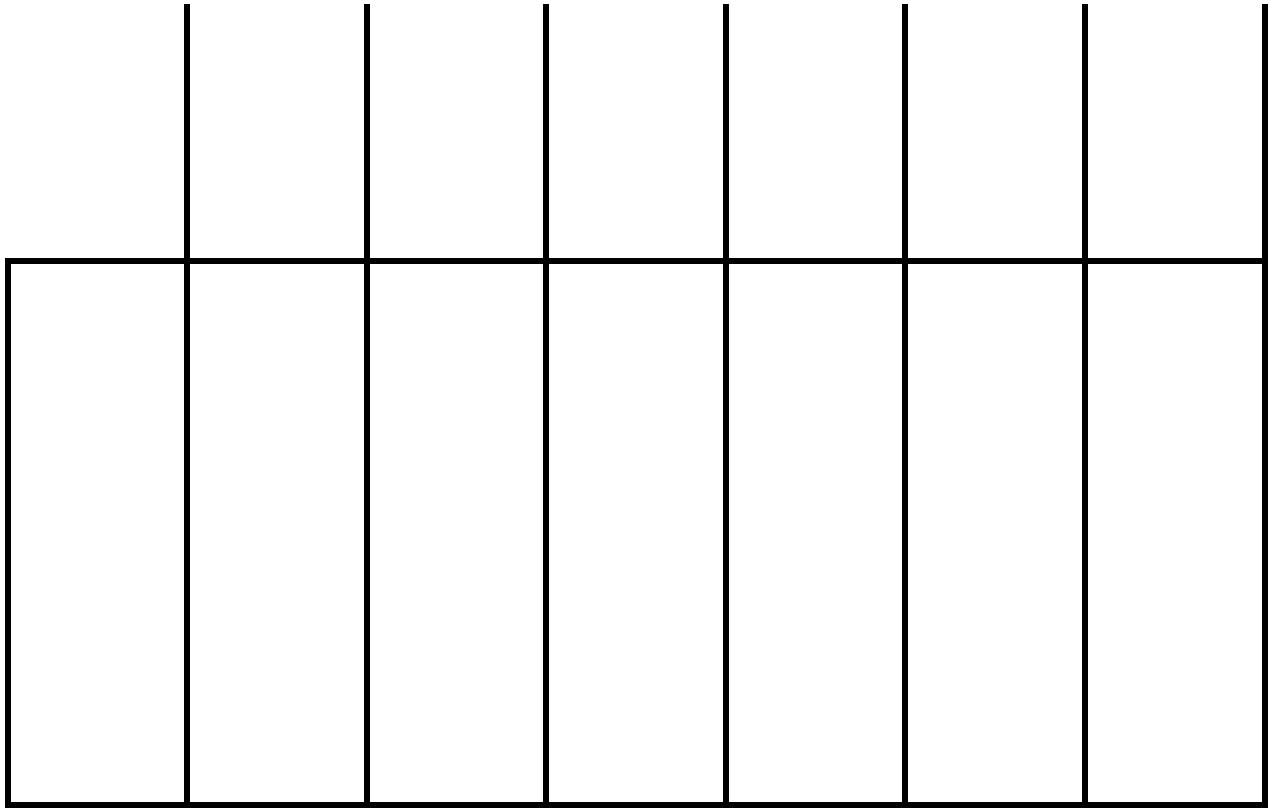

| *CPE 5300: Computer uArch* | *CPE 5350: Digital System Design* | *CPE 5420: Adv HP Embed Syst* | *CPE 5500: Int/Co-op* | *CPE 5505: Ethics in Comp Eng* | *CPE 5564: Res Topics in Comp Nets* | *CPE 5590: Res and Sci Meth* |
|---|---|---|---|---|---|---|
| *D* | | *M* | | | *D* | *I/D* |
| *D* | *D* | *D* | *D* | *D* | *D* | *I/D* |
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| *D* | *D* | *D* | *D* | *M* | *D* | *I* |

| *CPE 5598: Culm Proj* | *CPE 5599: Culm Thesis* | *CPE 5660: Comp Sys* | *CSC 5100: Mod Sof Eng (3 units)* | *CSC 5113: Comp Ed Res and Practice* | *CSC 5170: Spec Adv Topics in Soft Eng* | *CSC 5201: Comp Sec and Priv* |
|---|---|---|---|---|---|---|
| *M* | *M* | *M* | | | | |
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| *M* | | *D* | | | | |

| *CSC 5210: Soft Sec* | *CSC 5220: Adv Net Sec and Priv* | *CSC 5270: Spec Adv Topics in Comp Sec* | *CSC 5281: Sys Sec* | *CSC 5370: Spec Adv Topics in PLs* | *CSC 5445: Adv Theory of Decid and Reduc* | *CSC 5447 Adv Alg Graph Theory* |
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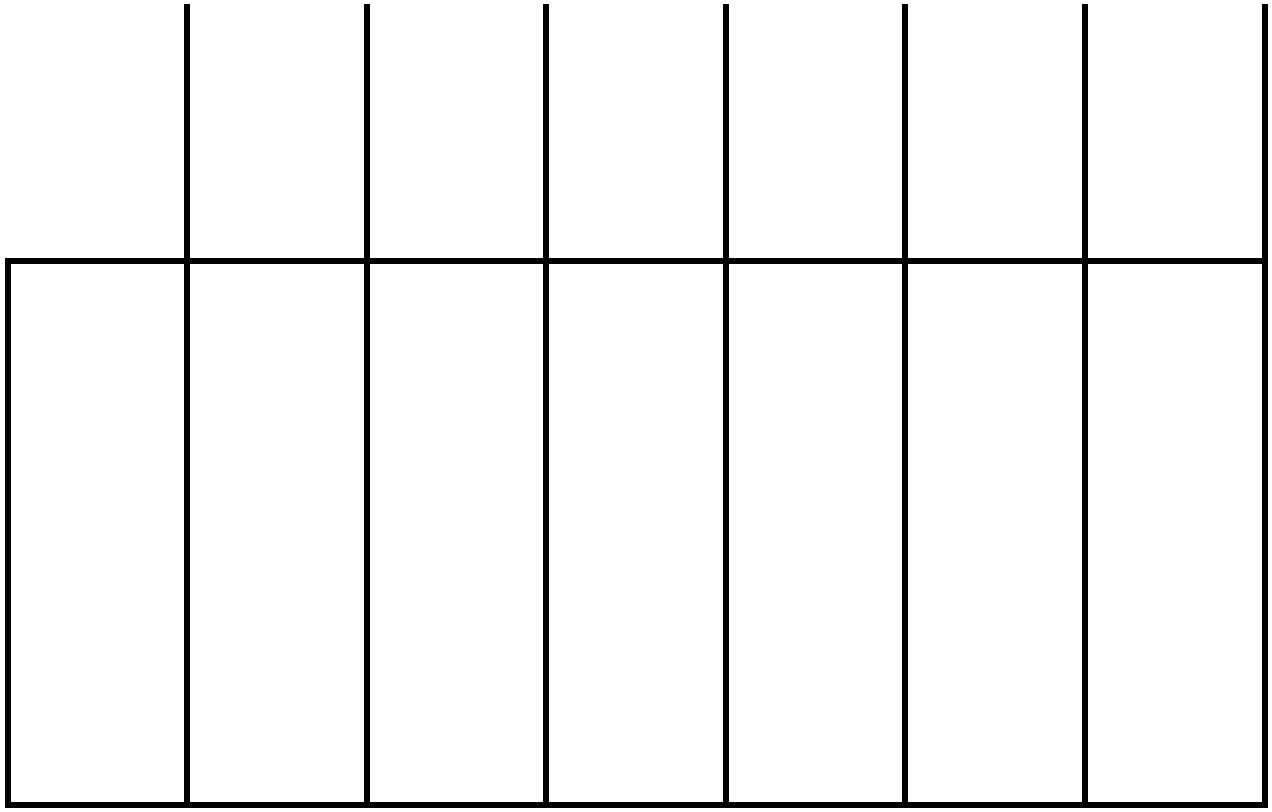

| *CSC 5449 Adv Alg Design and Analysis* | *CSC 5550: Res in Op Sys* | *CSC 5570: Spec Adv Topics* | *CSC 5571: Sec Adv Lab* | *CSC 5595: Coop Edu Exp* | *CSC 5660: Adv DB Man Syss* | *CSC 5669: Dist Comp* |
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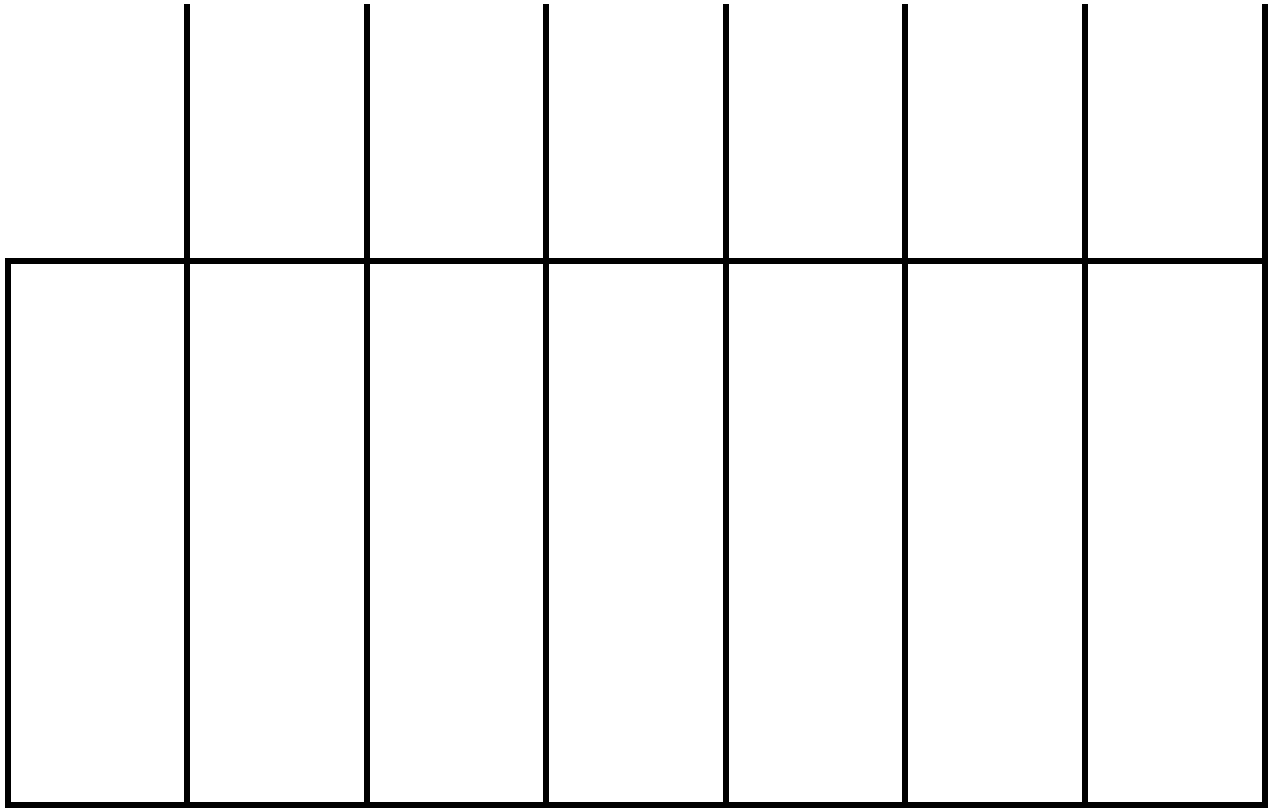

| *CSC 5670: Spec Adv Topics in Comp Sys* | *CSC 5710: Comp Graph* | *CSC 5740: Adv Comp Shad in Comp Graph* | *CSC 5770: Spec Adv Topics in Comp Graph* | *CSC 5870: Spec Adv Topics in AI* | *CSC 5880: AI* | *CSC 5887: Adv Deep Learning* |
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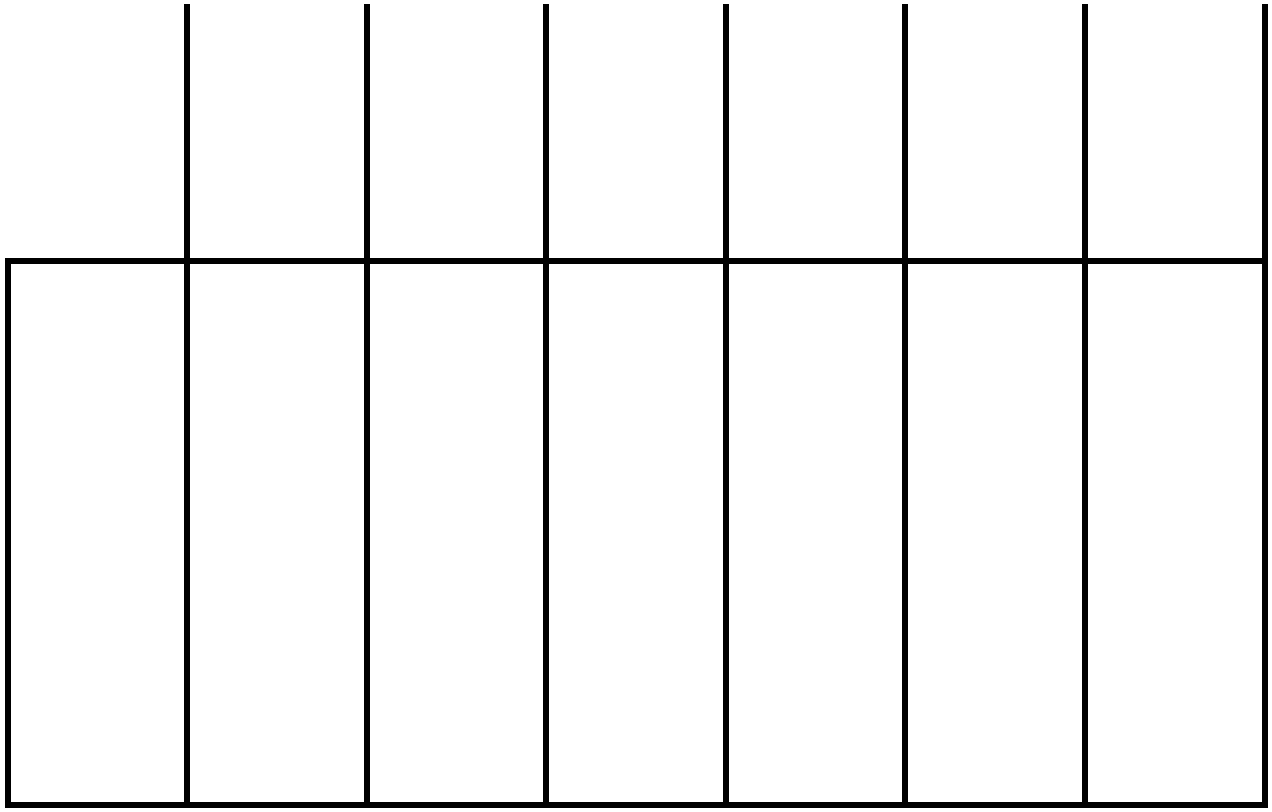

| *EE 5424: Princ of Rem Sens and Rad* | *EE 5428: Comp Vis* | *EE 5504: SDR* | *EE5509: Comp Intel* | *EE 5513: Mod Con Sys* | *EE 5514: Adv Mod Con Sys* | *EE 515: Adv Dig Sig Proc* |
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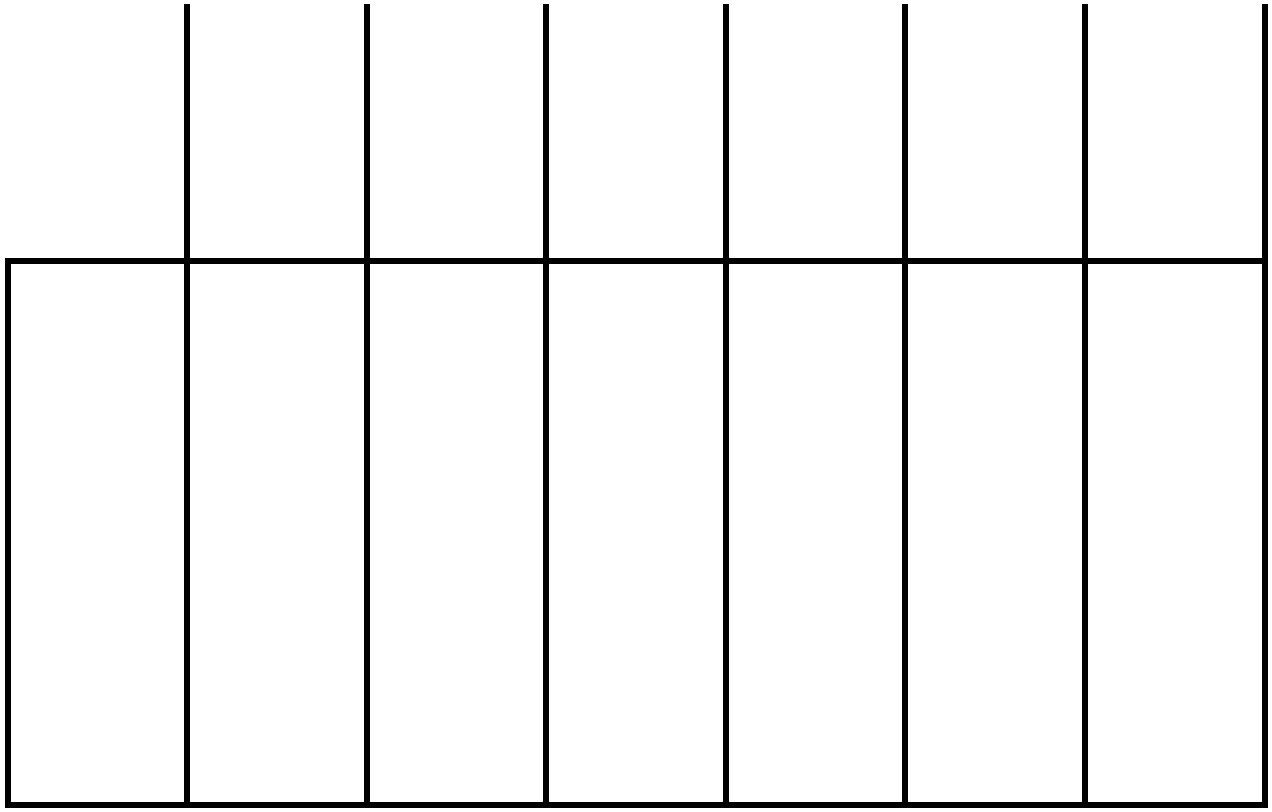

| *EE 5517: Data An for Cyber-Phys Sys* | *EE 5525 Stochastic Processes* | *EE 5526: Adv Dig Comms* | *EE 5531: Adv VLSI Des and Verif* | *EE 5532: VLSI Test Lab* | *EE 5570: Spec Adv Topics* | *EE 5571: Spec Adv Lab* |
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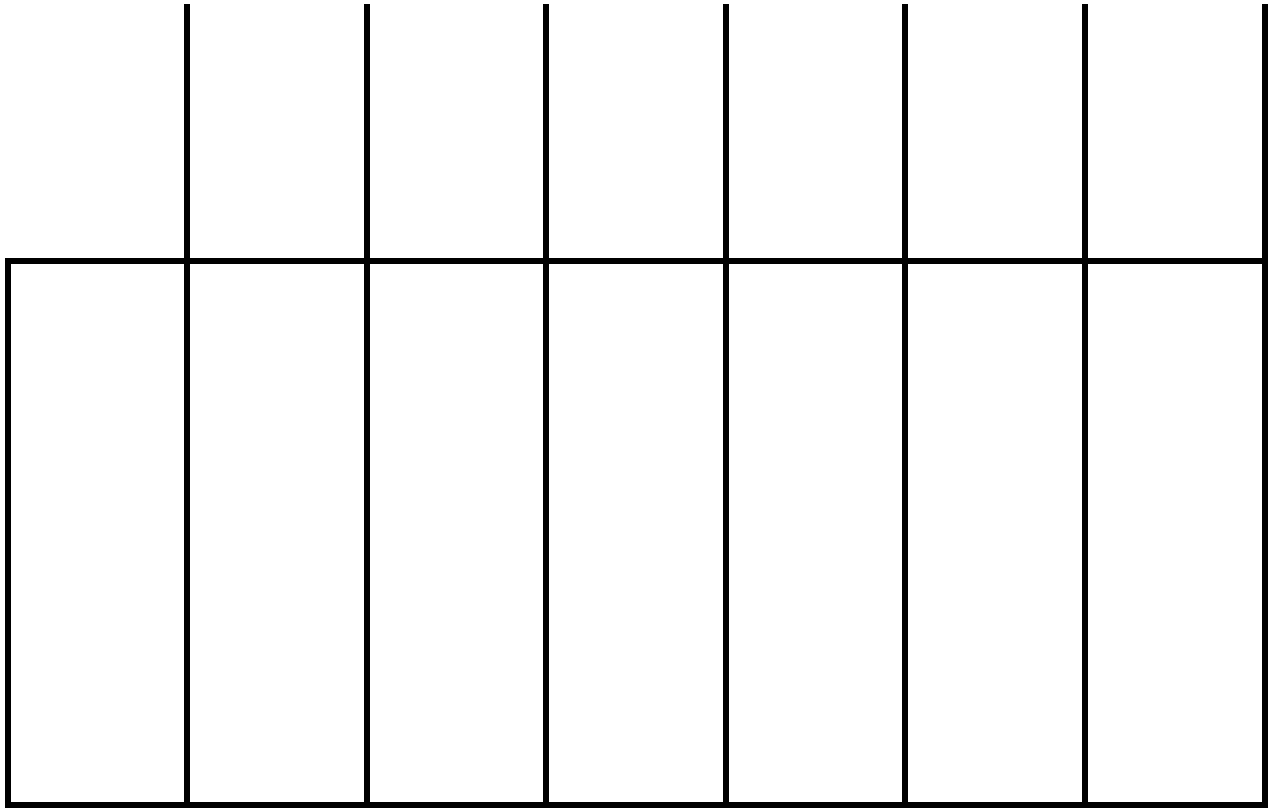

# *MS Computer Engineering: Comprehensive Assessment Plan*

| *a* | *b* | *c* | *d* | *e* | *f* | *g* | *h* | *i* | *j* | *k* |
|---|---|---|---|---|---|---|---|---|---|---|
| *ILOs* | *PLOs* | *SLOs* | *Course where each SLO is assessed* | *Assessment activity/ assignment used to measure each SLO* | *Assessment tool used to measure outcome success* | *Assessment schedule – how often SLOs will be assessed* | *How data/ findings will be quantitatively or qualitatively reported* | *Designated personnel to collect, analyze, and interpret student learning outcome data* | *Program data/ findings dissemination schedule* | *Closing the loop strategies* |
| *ILO 2: Communicate effectively* | *PLO 4: Communicate complex technical ideas in written and oral formats to technical and professional audiences* | *SLO 1 Communicate technical concepts effectively* | *5590 Research and Scientific Method* | *Research topic presentation* | *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.* | *First year, then every five years (once per evaluation cycle)* | *Report on percentage of students that score 80% (4/5) or higher on rubric or scale.* | *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.* | *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.* | *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.* |
| *ILO 1: Think critically and creatively*<br><br>*ILO 7: Engage in lifelong learning* | *PLO 1: Demonstrate technical expertise in computer engineering and apply that expertise in leadership roles such as project direction, team coordination, or* | *SLO 2 Design and implement hardware and software systems, meeting specified design requirements or research goals* | *5598 Culminating project*<br><br>*Or**<br><br>*5599 Culminating thesis*<br><br>**Students have the option of* | *Oral defense of culminating work* | *Rubric: Student work will be evaluated for technical content, novelty, validation/verification of work, and other consideration* | *Second year, then every five years (once per evaluation cycle)* | *Report on percentage of students that score 80% (4/5) or higher on rubric or scale.* | *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* | *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* | *The grad coordinator, instructor, and assessment committee (which will include at least one master's student) will meet to review assessment data. Findings will* |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *technical decision-making PLO 2: Apply a broad range of computer engineering solutions to solve hardware and software engineering problems*<br><br>*PLO 3: Formulate research questions, evaluate prior work, and design and execute rigorous methods to generate and interpret evidence in computer engineering contexts*<br><br>*PLO 7: Be prepared for professional development through independent learning, training, and continued graduate education* | | *completing an individual thesis OR engage in an industry-sponsored project experience for their MS culminating experience* | | *s on a 5 point scale where a 4.0 is determined to meet standards. Defense committee will fill separate form* | | | *collect more specific data for targeted interventions.* | *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..* | *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.* |
| *ILO 6: Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability* | *PLO 5: Apply ethical reasoning and evaluate the societal impacts of computer engineering solutions* | *SLO 3: Demonstrate adherence to ethical standards in computer engineering practice* | *5505 Ethics in Computer Engineering* | *Final Exam* | *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.* | *Third year, then every five years (once per evaluation cycle)* | *Report on percentage of students that score 80% (4/5) or higher on each subsection of the scale.* | *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.* | *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* | *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* |

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| | | | | | *These scales for each subsection will exist as dedicated rubric items on Canvas.* | | | | *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.* | *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.* |
| *ILO 4: Work productively as individuals and in groups* | *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*<br><br>*PLO 3: Formulate research questions, evaluate prior work, and design and execute rigorous methods to generate and interpret evidence in computer engineering contexts*<br><br>*PLO 6: Integrate diverse perspectives and stakeholder considerations in the development of effective engineering solutions* | *SLO 4: Collaborate productively in multidisciplinary teams by earning positive peer evaluations and contributing effectively to team projects* | *5590 Research and Scientific Method* | *Research topic presentation* | *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.* | *Fourth year, then every five years (once per evaluation cycle)* | *Report on percentage of students that score 80% (4/5) or higher on rubric or scale.* | *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.* | *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.* | *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.* |
| *ILO 3: Demonstrate expertise in a scholarly discipline and understand that discipline in* | *PLO 6: Integrate diverse perspectives and stakeholder considerations in the development of effective* | *SLO 5: Construct an argument for how a computing solution could be* | *5505 Ethics in Computer Engineering* | *Final paper* | *Rubric: Culminating assignment (final paper) will be evaluated on a 5 point* | *Fifth year, then every five years (once per evaluation cycle)* | *Report on percentage of students that score 80% (4/5) or higher on rubric or scale.* | *Course instructor will assign and grade assessments, grad coordinator and assessment committee will analyze and interpret results and* | *Assessment data will be reviewed by the assessment committee during the first half of the semester following data collection. The* | *The grad coordinator, instructor, and assessment committee (which will include at least one* |

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| *relation to the larger world of the arts, sciences, and technology*<br><br>*ILO 6: Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability*<br><br>*DLO 5: Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines* | *engineering solutions* | *improved through the integration of diverse perspectives* | | | *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 understandin g of topics of diversity and the importance of diverse viewpoints in the engineering design process..* | | | *curriculum committee and faculty committee will evaluate recommendations to either improve student outcome or collect more specific data for targeted interventions.* | *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.* | *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.* |

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 | | Yea |
|---|---|---|
| **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 |

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|---|---|---|
| CPE 5598: Master's Project.<br>Instructor: Advisory- All CPE Faculty | CPE 5599: Master's Thesis.<br>Instructor: Advisory- All CPE Faculty | CPE 5598: Master's Project.<br>Instructor: Advisory- All CPE Faculty |
| CPE 5599: Master's Thesis.<br>Instructor: Advisory- All CPE Faculty | | CPE 5599: Master's Thesis.<br>Instructor: Advisory- All CPE Faculty |

| ar 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 |

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|---|---|---|
| CPE 5599: Master's Thesis.<br>Instructor: Advisory- All CPE Faculty | CPE 5598: Master's Project.<br>Instructor: Advisory- All CPE Faculty | CPE 5599: Master's Thesis.<br>Instructor: Advisory- All CPE Faculty |
| | CPE 5599: Master's Thesis.<br>Instructor: Advisory- All CPE Faculty | |

## MS CPE Curriculum Roadmap

Traditional Academic Year (Semesters)

| Fall Y1 | Spring Y1 | Fall Y2 | Spring Y2 |
|---|---|---|---|
| Research Methods<br>**CPE 5590**<br>3 units | Computer Engineering Ethics<br>**CPE 5505**<br>3 Units | Culminating Experience (Thesis or Project)<br>**CPE 5598 or CPE 5599**<br>3 Units | Culminating Experience (Thesis or Project)<br>**CPE 5598 or CPE 5599**<br>3 Units |
| Technical Elective<br>**4000 or 5000 Level**<br>3 Units | Computer Microarchitecture<br>**CPE 5300**<br>3 units | Technical Elective<br>**4000 or 5000 Level**<br>3 Units | Technical Elective<br>**4000 or 5000 Level**<br>3 Units |
| Techical Elective<br>**5000 Level**<br>3 Units | Technical Elective<br>**4000 or 5000 Level**<br>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 DeMoville, 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

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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.

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**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

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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:

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

**AS-___-26**

# RESOLUTION TO ESTABLISH THE CAL POLY MARITIME ACADEMY COUNCIL

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

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

WHEREAS, AS-989-25 charged the academic senate with developing long-term shared governance and representation plans in collaboration with the Cal Poly administration to ensure Cal Poly Solano faculty are included in shared governance at Cal Poly; therefore be it

WHEREAS, The bylaws of the Academic Senate establish the Cal Poly Maritime Academy Council; therefore be it resolved

RESOLVED: That the Council's responsibilities in the attached revision to the Academic Senate bylaws be adopted; and therefore be it

RESOLVED: That the Council's responsibilities be located under the section on Representation in the senate bylaws; and therefore be it

RESOLVED: That the Council Chair be assigned Weighted Teaching Units the equivalent of one 3-unit lecture course per year for their service.

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**

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

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

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

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

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

RESOLVED: That this resolution and the modifications go into effect immediately upon adoption and positive result of the referendum vote by the general 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~~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**

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

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

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

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

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

RESOLVED: That the bylaws of the Academic Senate be modified as shown on the 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 ~~quarters~~terms within the previous academic year, at least ~~24~~16 ~~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~~1~~0 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 ~~quarter~~term.

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 Solano~~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/he~~they 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

Membership shall include a voting General Faculty representative from each college and the Solano campus, serving in an at large capacity. Ex officio non-voting members shall be Vice President and Chief Officer for The Department of Culture & Institutional Excellence (CIX) 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 the ASI Secretary of Diversity, Equity, Inclusion and Justice, or student representative designee.

b. Responsibilities

The Academic Senate Diversity Committee identifies strategies for ensuring diversity, equity, and inclusivity at Cal Poly San Luis Obispo and Solano. The committee informs and makes recommendations to the Academic Senate on these issues, evaluates related university policies and procedures, and collaborates with stakeholders across campuses, including CIX , 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 ~~quarters~~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.

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

WHEREAS, sustainability is a priority for Cal Poly as a member of the Association for the Advancement of Sustainability in Higher Education; and

WHEREAS, Cal Poly has pre-existing residential living and learning communities, but these have not yet been tested as places for extending sustainability education and learning; and

WHEREAS, Cal Poly housing has expressed interest in improving sustainability outcomes within residential living; and

WHEREAS, other institutions including UC Davis, UC Merced, UC Los Angeles, UC Berkeley, UC Santa Cruz, San Diego State, and Cal Poly Humboldt have living and learning opportunities related to sustainability; and

WHEREAS, there is ongoing enthusiasm from students over the course of several years to create a residential living and learning community focused on sustainability topics where there may be an opportunity to earn 2 units of academic credit; and

WHEREAS, this is an opportunity to grow the student leadership for sustainability initiatives and to develop a long-term culture of sustainability in the on-campus residential communities that may eventually extend to the broader campus; and

WHEREAS, no individual college should provide the funding for developing this interdisciplinary academic program; and

WHEREAS, all colleges have talented instructional faculty who can contribute to enhancing sustainability learning in a residential setting; therefore, be it

RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis Obispo, requests that the Academic Senate Sustainability Committee design a robust academic program to be implemented in a residential setting and submit the program to the Academic Senate Curriculum Committee for its review for a two-unit class component of the sustainability living and learning community. The class may be piloted in Fall 2027 or Fall 2028, contingent on the Academic Senate Curriculum Committee's approval of the program; and be it further

RESOLVED: That the Academic Senate Sustainability Committee will seek resources from the university to support at least one instructional faculty member and student assistant for a three-year pilot; and be it further

RESOLVED: That every college will be invited to contribute instructional teaching faculty to provide a variety of substance matter expertise to support the pilot 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.

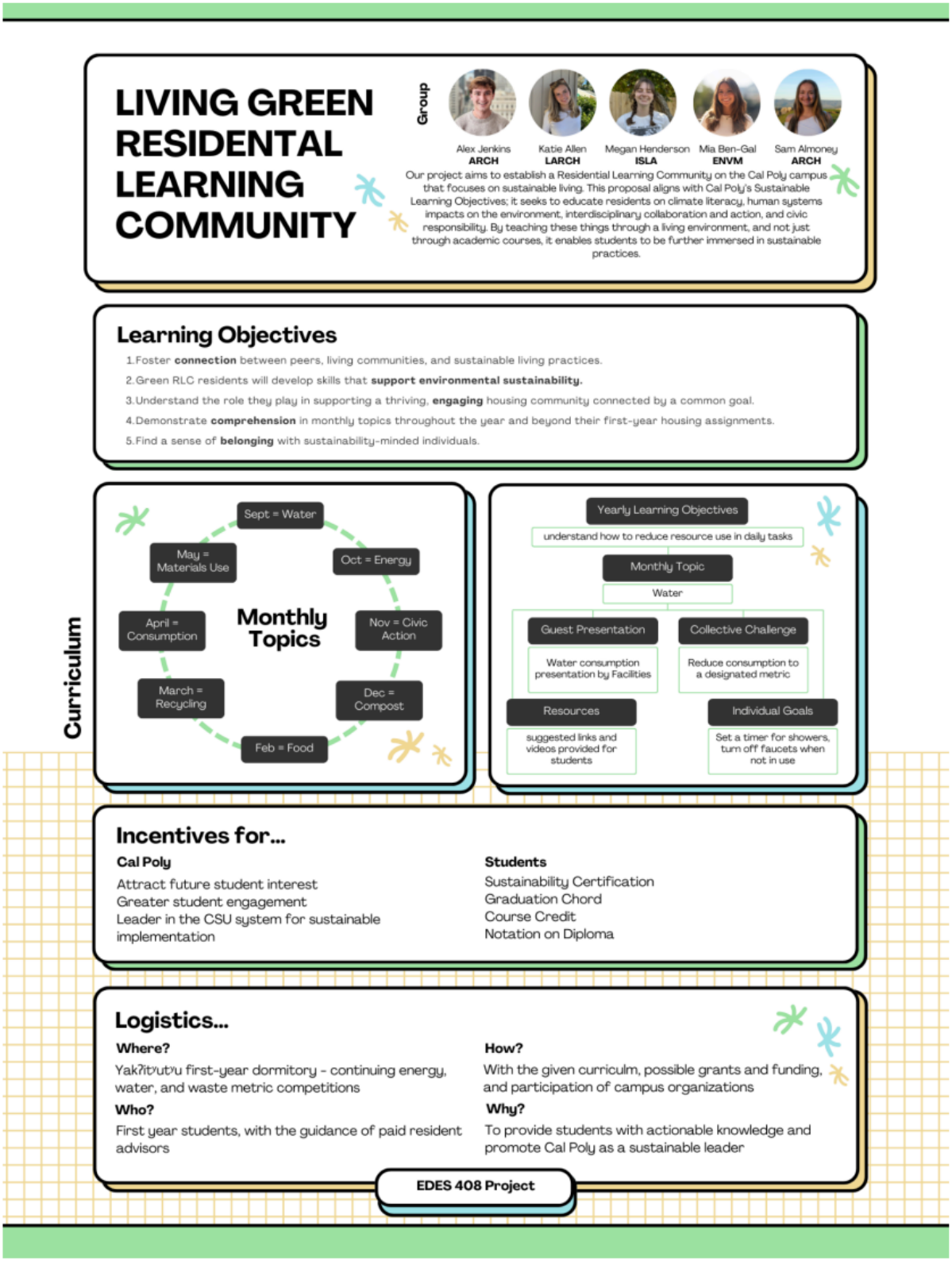
The academic instructional faculty would be responsible for oversight of the proposed 2 units assigned to students for fully participating and learning in the "Living Green" residential learning community over the course of two semesters. The units would be noted on final transcripts to signal academic 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**



## 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 (Yakʔitʸutʸu), 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

WHEREAS, the California State University policy on document retention includes a requirement for a campus to retain course syllabi for 7 years; and

WHEREAS, this policy can be found in the Record Series 9.0, Curriculum and Accreditation, specifically 9.3.2[1]; and

WHEREAS, Section 40401 of Title 5 of the California Code of Regulations states the parameters under which a student has the right to choose the catalog they will use; and

WHEREAS, returning Cal Poly students may have a choice of catalog older than 10 years under certain conditions described in the Cal Poly Catalog under Choice of Catalog/Catalog Rights[2]; and

WHEREAS, there is currently no campus wide policy for academic programs, departments or schools to maintain an archive of course syllabi; and

WHEREAS, quarter to semester conversion, integration with the Cal Poly Maritime Academy, and the potential changes to course content in future catalog cycles and/or changes to the academic year calendar provides a rationale for the timely adoption of a campus wide policy to retain course syllabi; and

WHEREAS, Cal Poly students who apply to graduate school, transfer to other institutions and/or have a need to verify the completion of certain coursework for employment, licensing, certification, etc., often need to supply a course syllabus for review; and

WHEREAS, it is acknowledged that many academic programs on campus do retain an archive of course syllabi but the degree to which each of those complies with the CSU syllabus retention policy is not clear; and

WHEREAS, it would be useful to clarify the minimum requirements for Cal Poly academic programs/departments/schools to comply with the CSU document retention policy 9.3.2 for course syllabi to create and/or maintain a course syllabus archive and support Cal Poly students who may need course syllabi after graduating, leaving or returning after a period of time; therefore be it

RESOLVED: that each Academic Program, Department or School establish, maintain and periodically update an archive of course syllabi for all courses offered by the program/department/school, and be it further

RESOLVED: that program/department/school course syllabi archives contain at least one representative syllabus from each course listed in the Cal Poly Catalog for each cycle (i.e., 2022-26, 2026-28, …), and be it further

RESOLVED: that course syllabi are archived for ten years from the end of applicable catalog year (i.e., a syllabus from the 2022-2026 catalog will be older than 10 years after Spring term of 2036), and be it further

RESOLVED: that program/department/school course syllabi archives are maintained in such a way that they are sustained and accessible in a document storage system administered by the College[3] (e.g., Sharepoint), and be it further

RESOLVED: that programs/departments/schools may establish additional guidelines or timelines for their syllabus archive, as they deem appropriate, for storing, collecting, updating, purging, etc., and be it further

RESOLVED: that programs/departments/schools and Colleges endeavor to complete the archiving of course syllabi from the 2022-26 catalog by the end of Fall term 2026, and be it further

RESOLVED: that the resolution be updated in the Campus Administrative Policies for document retention, the Faculty Handbook, and the Academic Programs and Planning Academic Policies webpage, and be it further

RESOLVED: that this policy shall be communicated to all Academic programs/departments/schools and Colleges before the beginning of 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.