



CAL POLY

Academic Senate

Academic Senate Executive Committee Meeting

Friday, October 23, 2026 | 10:00 – 10:50 a.m.

<https://calpoly.zoom.us/j/89836433871>

AGENDA

1. **Call to order** [Frame]

2. **Minutes** | None

3. **Communications and Announcements** [Frame]

4. **Reports** | None

5. **Discussion Items** | None

6. **Business Items**

6.1. **Appointment to General Education Governance Board** p. 2

6.2. **Resolution on Archiving of Course Syllabi** pp. 3-5

Kris Jankovitz and Jim Burleson, Instruction Committee

6.3. **Resolution on Student Feedback Instruments Committee** pp. 6-8

Samuel Frame, Academic Senate Chair

6.4. **Ad Hoc Workgroup on Internship/Co-op Policy** pp. 9-11

Samuel Frame, Academic Senate Chair

7. **Adjournment** [Frame]

FACULTY STATEMENTS OF INTEREST

Academic Senate Committees

GENERAL EDUCATION GOVERNANCE BOARD	1
CENG REPRESENTATIVE (AY 2025-2028)	1
<i>Amro El Badawy</i>	1

ACADEMICS SENATE COMMITTEES

GENERAL EDUCATION GOVERNANCE BOARD

CENG Representative (AY 2025-2028)

Amro El Badawy, Associate Professor in Civil and Environmental Engineering (Tenured); 10 years at Cal Poly, San Luis Obispo

I am interested in serving on the General Education Governance Board (GEGB) as a representative of the College of Engineering because I believe strongly in the importance of General Education in developing qualified engineers who can think critically, communicate effectively, and understand the broader societal, environmental, and ethical implications of their work.

I have experience in curriculum development, student learning assessment, and continuous improvement. I currently serve as the Environmental Engineering ABET Coordinator and have served as a member of the civil and environmental engineering curriculum committee and as an Academic Senator and as an assessment leader within the College of Engineering. These experiences have strengthened my understanding of academic standards, curriculum requirements, and the importance of maintaining educational quality while supporting student success.

My teaching and research expertise directly aligns with GE Area 5 (Physical and Life Sciences) and Area 2 (Mathematics and Quantitative Reasoning). I have experience teaching scientific principles, quantitative analysis, and their applications to real-world environmental and societal challenges. My teaching also emphasizes sustainability, global development, and the connections between science, engineering, and society. I am familiar with Cal Poly's 2026 GE framework, including its lower- and upper-division requirements, and recognize the importance of aligning the curriculum with CSU GE standards and California Code of Regulations, Title 5.

If selected, I would be excited to contribute the College of Engineering's perspective, support interdisciplinary collaboration, and help ensure that GE requirements provide students with a meaningful, balanced, and high-quality educational experience while remaining accessible and compatible with demanding engineering curricula. Thank you.

Adopted:

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

AS-____-26

RESOLUTION ON ARCHIVING OF COURSE SYLLABI

Impact on Existing Policy: Brings Cal Poly into compliance with CSU Record Retention Policy

- 1 WHEREAS, there is currently no campus wide policy for academic programs,
2 departments or schools to maintain an archive of course syllabi; and
3
- 4 WHEREAS, quarter to semester conversion, integration with the Cal Poly Maritime
5 Academy, and the potential changes to course content in future catalog
6 cycles and/or changes to the academic year calendar provides a rationale
7 for the timely adoption of a campus wide policy to retain course syllabi;
8 and
9
- 10 WHEREAS, Cal Poly students who apply to graduate school, transfer to other
11 institutions, return to campus after an extended period of time;
12 and/or have a need to verify the completion of certain coursework for
13 academic credit, course substitution, employment, licensing,
14 certification, etc., often need to supply a course syllabus for review; and
15
- 16 WHEREAS, returning Cal Poly students may have a choice of catalog older than 10
17 years under certain conditions described in the Cal Poly Catalog under
18 Choice of Catalog/Catalog Rights¹; and
19
- 20 WHEREAS, the need to obtain a course syllabus for review may be time sensitive for
21 students or alumni and the proposed policy may facilitate quick
22 turnaround times for such requests; and
23
- 24 WHEREAS, it is acknowledged that many academic programs, departments and
25 schools on campus do retain an archive of course syllabi but the degree
26 to which each of those complies with the CSU syllabus retention policy is
27 not clear; and
28
- 29 WHEREAS, the California State University policy on document retention includes a
30 requirement for a campus to retain course syllabi for 7 years; and

- 31 WHEREAS, this policy can be found in the Record Series 9.0, Curriculum and
32 Accreditation, specifically 9.3.2²; and
33
- 34 WHEREAS, Section 40401 of Title 5 of the California Code of Regulations states the
35 parameters under which a student has the right to choose the catalog
36 they will use; and
37
- 38 WHEREAS, it would be useful to clarify the minimum requirements for Cal Poly
39 academic programs, departments and schools to comply with the CSU
40 document retention policy 9.3.2 for course syllabi to create and/or
41 maintain a course syllabus archive and support Cal Poly students who
42 may need course syllabi after graduating, transferring or returning after a
43 period of time; therefore, be it
44
- 45 RESOLVED: that the Cal Poly Academic Senate adopt the attached policy on archiving
46 of course syllabi, and be it further
47
- 48 RESOLVED: that the Academic Senate and Academic Affairs will strongly encourage
49 academic programs, departments and schools to endeavor to complete
50 the archiving of all course syllabi from the 2022-26 catalog before the
51 start of Spring term 2027, and be it further
52
- 53 RESOLVED: that academic programs, department, and schools maintain and retain a
54 complete course syllabus archive 10 years after the last term for that
55 catalog (e.g. retain the 2026-28 course syllabus archive until summer
56 term 2038), and be it further
57
- 58 RESOLVED: that the resolution be updated in the Campus Administrative Policies for
59 document retention, the Faculty Handbook, and the Academic Programs
60 and Planning Academic Policies webpage, and be it further
61
- 62 RESOLVED: that this policy shall be communicated to all academic programs,
63 departments, schools and colleges before the beginning of each term by
64 the Provost or their designee.

Proposed by: The Academic Senate Instruction Committee
Date: September 30, 2026

¹ Choice of Catalog: <https://catalog.calpoly.edu/academic-standards-policies/general-requirements-bachelors-degree/#choiceofcatalogtext>

² Record Series 9.0, Curriculum and Accreditation, specifically 9.3.2 found at:
<https://calstate.policystat.com/policy/19783932/latest/#autoid-zx8g8>

Policy on Archiving of Course Syllabi

This policy serves to support students who may be required to supply a course syllabus for review when applying to graduate school; transferring to other institutions; returning to campus after an extended period of time; and/or have a need to verify the completion of certain coursework for academic credit, course substitution, employment, licensing, certification, etc. Further this policy can support returning students with choice of catalog¹ and brings Cal Poly into compliance with the California State University policy on document retention².

Each academic program, department, and/or school shall establish, maintain, periodically update, and retain an archive of course syllabi for all courses offered by the academic program, department, or school for each catalog cycle. ***The following provide the minimum parameters for course syllabus archives.***

- Course syllabus archives shall, at minimum, contain at least one representative syllabus from each course listed in the Cal Poly Catalog for each cycle (i.e., 2022-26, 2026-28, ...) appropriate to the academic program, department or school.
- Academic programs, departments, or schools shall complete the archiving of at least one representative syllabus from each course by the end of last term of the catalog cycle (i.e., 2026-28 catalog no later than the end of summer term 2028).
- Course syllabus archives shall be retained for at least ten years from the end of applicable catalog year (i.e., a syllabus from the 2026-28 catalog will be older than 10 years after summer term 2038).
- Course syllabus archives shall be maintained in a document storage system (e.g., Sharepoint) that is owned and maintained by the academic program, department or school and can be sustained through personnel or staffing changes.
- Academic programs, departments, or schools may establish additional guidelines, timelines or procedures for their syllabi archive, as they deem appropriate, for collecting, updating, managing, retaining or purging, etc., of their syllabus archive.
- Course syllabus archives for courses that are offered under a college prefix (e.g. SCM,) will be maintained by the College or its designee.
- UNIV course syllabus archive will be maintained by Academic Programs and Planning or its designee.
- HNRS course syllabus archive will be maintained by the University Honors Program or its designee. This pertains to HNRS courses that are unique to the honors program and not those that are cross listed.

¹ Choice of Catalog: <https://catalog.calpoly.edu/academic-standards-policies/general-requirements-bachelors-degree/#choiceofcatalogtext>

² Record Series 9.0, Curriculum and Accreditation, specifically 9.3.2 found at:
<https://calstate.policystat.com/policy/19783932/latest/#autoid-zx8g8>

Adopted: TBD

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

AS-XXXX-26

**RESOLUTION ESTABLISHING THE ACADEMIC SENATE NAME TBD (Student
Feedback Instruments)**

WHEREAS, The Academic Senate currently has no standing committee charged with ongoing responsibility for the development, implementation, evaluation, and oversight of university student feedback instruments; and

WHEREAS, The Academic Senate adopted [AS-1016-26](#) “Resolution on Student Perceptions of Learning Experience,” endorsing the report “Student Perceptions of Learning Experience: Rationale and Broad Principles of Design”; and

WHEREAS, The Academic Senate supported the recommendation to “establish a 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,” which was also supported by the president in his response to AS-1016-26; and

RESOLVED: That the Academic Senate establish a standing NAME Committee; and be it further

RESOLVED: That the committee’s responsibilities in the attached revision to the Academic Senate bylaws be adopted.

Proposed by: Academic Senate Executive Committee
Date: TBD

16. NAME

(a) Membership

Voting members of the committee shall include four at-large members of the General Faculty, preferably with demonstrated expertise in survey or instrument design; one department chair or head appointed by the Instructional Department Heads and Chairs committee; one member of the Faculty Affairs Committee; one member of the Academic Senate Instruction Committee; four students designated by ASI, at least one of whom shall be a graduate student and at least one student from the Solano campus.

Ex officio non-voting members shall include the Vice Provost for Academic Personnel or designee; a Department of Culture and Institutional Excellence representative; an Academic Assessment Council representative; a CFA representative; a Strategic Enrollment Management and Student Success representative; and an Office of the Provost representative or designee.

(b) Responsibilities

1. Provide ongoing oversight of the development, implementation, periodic review, and revision of the Student Perceptions of Learning Experience (SPLX) instrument, including instrument design and item wording.
2. Establish and periodically review scoring and reporting guidelines and associated reporting formats and practices for student feedback instruments.
3. Develop and maintain training and interpretive guidance for evaluators, department chairs and heads, and faculty on the appropriate use and interpretation of student feedback instruments, particularly as results are used in retention, promotion, and tenure, in consultation with the Faculty Affairs Committee.
4. Monitor administration practices and response rates across the university and evaluate whether reporting and interpretive practices conform to adopted guidelines.
5. Provide ongoing review and feedback of student feedback instruments and initiatives, including summative, formative, and college- or department-originated student feedback, and review

college- and department-originated questions for consistency with adopted criteria.

6. Coordinate with the Faculty Affairs Committee, Academic Senate Instruction Committee, CFA, and Academic Personnel on policies and practices related to student feedback, including its use in faculty personnel processes and the development of formative feedback processes.

7. Periodically review emerging research and best practices concerning the validity, reliability, and potential bias of student feedback instruments and recommend to the Academic Senate revisions to instruments, policies, or practices warranted by such evidence.

8. Make recommendations to the Academic Senate concerning university policies and procedures related to student feedback and report annually to the Senate on the state of student feedback instruments and practices.

Ad Hoc Workgroup on Internship/Co-op Policy

Background

Cal Poly's policies governing cooperative education and internships have developed through multiple Academic Senate actions and California State University requirements over time. The [current campus internship policy](#) was established through [AS-804-15](#) in response to CSU Executive Order 1064 and defines internships and establishes responsibilities for departments and colleges related to academic credit, placement, oversight, risk, and documentation. The President approved AS-804-15 with modifications to several administrative responsibilities contained in the original policy.

More recently, [AS-990-25](#) updated the allowable number of [cooperative education](#) and internship units as part of the transition to semesters. It established a combined maximum of 12 semester units applicable toward baccalaureate program requirements and six semester units applicable toward graduate program requirements.

Since these policies were developed, the California State University has revised [Executive Order 1064](#) governing student academic internships and community-engaged learning. The revised systemwide policy establishes current requirements related to planning, pre-placement assessment, learning-site agreements, student placement and orientation, academic relevance, document retention, and university review. At the same time, the YRO Summer Work Group on High-Impact Practices has examined work-integrated learning and developed a report with guiding principles.

We require a broad workgroup to bring University policy into compliance with current CSU requirements, clearly distinguish cooperative education from internships, define responsibilities for administering and overseeing these experiences, and incorporate the relevant work and guiding principles of the YRO Summer Work Group. The chair will be appointed by and from the members of the ad hoc work group.

Charges

1. Review existing Cal Poly policies governing cooperative education and internships, including AS-804-15 and AS-990-25, and identify areas requiring revision, clarification, consolidation, or updating.

2. Review current California State Labor laws and the California State University requirements governing academic internships and related experiences and reconcile existing University policy with those requirements.
3. Develop and write definitions for cooperative education and internships that clearly establish their purposes, distinctions, and the academic and administrative requirements associated with each.
4. Review the responsibilities and support currently provided by departments, colleges, and University offices, including risk management, affiliation agreements, and legal review, and recommend a clear and sustainable allocation of responsibilities and University-level support for the timely implementation, administration, oversight, and compliance of cooperative education and internships, taking into account workload and the practical and operational feasibility of proposed responsibilities.
5. . Incorporate the work and guiding principles developed by the YRO Summer Work Group on High-Impact Practices as a foundation for developing the University's policies and practices governing cooperative education and internships as part of YRO implementation.
6. Incorporate the work and recommendations developed by the Internship & Service Learning Policy Compliance and Standardization Taskforce as a foundation for developing the University's policies and practices governing cooperative education and internships.
7. Recommend revisions to university policies governing cooperative education and internships and submit proposed policy language to the Academic Senate Executive Committee for consideration.
8. Invite additional ex officio non-voting members as needed.
9. Present findings to the senate and any resolutions by March 30th, 2027.

Membership

- One faculty member from each college, one representative from Professional Consultative Services, and one faculty member from the Solano Campus, preferably with experience in cooperative education and/or internships of different types and placement settings, appointed by the Academic Senate Executive Committee.
- One representative from the Academic Senate Instruction Committee
- One representative from the Academic Senate Curriculum Committee
- Two undergraduate students with experience in cooperative education and/or internships appointed by ASI, one graduate studentAs needed, ex officio non-voting members including one representative from each of the Office of the

Registrar, Academic Programs and Planning, Academic Advising, Financial Aid, International Programs, University Risk Management, Career Services, and the Office of Student Research; the Director and Project Manager of Semester Conversion and Integration; the Associate Vice President for Innovation, Industry and Economic Development, and one associate dean, preferably responsible for curriculum or student affairs.

- Chair will be determined by the voting committee members once established.