I. Minutes: March 29, 2022 (pp. 2-4)

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

III. Reports:
A. Academic Senate Chair:
B. President’s Office: None
C. Provost: (pp. 5-6)
D. Statewide Senate: None
E. CFA: (p. 7)
F. ASI: (p. 8)

IV. Business Item(s):
A. Approval of 2022-2023 Assigned time for Academic Senate Officers and Committee Chairs for the 2022-2023 Academic Year: (p. 9)
B. Approval of Corinne Lehr, Chemistry and Biochemistry, as the Fairness Board chair for the 2022-2023 Academic Year
C. Approval of Angelos Sikalidis, CAFES, as substitute for Darin Bennett for Spring Quarter 2022
D. Appointments to Academic Senate Committees for 2022-2024 Term: (pp. 10-11)
E. Appointments to University Committees for the 2022-2024 Academic Year: (pp. 12-13)
F. Resolution to Establish Semester Terms: Dustin Stegner, Academic Senate Ad Hoc Semester Conversion Committee Chair (pp. 14-22)
G. Resolution on AB 928 and CSU Golden Four: Gary Laver, Academic Senate General Education Governance Board Chair (pp. 23-25)
H. Resolution on the Creating of a School of Applied Computing: Zachary Peterson, School of Applied Computing Steering Committee (pp. 26-36)
I. [CLOSED SESSION] Resolution on the Creating of a School of Applied Computing
J. Resolution on Cal Poly Values: Steven Rein, Academic Senate Budget and Long-Range Planning Committee Chair (pp. 37-38)

V. Discussion Item(s):

VI. Adjournment:
Meeting of the Academic Senate Executive Committee  
Tuesday, March 29, 2022  
3:10 to 5:00pm  
https://calpoly.zoom.us/j/89707060802

I. **Minutes:** March 1, 2022 (p. 2) M/S/P to approve the minutes from March 1, 2022.

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

III. **Reports:**

   A. **Academic Senate Chair:** Thomas Gutierrez, Academic Senate Chairs, discussed that the consent agenda can be used for department name changing as the means for senate recommendation to the provost; process still follows same procedures documented by APP. If pulled, name change recommendation will be treated as a business item resolution. Keith Humphrey is working to draft Honorary Degree Protocols that outlines the alignment of CSU procedure along with Cal Poly procedure; gives a document with codified rules to follow.

   B. **President’s Office:** Jessica Darin, Representative from the President’s Office, announced that the Board of Trustees has appointed an interim chancellor, Dr. Kester, former president of CSU Northridge. Discussed Spring quarter COVID-19 protocols, daily self-screeners, and vaccination status. Faculty Trustee Board representative will be visiting Friday, April 1st, to assess Cal Poly and will have a meeting for faculty to attend whether in online or in-person modality.

   C. **Provost:** Cynthia Jackson-Elmoore, Provost, discussed how 33 student research projects were funded by the Baker and Koob Endowments totaling $108k. More information can be found here. Additionally, a survey will be sent out in a week about assessing student engagement for faculty to fill out.

   D. **Statewide Senate:** Gary Laver, Statewide Senate representative, announced that Chair Collins wants to work to help rid disparities and improve equity in our CSU system, especially in light of the Chancellors resignation. On May 6th, there will be the first draft of the transfer pathway emerging from AB928, which mandates a singular GE pathway. Faculty Trustee Sabalius indicated that the quest to find a permanent replacement for the chancellor may take up to a year to find. The Statewide Senate is concerned about the future process of admissions because of the removal of SAT/ACT scores. A new tool called a Course Equity Portal shows the identities of students and the DFW rates for their students so that professors can promote equity for students with different needs. Statewide senate adopted 9 new resolutions.

   E. **CFA:** Lewis Call, CFA representative, announced that faculty are still awaiting their raises from the CSU board. Should expect to receive the lump sum payment the week of April 8th, currently there is still no word on when the $3500 bonus or SSI will be given. CFA activists made a petition to assess how CSU handles Title IX issues.

   F. **ASI:** Tess Loarie, ASI president, announced the last week of virtual meetings and the next week ASI meetings will be in-person. The Board is ratifying a new member. Cabinet is working on It’s On Us program coming in April, encouraging students to help support the community.

IV. **Business Item(s):**

   A. **Appointments to Academic Senate Committees for 2022-2024 Term:** M/S/P to appoint Academic Senate Committees for 2022-2024 Term.

      **College of Agriculture, Food and Environmental Sciences**

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B. Appointments to University Committees for the 2022-2024 Academic Year: M/S/P to appoint Academic University Committees for 2022-2024 Academic Year.

College of Agriculture, Food and Environmental Sciences
Jean Dodson Peterson, Wine and Viticulture

College of Architecture and Environmental Design
Daniel Knight, Construction Management

College of Math and Science
Jodi Christiansen, Physics

School of Education
Andrew Byrne

C. Appointments of Academic Senate Committee Chairs for 2022-2023 Academic Year: M/S/P to appoint Academic Senate Committee Chairs for 2022-2023 Academic Year.

Budget and Long-Range Planning Committee: Steve Rein, College of Science and Math
Curriculum Committee: Greg Bohr, College of Liberal Arts
Distinguished Scholarship Awards Committee: Lars Tomanek, College of Science and Math
Distinguished Teaching Awards Committee: Brian Kennelly, College of Science and Math
Diversity Committee: Jean Lee, College of Engineering

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Faculty Affairs Committee: Ken Brown, College of Liberal Arts
General Education Governance Board: Dustin Stegner, College of Liberal Arts
Grants Review Committee: Dawn Niell, College of Liberal Arts
Research Scholarship and Creative Action Committee: Jesse Vestermark, Professional Consultative Services
USCP Review Committee: Grace Yeh, College of Liberal Arts

D. Approval of 2022-2023 Calendar of Meetings: M/S/P to approve 2022-2023 Calendar of Meetings
E. Resolution on Scheduling of Online Assessments: John Hagen, Academic Senate Instruction Committee Chair. M/S/P to agendize the Resolution on Scheduling of Online Assessments
F. Resolution on UFPP 11.4.2 Departmental Role in the Selection Process for Chairs and Heads: Ken Brown, Academic Senate Faculty Affairs Committee Chair. M/S/P to agendize Resolution on UFPP 11.4.2 Departmental Role in the Selection Process for Chairs and Heads.
G. Resolution on New Degree Program for Master of Science in Statistics: Andrew Schaffner, Statistics Department Chair. M/S/P to agendize the Resolution on New Degree Program for Master of Science in Statistics
H. Resolution on AB 928 and Common GE Pathway: Gary Laver, Academic Senate General Education Governance Board Chair. M/S/P to agendize the Resolution on AB 928 and Common GE Pathway.
I. Resolution on AB 928 and CSU Golden Four: Gary Laver, Academic Senate General Education Governance Board Chair. Will return to the next Executive meeting.

V. Discussion Item(s): none.

VI. Adjournment: 5:12pm

Submitted by,

Sessa Renfrew

Sessa Renfrew
Academic Student Assistant
Associate Vice Provost for Academic Personnel

Kathryn Rummell has been named as associate vice provost for Academic Personnel. Kathryn has served in this position in an interim role since 2020 and her permanent assignment began on April 18, 2022.

Throughout Kathryn’s tenure at Cal Poly, she has held a variety of department, college, university, state, and national leadership positions, including her current role, interim associate vice provost for Academic Personnel. In her current position, Kathryn has collaborated across the campus to support employees in the wake of the COVID-19 pandemic, including serving in the Emergency Operations Center (EOC). As interim dean for the College of Liberal Arts and chair for the English Department, she created new departments and programs to support student success; stewarded the first scholarship for first-generation English majors; and led curricular revisions that resulted in an increase in DEI offerings and requirements.

Congratulations, Kathryn!

WSCUC Campus Visit – Open Forums

As a part of the process of reaffirming our accreditation, a five-member team representing WASC Senior College and University Commission (WSCUC) institutions will visit the campus April 27-29. During their visit, the team will hold open forums for students, staff, and faculty members. These three meetings will all take place in person on Thursday, April 28, 11:15 a.m. – 12:15 p.m. Locations for each meeting are listed below:

Faculty Open Forum
Architecture (No. 5), Room 105

Staff Open Forum
Robert E. Kennedy Library (No. 35), Room 209

Student Open Forum
Engineering IV (No. 192), Room 106

Those who cannot attend the forums are welcome to email their thoughts to the visiting team at calpolyslo@WSCUC.org.
National Undergraduate Research Week

Cal Poly is celebrating National Undergraduate Research Week from April 18 to 22. The week’s events are part of a national celebration of undergraduate research organized each year by the Council on Undergraduate Research. They are sponsored by the Office of Student Research in coordination with the BEACoN Research Mentoring Program, the College of Engineering, the College of Liberal Arts, the CSU-LSAMP Program, the Dream Center, the Multicultural Engineering Program, the Orfalea College of Business, and Research Integrity and Compliance within the Division of Research, Economic Development & Graduate Education. The week will include information sessions on summer undergraduate research programs, the BEACoN Research Mentoring Program, finding research opportunities, and more. The full list of events is available on the Office of Student Research website and all members of the Cal Poly community are invited to participate.
The University has now paid this year's General Salary Increase for faculty. Faculty should have received a lump sum payment for this year’s 4% GSI, retroactive to July 1, 2021. Faculty who have not received their GSI payment should contact Cal Poly Payroll at 805 756 2605. The ongoing 4% GSI should be reflected in future paychecks / direct deposits starting May 1, 2022.

The University is planning to distribute the one-time bonus for faculty by the end of April. The bonus will be paid to all faculty who were on active pay status when our new CBA was ratified (February 3, 2022). The amount of each faculty member’s bonus will be based on their timebase during the 2020-21 academic year. Faculty who were full time during the 2020-21 AY will receive $3500; for faculty who worked part time last year, the bonus will be prorated by their 2020-21 timebase.

Some faculty who are eligible for Service Salary Increases may see their SSIs by the end of April, while others may receive their SSIs in May. Faculty who are eligible for the Service Salary Increase will be receiving a lump sum payment for the 2.65% SSI, retroactive to the faculty member's anniversary date (date of hire). The ongoing 2.65% SSI will then be reflected in future paychecks / direct deposits.

Faculty can see their new salaries by checking their compensation history at My Cal Poly Portal > Personal Info > My Job Info > View Compensation History.
ASI report to the Academic Senate Executive Committee – April 19, 2022

- The Executive Director Search Committee submitted a candidate recommendation to the Business and Finance Committee on 4/12/22. The candidate recommendation is expected to be forwarded to the Board Room for the May 4th meeting.
- The ASI Business and Finance Committee will be voting on the annual budget on April 18th expected to be forwarded to the board room for the May 4th meeting.
- The Student Success Fee and Advisory Committee and Cal Poly Opportunity Fee Committees will be meeting several times in May to discuss funding allocations for the year.
- ASI Student government elections are on April 20th! Please encourage your students to participate in elections this year by voting through their portal within 24 hours of April 20th. We have six presidential candidates this year, and many other students running for the Board of Directors.
- The ASI Student Government Campus-wide assessment will be closing on April 21st at 9:00 am. Please encourage your students to fill out the assessment here: https://baseline.campuslabs.com/calpolyslo/asistudentgov2122
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* 2 WTUs to senate staff  
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Statements of Interest Received for 2022-2024 Academic Senate Committee Vacancies by College
(All appointments are for 2-years unless noted below)

College of Architecture and Environmental Design
Curriculum Committee 2022-2024
DTA 2022-2024
Diversity 2022-2024
Instruction 2021-2023
RSCA 2022-2024

College of Agriculture, Food and Environmental Sciences
Instruction 2022-2024

College of Engineering
Distinguished Teaching Awards Committee 2022-2024
GEGB 2022-2025
Instruction 2022-2024

College of Liberal Arts
DSA 2022-2024
GEGB 2020-2023

Silvia Marijuan, World Languages and Cultures (7 years at Cal Poly) Tenured
I am an Associate Professor in the World Languages and Cultures Department; I am an applied linguist with a background in both the social sciences and the humanities. I have extensive experience in program evaluation and assessment as well as diversity, equity, and inclusion (DEI) in higher education. Since 2015, I have served on numerous committees at the department, college, and university levels: the WLC curriculum committee, the WLC assessment committee, the CLA Faculty Diversity Committee, the CLA Curriculum Committee (Diversity, Equity, and Inclusion); the University Academic Assessment Council, and the Faculty Affairs Committee (FAC). In Fall 2015, I served on the Ad Hoc Committee for the GE Area C2 Guidelines where I gained additional experience working collaboratively with the GEB Board. In that Ad Hoc Committee we revisited the implementation of EO 1100 in world languages. As part of my curriculum and assessment experience, I have developed Cal Poly Global programs and assessment plans for the International Center at Cal Poly. I have created new courses for the WLC department: WLC 370 (GE D5) (face-to-face/online), WLC 424 and WLC 425 (the courses needed for the post-baccalaureate Single Subject Credential in World Languages). I also collaborated with the Cal Poly Scholars Program to develop the curriculum for a first-year experience course (UNIV 100). I have had extensive training in online teaching and curriculum development and I have reviewed online courses using the Quality Online Learning and Teaching (QOLT) rubrics. In the future, I will be working with the Office of Writing and Learning Initiatives to add a GWR designation to the WLC 370 course and support the expansion of the GWR across the curriculum. I can bring to this committee experience, enthusiasm, and representation of diverse faculty.
Sustainability 2022-2024

**College of Science and Math**
Budget and Long Range Planning 2022-2024

**Erik Sapper, Chemistry (7 years at Cal Poly) Tenure Track**

As I enter my seventh year at Cal Poly, I would like to expand my service contributions by serving in the Academic Senate. I am especially keen to participate in the Budget and Long-Range Planning committee. I would like to learn more about how university and college budgets are allotted and managed, and believe this would be a great way to learn more about university administration while also serving my colleagues and peers.

**Grants Review 2022-2024**

**Christine Hackman, Kinesiology & Public Health (7 years at Cal Poly) Tenured**

As I have participated in, and professionally benefited from internal grant mechanisms at Cal Poly (e.g., RSCA), I understand and appreciate the value of this type of funding. My goal as a member of this committee would be to promote opportunities for students and faculty to engage in quality, meaningful research. I would find it worthwhile to participate in the review of RSCA grant applications and to help improve upon or update existing committee processes. I would also find it important to make decisions about student delegates for the CSU Student Research Competition that will represent the best of Cal Poly.

**Alison Ventura, Kinesiolgy & Public Health (8 years at Cal Poly) Tenured**

I would like to support the college as part of the grants review committee because I have extensive experience in applying for and reviewing grants and supporting student and mentee proposal writing. My grantsmanship experience and success with securing internal and external funding position me to make meaningful contributions to this committee. I have also served as a grants reviewer for the National Dairy Council and National Institutes of Health and have thoroughly enjoyed these experiences. I would look forward to serving the college as part of the Grants Review Committee.

**Orfalea College of Business**
Budget and Long Range Planning 2022-2024

**DTA 2021-2023**

**Diversity 2022-2024**

**Faculty Affairs 2022-2024**

**Fairness 2021-2023**

**Joongmin Shin, Industrial Technology and Packaging (5 years at Cal Poly) Tenured**

I have severed as Fairness board from 2018. I will be happy to served for this committee continuously

**GEGB 2020-2023**

**Grants 2022-2024**

**Professional Consultative Services**
Curriculum Committee 2021-2023

**DTA 2021-2023**

**Fairness 2022-2024**

**Sustainability 2021-2023**
Statements of Interest Received for 2022-2023 University Committee Vacancies
(All appointments are for 1-year unless noted below)

Academic Assessment Council:
- CAED (2022-2025)
- CAFES (2022-2025)
- PCS (2021-2024)

Commencement Policy Committee
- CAED – (2022-2024)
- CAFES – (2021-2023)
- CENG – (2021-2023)

Disability Access and Inclusion Committee: Two vacancies (2022-2024 and 2022-2024)

Graduation Writing Requirement (GWR) Advisory Board: Three vacancies
- CAED (2022-2024)
- CLA (2022-2024)
- CSM (2022-2024)
- Shanju Zhang, Chemistry and Biochemistry (11 years at Cal Poly) Tenured
  I am a graduate coordinator and serve on the Grant Review Committee. I teach undergrad/graduate courses including lots of writings on the projects. I hope to get involved in the graduation writing committee to better help students.
- OCOB (2022-2024)
- PCS (2022-2024)

Intellectual Property Review Committee:
- CLA – (2022-2025)

Sustainability Advisory Committee: One vacancy (2022-2024)
- Seeta Sistla, Natural Resources and Environmental Sciences (3 years at Cal Poly) Tenure Track
  I am writing to express my interest in serving on the Sustainability Advisory Committee. I am currently an assistant professor in the Department of Natural Resources Management and Environmental Sciences. My scholarship focuses on characterizing how land systems respond to environmental changes using a coupled human-natural systems approach and projecting how these responses can feed back to affect larger-scale ecosystem processes, like carbon sequestration. I have applied this expertise through student mentoring, teaching, project-based learning, outreach to the public and policymakers, and successful grant writing. These experiences provide me with a suite of research advocacy skills to contribute to the Cal Poly community if I were to join the Sustainability Advisory Committee.

Since joining the Cal Poly faculty in Fall 2019 (after four years on the faculty of Hampshire College), I have been engaged in developing collaborative research projects with CAFES faculty and across the University, CSU and UC systems, and nationally that hinge on issues related to environmental sustainability. These activities include working on projects centered on arctic land feedbacks to climate change, land use management in California rangelands to increase soil carbon sequestration potential (including locally with SLO city officials), integrating solar energy production with agriculture, and documenting plastic pollution burden in agricultural systems. Coupling these projects
with my efforts to develop courses that integrate global change and sustainability into syllabi, co-developing a new Global Climate Change GE course, and participating in the CSU-wide Faculty Learning Community in Teaching Climate Change and Resilience has helped to connect me with other faculty, staff, and students working in these critical sustainability areas.

As a Sustainability Advisory Committee member, I am excited to contribute to meeting the University’s carbon neutrality and sustainability goals, including: increasing outreach on the synergies between utility-scale solar implementation and agriculture, collaborating with other faculty, students, and dining services to reduce the University’s food/food waste carbon and water footprint, growing the awareness of sustainability coursework and projects available to students across disciplines, and implementing meaningful sustainability efforts across the campus that link to city and county initiatives.

Anastasia Telesetsky, Natural Resources and Environmental Sciences (1.5 years at Cal Poly) Tenure Track
I am interested in seeing Cal Poly improve both "deep" sustainability as well as "optics" of sustainability. I have only been at Cal Poly for one and a half years and have been disappointed at how unsustainable many of the visible aspects of Cal Poly are ranging from the amount of commuting (some of this could be alleviated by class scheduling that might reduce the amount of commuting), equipment (numerous diesel machines used in CAFES), and consumables (too much plastic in campus dining affiliates). Cal Poly may have plans to improve on all of these points- but I was not able to access more information on sustainability planning that might change faculty and student perceptions of our campus. I want to work at a school that is striving towards sustainability and delivering on sustainability so that as a faculty member I feel like students have good models to follow in life outside of the academy.

Status of Women Committee:
CENG – (2021-2023)
CLA – (2022-2024)

Anuraj Dhillon, Communication Studies (4 years at Cal Poly) Tenure Track
I am interested in serving on Status of Women committee. Being a woman of color faculty at CalPoly, I want to utilize my experiential learning to help uplift the status of women faculty across the university. In the last two years, my research has specifically focused on how women in academia are navigating the balance between work/life and how institutions can better support women faculty to achieve this balance. I hope to utilize my research findings for arguing for or developing institutional policies that considers unique challenges faced by women faculty, specifically those with intersectional identities.

OCOB – (2022-2024)

University Union Advisory Board: One vacancy (2022-2023)
RESOLUTION TO ESTABLISH SEMESTER TERMS

WHEREAS, the California State University Chancellor’s Office has directed Cal Poly to convert from quarters to semesters beginning in fall 2026; and,

WHEREAS, a rationale given by the Chancellor’s Office for converting from quarters to semesters is to align Cal Poly’s academic calendar with the other campuses in the Cal State University System; and,

WHEREAS, the Collective Bargaining Agreement (CBA) states that “[t]he work year of an academic year employee shall not exceed one hundred eighty (180) workdays or days in lieu thereof. This provision shall not preclude the establishment of an academic year calendar equaling less than one hundred eighty (180) days. The campus academic calendar shall establish workdays of academic year employees” (20.4); and,

WHEREAS, Cal Poly’s Campus Administrative Policies (CAP) states that “[t]he typical academic year shall consist of 147 instructional days. From year-to-year a variation of plus or minus two days is permissible. There shall be a minimum of 170 academic workdays in the academic year. There shall be a maximum of 180 academic workdays in the academic year” (CAP 211.1); and

WHEREAS, 13 of the 23 California State University campuses offer a winter and/or May intersession period for student to maintain progress to degree; therefore be it

RESOLVED: that the Academic Senate approve the attached “Establishment of Semester Terms.”

Proposed by: Academic Senate Ad Hoc Semester Conversion Committee
Date: April 19, 2022
Academic Senate Ad Hoc Quarter to Semester Committee
Establishment of Semester Terms

Executive Summary

The university shall establish an academic calendar that includes:

• 16-week (instruction + finals) fall and spring semesters
• summer term that offers variable length sessions
• winter intersession period for instruction
• two 7.5-week modules in both the fall and spring semesters

The Academic Senate

• shall designate appropriate collaborative committees to establish additional guidelines regarding the winter intersession period and modules
• strongly recommends that winter intersession courses and summer sessions be offered through state-side support to ensure equitable access for all students

Part 1: Semester Term Lengths

Background

The quarter-to-semester conversion process requires the alteration of the academic term length at Cal Poly beginning in fall 2026. Academic terms are governed by existing policies regarding the number of instructional days during the academic year and the number of workdays required by faculty members during the academic year. According to the 2022-24 Collective Bargaining Agreement (CBA), “The work year of an academic year employee shall not exceed one hundred eighty (180) workdays or days in lieu thereof. This provision shall not preclude the establishment of an academic year calendar equaling less than one hundred eighty (180) days. The campus academic calendar shall establish workdays of academic year employees” (20.4). According to the Campus Administrative Policies (CAP), “The typical academic year shall consist of 147 instructional days. From year-to-year a variation of plus or minus two days is permissible. There shall be a minimum of 170 academic workdays in the academic year. There shall be a maximum of 180 academic workdays in the academic year” (CAP 211.1). Currently, the academic year is divided into three quarters (Fall, Winter, Spring). The summer session is not considered part of the academic year. Every year, the academic calendar proposals are reviewed by various stakeholders across campus, including department chairs and heads, deans, members of Student Affairs, the Academic Senate Instruction Committee, and the Academic Senate Executive Committee, and the President determines the academic calendar. Across the California State System, each campus establishes its own start and end date for academic terms, including the length of the final examination period (see Table 1).
Establishment of Semester Term Length
To comply with the Chancellor’s Office requirement that Cal Poly convert from quarters to semesters beginning in 2026, the university shall establish an academic calendar that includes a 16-week fall semester (15 weeks of instruction and a 1-week final examination period) and a 16-week spring semester (15 weeks of instruction and a 1-week final examination period). The total number of instructional days and total academic workdays shall follow the requirements of the CBA and CAP.

To increase student access to classes and maintain progress to degree, the summer term shall continue to offer variable length sessions. Because of calendar limitations, a sixteen-week term is not possible in the summer. The Academic Senate strongly recommends that the summer session be offered through state-side support to ensure equitable access for all students. The Academic Senate shall designate an appropriate committee (or committees) to collaborate with the Office of the Registrar and other campus stakeholders across the university to establish additional guidelines regarding summer session.

Part 2: Intersession Terms
Background
As part of the Graduate Initiative 2025 (GI 2025), the California State University has prioritized student access to classes, graduation rates, and student success. Cal Poly has consistently made progress toward the GI 2025 targets for 4- and 6-year First-Time Student and 2- and 4-year Transfer Student graduation rates and in eliminating graduate gaps (see Tables 2 and 3).

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To provide increased student access to classes and maintain student progress to degree, 13 of the 23 California State University campuses offer a winter and/or May intersession periods.

### Table 2: Cal Poly Graduation Rates 2018-2021

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>CSU ESTABLISHED 2025 TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Time Student 4-year</td>
<td>52.5%</td>
<td>57%</td>
<td>59.6%</td>
<td>60.7%</td>
<td>71%</td>
</tr>
<tr>
<td>First-Time Student 6-year</td>
<td>81.7%</td>
<td>82%</td>
<td>83.1%</td>
<td>85.2%</td>
<td>92%</td>
</tr>
<tr>
<td>Transfer Student 2-year</td>
<td>35.3%</td>
<td>36.1%</td>
<td>37%</td>
<td>37.4%</td>
<td>45%</td>
</tr>
<tr>
<td>Transfer Student 4-year</td>
<td>90.1%</td>
<td>85.1%</td>
<td>87.3%</td>
<td>84.8%</td>
<td>93%</td>
</tr>
</tbody>
</table>

### Table 3: Cal Poly Gap Data 2018-2021

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>CSU ESTABLISHED TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underrepresented Minority 6-year Gap</td>
<td>9.4%</td>
<td>7.9%</td>
<td>7.4%</td>
<td>5.6%</td>
<td>No Gap</td>
</tr>
<tr>
<td>Pell Grant Recipient 6-year Gap</td>
<td>7.7%</td>
<td>5.7%</td>
<td>6.4%</td>
<td>5.0%</td>
<td>No Gap</td>
</tr>
</tbody>
</table>

**Establishment of an Intersession Period**
To increase student access to classes, maintain student progress to degree, and facilitate Cal Poly’s progress toward the CSU’s GI 2025 targets, the university shall establish an academic calendar that includes a winter intersession period for instruction that maintains a reasonable alignment with the spring semester start and end dates of other campuses in the California State University system. Intersession courses shall follow the credit hour requirements established by the WASC Senior College and University Commission’s “Credit Hour Policy” and the Academic Senate “Resolution on Review of Courses with Condensed Time Schedules” (AS-838-17) (see Background Information).

The Academic Senate shall designate an appropriate committee (or committees) to collaborate with the Office of the Registrar and other campus stakeholders across the university to establish additional guidelines regarding the winter intersession period. The Academic Senate strongly recommends that winter intersession courses be offered through state-side support to ensure equitable access for all students.

**Part 3: Establishment of Modules**

**Background**
Several polytechnic universities on the semester system offer modules during within the semester terms to achieve their academic goals. Rochester Institute of Technology offers 7-week online sessions every semester (see [https://www.rit.edu/calendar](https://www.rit.edu/calendar)). Worcester Polytechnic Institute offers 7-week sessions across 5 different terms ([https://go2.wpi.edu/wpi-](https://go2.wpi.edu/wpi-))
online-term-start-dates). A prominent non-polytechnic university, Arizona State University, offers two 7.5-week sessions, both online and in-person, every semester (https://students.asu.edu/academic-calendar). As Cal Poly converts from quarters to semester, modules within the semester provide the opportunity to advance the university’s mission as a comprehensive polytechnic university.

Establishment of Modules within Semester Terms

The university shall establish an academic calendar that includes two 7.5-week modules in the fall semester and two 7.5-week modules in the spring semester. Courses offered through modules shall follow the credit hour requirements established by the WASC Senior College and University Commission’s “Credit Hour Policy” and the Academic Senate “Resolution on Review of Courses with Condensed Time Schedules” (AS-838-17) (see Background Information).

The Academic Senate shall designate an appropriate committee (or committees) to collaborate with the Office of the Registrar and other campus stakeholders across the university to establish additional guidelines regarding modules.
Part 4: Background Information

Credit Hour Policy

Academic credit has provided the basis to measure the amount of engaged learning time expected of a student enrolled in traditional classroom settings, laboratories, studios, internships, independent studies, and distance education programs. Credit hours are a commonly accepted means of measuring student engagement for multiple purposes, including the transfer of students from one institution to another and the award of financial aid. While this credit hour policy is intended to provide guidance to institutions and peer reviewers with expectations for compliance, the Commission is open to innovative ways to measure student learning and academic engagement.

Definition of Credit Hour

The Commission defines credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that

1. Approximates not less than:
   a. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
   b. At least an equivalent amount of work as required in paragraph 1.a. of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and

2. Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines and degree levels. Institutions have the flexibility to award a greater number of credits for courses that they can show require more student work.

Review of an Institution’s Credit Hour Policy and Procedures

Commission peer review teams will evaluate, as part of all seeking accreditation and comprehensive reviews for reaffirmation of accreditation, the extent to which institutions meet the Commission’s definition of a credit hour, by examining:
1. The adoption of a policy on credit hour for all courses and programs at the institution.
2. The processes the institution employs to review periodically the application of its policy on credit hour across the institution to assure that credit hour assignments are accurate, reliable, and consistently applied.
3. Any variations in the assignment of credit hours to assure that they conform to commonly accepted practices in higher education.

In implementing this policy, teams will use the Credit Hour and Program Length Form to review institutional documentation:

• The institution’s policy on credit hour including expectations at each degree level;
• An explanation of the institution’s process for periodic review of the application of this policy;
• Evidence of the implementation of institutional review processes to assure the reliability and accuracy of credit hour assignments in all courses and programs; for example, as part of program review, process for new course approval, or periodic audits; and
• Evidence that the institution’s assignment of credit hours conforms to commonly accepted practice in higher education, through sampling a variety of course syllabi based on degree level, academic discipline, delivery modes, and types of academic activities.

In addition, the substantive change committee process includes a review of credit hour assignments and validation of an institution’s credit hour policy. Additional protocols for implementation of this policy may be developed to assist institutions and teams in conducting reviews under this policy.

Approved by the Commission, November 2011
Revised, November 2020
WHEREAS, Courses are being re-packaged in new and interesting ways, including international studies classes, during time periods outside of the traditional ten-week quarter, or as summer experiences; and

WHEREAS, No Academic Senate Curriculum Committee review is currently required for these types of course offerings except for when the courses are originally proposed; and

WHEREAS, Coded Memorandum AA-2011-14 from the Chancellor’s Office defines a credit hour as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time”; and

WHEREAS, A one-unit course during a quarter translates to approximately 30 total hours of student work; and

WHEREAS, It may prove difficult to attain the approved Course Learning Objectives if students are expected to work more than 10 hours in any given day; therefore be it

RESOLVED: That any existing course or group of courses that in its new condensed format averages less than three days per unit must be approved by the appropriate College Curriculum Committee(s) and the Academic Senate Curriculum Committee at least 60 days before they are offered.

Proposed by: Academic Senate Curriculum Committee

Date: May 3, 2017
MEMORANDUM
Cal Poly | Office of the President

To: Dustin Stegner
Chair, Academic Senate

From: Jeffrey D. Armstrong
President

Date: July 17, 2017

Copies: K. Enz Finken
M. Pedersen
B. Tietje
C. Moore
C. Sunata
G. Bohr

Subject: Response to Academic Senate Resolution AS-838-17
Resolution on Review of Courses with Condensed Time Schedules

This memo acknowledges receipt of the above-entitled Academic Senate resolution. I understand from the resolve clause that resolution AS-838-17, as approved by the Academic Senate, only applies to existing courses that have not yet been offered in a condensed format, averaging less than three days per unit. I expect that the Academic Senate, Academic Programs and Planning, and the Office of the Registrar will work together to resolve any processual issues related to the proposed curricular review.
WHEREAS, Assembly Bill 928 (AB 928), the “Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee,” was signed into legislation in October 2021; and

WHEREAS, AB 928 requires a common lower-division General Education (GE) transfer pathway that will meet transfer requirements into both the California State University (CSU) and University of California (UC) systems; and

WHEREAS, AB 928 requires the establishment of the “Intersegmental Committee of Academic Senates” (ICAS) to develop the common GE pathway for transfer students by May 31, 2023; and

WHEREAS, For the Intersegmental General Education Transfer Curriculum (IGETC), the UC system seems to require 11 lower-division courses while the CSU requires 12 lower-division courses; and

WHEREAS, The CSU has announced that, following the completion of the common GE pathway for transfer students, systemwide GE policy will be changed to conform with the common GE pathway by summer 2024; and

WHEREAS, It is likely the ICAS will recommend an 11-course lower-division GE transfer pathway; and

WHEREAS, The current CSU GE policy requires that all students successfully complete the “Golden Four” (A1: Oral Communication, A2: Written Communication, A3: Critical Thinking, and B4: Quantitative Reasoning); and

Impact on Existing Policy: None

RESOLUTION ON AB 928 AND CSU GE GOLDEN FOUR
WHEREAS, It is the impression of many CSU faculty and Academic Senates that the Chancellor’s Office, based on the ICAS template, will consolidate some of the learning outcomes of the Golden Four; and

WHEREAS, In particular, CSU Oral Communication (Area A1) is suspected to be absorbed by some of the other courses in the Golden Four because the UC does not require a course in oral communication; and

WHEREAS, Other possible courses to be dropped from CSU GE are Area E: Lifelong Learning and Self-Development, which is outside of the Golden Four, and Area A3: Critical Thinking (even though critical thinking is part of the UC IGETC pathway) (UC transfer IGETC advice); and

WHEREAS, Courses in these areas are important to student learning because they provide students with employable skills, teach them how to advocate for social justice, function as an equalizer for students from all backgrounds and experiences, and help to prepare students to respond to misinformation; and

WHEREAS, Both oral communication and critical thinking are core competencies for WASC Senior College and University Commission (WSCUC), the CSU and UC accrediting agency (WSCUC Core Competencies); and

WHEREAS, The remaining two courses in the Golden Four are already full of content in order to satisfy their learning objectives and cannot absorb the A1: Oral Communication or the A3: Critical Thinking learning objectives in an educationally effective manner; and

WHEREAS, The Academic Senate notes that it is misleading to say that the UC requires 11 lower-division courses for IGETC because very few UC campuses actually require 11 lower-division courses for transfers; and

WHEREAS, Complying with AB 928 by dropping one or two courses from the CSU IGETC list will not and can not secure a common transfer pathway for transfer students as long as IGETC decisions can be made not just at a UC campus level, but at a UC college level, let alone consideration of the UC “Basic Requirements”; therefore be it

RESOLVED, The disciplines in the CSU Golden Four represent essential, foundational learning not only for the GE curriculum, but for every major curriculum as well; and be it

RESOLVED, That in light of the decades-long educational value the CSU has many times confirmed, courses in oral communication, lifelong learning, and
Critical thinking should be upheld, and the Golden Four disciplines should be retained as distinct areas within CSU GE and IGETC; and be it RESOLVED: That this resolution be forwarded to the Office of the Chancellor, all CSU Academic Senate Chairs, and the Academic Senate Statewide Executive Committee.

Proposed by: General Education Governance Board
Date: March 18, 2022

1 (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards. (2) Indicate if this resolution supersedes or rescinds current resolutions. (3) If there is no impact on existing policy, please indicate NONE.
WHEREAS, applied computing is an inherently multidisciplinary endeavor, transcending the confines of a single department; and

WHEREAS, “applied computing” shall be defined as the broad range of fields that contribute to the meaningful advancement and application of computing technology, including the design, operation, and implementation of computational technology, regardless of discipline; and

WHEREAS, the creation of a distinct academic unit supporting applied computing provides unique opportunities for coordinated growth, interdisciplinary research and education, and a stronger sense of identity for computing students and faculty; and

WHEREAS, the College of Engineering (CENG) has identified an endowment for creating a collaborative, academic unit residing within CENG called the School of Applied Computing; and

WHEREAS, the founding Departments of the School of Applied Computing are the Computer Engineering, Computer Science and Software Engineering, and Electrical Engineering departments; and

WHEREAS, the mission, vision, and structure of the School of Applied Computing are provided in the attachment to this resolution; and

WHEREAS, the creation of the School of Applied Computing in mission, vision, structure, and name has been overwhelmingly approved and endorsed by the Computer Engineering, Computer Science and Software Engineering, and Electrical Engineering Department faculty, Chairs, and the Dean of the College of Engineering; therefore be it
RESOLVED: the mission, vision, and structure of the School of Applied Computing contained in the attachment to this resolution be adopted, and be it further

RESOLVED: that the Academic Senate of California Polytechnic State University, San Luis Obispo approve the creation of the School of Applied Computing.

Proposed by: School of Applied Computing Steering Committee
Date: April 19, 2022
A Proposal for a Cal Poly
School of Applied Computing

Ben Hawkins
Electrical Engineering

John Oliver
Computer Engineering

Zachary Peterson
Computer Science and Software Engineering

School of Applied Computing Steering Committee

Overview
We propose the creation of a new academic unit, endowed within the College of Engineering (CENG) and called the School of Applied Computing (SoAC), to advance the broad field of computing and its applications at Cal Poly. The School will be founded by three departments within CENG—Computer Engineering (CPE), Computer Science and Software Engineering (CSSE), and Electrical Engineering (EE)—representing the core disciplines in Applied Computing from information processing to cyberphysical systems. Overseen by a Director and a Council of stakeholders, the SoAC will fund research and curriculum development projects, support advanced applied computing infrastructure, sponsor multidisciplinary and interdepartmental events, and represent Applied Computing disciplines across Cal Poly to the world. These founding departments have a history of interconnected curriculum and a collective expertise in applied computing. Facilitated by the SoAC, they will work together jointly with faculty and students from across the University in Learn by Doing experiences focused on computing and its myriad applications. The School will represent over 2200 students, a population more than 20% larger than the College of Architecture and Environmental Design (CAED), and its creation will allow Cal Poly to better serve its educational mission by providing new Learn by Doing opportunities for all students, support the professional and personal development of its staff and faculty, and advance the field of applied computing through research and scholarship.

The specific benefits of the creation of the School of Applied Computing are manifold and will enrich the entire University, including:

- Advancing educational opportunities in applied computing in multiple departments and colleges
- Developing opportunities (via funding and infrastructure) for scholarship in applied computing

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1 Committee Chair
2 As defined by Academic Programs and Planning in:
   https://academicprograms.calpoly.edu/content/reorganization-academic-programs-and-academic-units-an
d-suspension-programs#:~:text=Academic%20unit%3A%20A%20department%2C%20school%20home%20f
or%20an%20academic%20program
3 The term “scholarship” refers to academic and applied research, as well as pedagogical research and curricular development, and industry engagement. It is exclusive of currently existing coursework and curricula.

Last Revised: 11 April 2022
• Providing cohesive visibility and a distinct reputation for Cal Poly nationwide in applied computing

Rationale & Benefits
In recent years, computing has grown into a broad discipline that no longer neatly fits within a single department, nor the colleges in which those departments reside. Computing and its associated disciplines are integral to almost every area of science and engineering, and whose value is universal throughout a University. As such, many universities have considered and implemented independent academic structures (i.e., a “college” or “school” of computing), consisting of students and faculty to support the advancement of the computing disciplines and provide new opportunities for multidisciplinary research and education. Examples include the MIT Schwarzman College of Computing, the Carnegie Mellon School of Computer Science, the Paul G. Allen School of Computer Science at the University of Washington, and the School of Computing and Design at CSU Monterey Bay.

When considering a similar academic unit at Cal Poly, it is important that we reflect upon the distinct Cal Poly mission⁴, and the strengths that differentiate our University: a primary focus on undergraduate education, our Learn by Doing pedagogical approach, and the applied nature of our scholarly pursuits. As such, we envision the creation of a School of Applied Computing (SoAC). In contrast to the schools of “Computing” and “Computer Science” being established at other institutions, such as those listed above, the Cal Poly SoAC will be a unique entity that will nurture, unite, and amplify interests and capabilities in applied computing scholarship and will elevate our pedagogy in applied computing through our successful “Learn By Doing” philosophy.

The creation of a School of Applied Computing has the potential to provide Cal Poly myriad opportunities and benefits, including:

**Enhanced Opportunities for Multidisciplinary Research.** Our opportunity to establish the SoAC as an endowed school presents an impactful set of opportunities to immediately benefit Cal Poly faculty and students engaged in the broad field of applied computing scholarship. It is anticipated that the School will offer funding opportunities for academic year and summer research projects for faculty and students in the School as well as those collaborating on applied computing projects across the University.

The SoAC will serve as an amplifier of existing applied computing research projects, forging cross-campus connections, and seeding the next generation of research ideas. As such, the School will create a nexus on campus for applied computing expertise, which eases collaboration between the School’s faculty, and better positions the University to respond to and support research projects spanning the University’s Departments and Colleges, driving Cal Poly’s applied computing activities forward.

⁴ Defined here: [https://academicprograms.calpoly.edu/cal-poly-mission-statement](https://academicprograms.calpoly.edu/cal-poly-mission-statement)
Examples of multidisciplinary projects that could benefit from the SoAC:

- High performance computing systems and its applications
- Computer simulations for a wide array of application spaces (e.g. modeling, design, and optimization problems in circuits, electronics, and power systems; signals, systems, and controls; and networking and communications systems).
- Research and applications in computer entertainment, graphics, and visualization including augmented and artificial reality.
- Applications of artificial intelligence and machine learning (e.g. computer vision, distributed sensors, robotics, and autonomous systems).
- Research and development of ASIC/SOC systems and next-generation IC devices.
- Internet of Things (IoT) applications (e.g. medical devices, cloud computing, low-power devices).
- Quantum computing including simulation of quantum computers, quantum algorithms, and quantum programming languages.
- Computer security, including intersections with privacy and ethics.

**Brand, Identity, and Collaboration.** Applied computing crosses boundaries and disciplines, and an SoAC can provide a shared identity and belonging for students, staff, and faculty engaged in applied computing education and research activities, creating a cohesive community and coherent “brand.” A clear identity further helps with establishing a distinct nationwide reputation, which can attract the most talented students and faculty to the School. Enhanced faculty recruiting will be a clear benefit in an increasingly competitive talent market. Industry engagement with the School will enable multiple paths for career planning and job opportunities, creating options for each student to find their best vocational fit.

The SoAC will provide a platform for fundraising, attracting and supporting sponsored projects, and creating new opportunities for professional development. Supporting more targeted advancement efforts may lead to enhanced fundraising for applied computing.

The SoAC will also facilitate new opportunities for collaborations and social interactions between the member Departments. Examples include a regular speaker series where affiliated faculty share their current research and interests, “speed dating” events where faculty find new possibilities for collaborative projects, or other social gatherings and celebrations to promote friendship, good will, and camaraderie.

**Enhanced Educational Opportunities.** The founding departments in the SoAC will be the Computer Engineering (CPE), Computer Science and Software Engineering (CSSE), and Electrical Engineering (EE) Departments. These three departments have a long history of interconnected curriculum and student/faculty experience around applied computing. Many faculty and instructional staff share joint appointments, facilities are shared, and there is a significant amount of student interest in courses and degree
Coordinated curricular efforts could also ameliorate challenges associated with rapidly expanding enrollment. For example, by better management of curricular offerings, and by expanding the variety of courses and educational programs that meet program learning objectives, students can move more swiftly toward completing their educational goals. These actions and more—such as minors and concentrations in applied computing disciplines—provide clear benefits to students and faculty, but present challenges to coordinate without an organizing body and unified voice.

While impractical and unwise to enact all at once, these potential benefits, timed with an opportunity for endowment, makes the creation of the SoAC an extremely promising and felicitous opportunity for Cal Poly, as a whole.

Process to Establish the School of Applied Computing

Establishing a School of Applied Computing has been an on-going, consultative process that has consisted of a variety of reporting and feedback methods including surveys, listening sessions, one-on-one and departmental meetings, and consultation with all members of the three founding departments (Computer Engineering, Computer Science and Software Engineering, and Electrical Engineering), their respective Chairs, the Dean of the College of Engineering, the Engineering Dean’s College Council, Engineering faculty/staff at the college-wide meeting, and the Provost-College Deans meetings. Additionally, Dean Fleischer has consulted with and received support from the Provost throughout the process as well as the other academic Deans.

While the idea for a School or College of Computing at Cal Poly (in some form) has existed for years prior to this proposal, the initial steps towards the School of Applied Computing as envisioned here were made in early January 2022 when the Dean of the College of Engineering approached the College Council and founding member Departments with the news of an identified donor and potential endowment for the School. Shortly thereafter, this Steering Committee was formed and tasked with creating a mission, vision, and initial structure for the School.

As a first step toward that goal, the Steering Committee conducted surveys of the member Departments to solicit a set of guiding principles and potential activities. The result is a range of
ideas, values, and intentions for the School. An initial definition of “applied computing,” mission and vision statements, along with this proposal were drafted and shared with constituent faculty. Iterative rounds of consultation were made through Winter Quarter, including a joint listening session held in February (virtually) and two in March (in-person). The Steering Committee also made regular reports to the Departments and Chairs throughout Winter Quarter by email and visits to departmental meetings. The Chair of the Steering Committee met weekly with the Dean of the College of Engineering during this same time to both report on the Committee's progress and coordinate on strategy and messaging outside of the College.

A vote on the commitment to support the School of Applied Computing as outlined in this proposal was made by the three founding member Departments in the first week of April 2022. The results were overwhelmingly in favor, with a final tally of 54 in support, and one against.

As we move toward an anticipated resolution by the Academic Senate in Spring 2022, the consultative process will continue particularly with those outside the School and College. Indeed, evolving the mission, vision, and structure to meet the broader Cal Poly community’s applied computing needs is a core tenet of the School.

Definition, Mission and Vision

Through its consultative and iterative process, the Steering Committee formulated a definition of applied computing, and the initial mission and vision statement for the School, as follows:

**Applied Computing.** We define “Applied Computing” in the broadest possible sense, encompassing the broad range of fields—from information processing to cyberphysical systems—that contribute to the meaningful advancement and application of computing technology. This includes the design, operation, and implementation of computational technology, regardless of discipline.

**Mission.** The School of Applied Computing’s mission is to positively transform the application of computing at Cal Poly and beyond. This will be achieved through the continuous and collaborative development of a modern and interdisciplinary curriculum and innovative research initiatives that reflect the values of equity, ethics, and excellence. The School of Applied Computing fosters a collaborative and inclusive community of faculty, staff, and students working together to make a positive, real-world impact and lead the University in its applied computing endeavors.

**Vision.** We envision the School of Applied Computing becoming a recognized and enduring entity of high quality education and research in the broad disciplines of Applied Computing. We will be a leading and inclusive School that supports a diverse community of faculty, staff, and students, working together to advance the discipline of Computing.

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5 Summaries of the data collected are available at: https://drive.google.com/drive/folders/1cjiNg3h2GobG1haqOmhwhK8WWVNXCPt?usp=sharing
and its applications, and ensuring their long term professional success and personal growth. We strive to provide all students with the best possible applied computing education, achieved through a modern, equitable, and inclusive curriculum, access to state-of-the-art computing facilities, and through multidisciplinary projects and faculty research, that, in combination, will contribute to their intellectual growth and a conscientious approach to computing.

Structure of the School of Applied Computing
The creation of the SoAC will yield a net gain in resources and opportunities for the member Departments, the College of Engineering, and the University. The following describes the structure of the SoAC in its initial incarnation.

It is important to note, however, that while the creation of the School of Applied Computing will have significant formative impact on Cal Poly, nearly all aspects of the existing Departmental autonomy and College structure will remain unchanged. These include the retention, promotion, and tenure (RPT) process, hiring of faculty and lecturers, curricular control, and accreditation.

Director
The SoAC will be led by the Director of the SoAC. The Director is responsible for executing the mission and vision of the SoAC, including evolving the mission and vision of the SoAC as necessary. Other responsibilities include, but not limited to:

- Develop and solely administer the School of Applied Computing budget, including allocation and disbursement of grant and scholarship funds, purchased infrastructure, renovations, and the like.
- Consult with the SoAC Council and member Department Chairs to coordinate funding efforts, including balancing teaching capacity/release time, scholarships, and startup packages.
- Identify new funding mechanisms and establish policies and procedures for funding applications, including overseeing the process and criteria for accepting and evaluating grant proposals and scholarships.
- Define needs for future philanthropic support in partnership with the member Department Chairs and work with the College of Engineering development team to create a plan to address these needs.
- Assist member Departments to expand their computing capacity through new infrastructure, staffing, and industry/government partnerships.
- Manage staff employed by the SoAC.
- Solicit counsel from industry partners through, for example, the formation of an SoAC Industry Advisory Board.

This list is meant to be exemplary, and not exhaustive. As the School evolves and grows, additional or alternative responsibilities for the Director should be considered.
The Director position is envisioned as an MPP-level employee with a renewable five-year term with all expenses compensated through the SoAC endowment. It is expected that the Director will have faculty leadership experience and will have retreat rights to a member Department. The Director serves at the pleasure of the Dean of Engineering, may be recalled by the SoAC Council in consultation with the Dean, and is evaluated on a yearly basis.

The SoAC member Department Chairs will continue to report directly to the Dean of the College of Engineering but are envisioned to additionally have a “dotted line” reporting structure to the SoAC Director. The Dean of the College of Engineering will continue to work with the Chairs on all typical Department governance issues. The member Department Chairs will remain full members of the College Council, directly representing their Department’s needs and interests in College-level strategic initiatives. Additionally, the member Department Chairs will report with a “dotted line” to the SoAC Director only on common priorities for all member Departments, which may include topics such as prioritization and disbursement of endowment funds, scholarship awards, joint development opportunities, management of shared space, developing “zoned admissions” or other common academic experiences, planning a joint SoAC “Open House,” and similar activities.

Any SoAC Director will be nominated and hired through a search conducted by the SoAC Council. However, if determined advantageous, an Interim Director of the SoAC could be identified by application or by nomination from the faculty of the member Departments and appointed by the Dean of the College of Engineering.

School of Applied Computing Council
The School’s mission and vision will be executed by the Director, with support and advice from the School of Applied Computing Council. The initial SoAC Council shall consist of:

- Two faculty representatives from each member Department, nominated and appointed by and representing their respective Departments.
- One representative from the College of Engineering Dean’s Office.
- Two affiliate faculty members, initially selected by the Director of the SoAC.
- Students from the member or affiliate Departments, the number, nomination process, and responsibilities of which will be determined at a later time.

Alternative Council membership and structure should be considered to meet the evolving needs of the School. For example, as the School, and its affiliate membership grows, the number of external representatives may also grow, and their selection process may change.

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6 Here, “dotted line” refers to an informal, but no less important, reporting relationship, allowing Chairs and the Director joint accountability for decisions made by and for the SoAC.
7 The inclusion of a diverse set of student voices on the SoAC Council is extremely important to our students’ experience and belonging within the School. However, we also believe the implementation of the process for nomination, eligibility requirements, term limits, and other procedural issues related to student participation on the SoAC Council to be beyond the scope of this proposal, and instead should be left to the SoAC Director and the other members of the SoAC Council.
The SoAC Council shall have responsibilities that primarily include:
- Conducting the search and nomination of the Director of the SoAC.
- Establishing and maintaining the bylaws of the School of Applied Computing.
- Providing support and consultation for the Director of the SoAC in developing and implementing activities consistent with its stated mission and equally representing member departments.
- Reviewing and revising the mission and vision of the SoAC on a five year cycle.

We expect many of the details relating to specific organizational structure and governance of the School of Applied Computing to be codified by the Director, in consultation with the SoAC Council.

**Additional Staff**
The budget will also include limited funding for a full-time administrator, who will be given duties that align with the mission of the School, and may support collaborative administrative needs and event coordination within the member Departments as appropriate. Such tasks may also include assistance with purchasing, budgeting, and grant administration.

**Founding and Member Departments**
At the time of creation, the School of Applied Computing will have three founding departments: Computer Engineering, Computer Science and Software Engineering, and Electrical Engineering. In the future, it may be possible that additional departments may apply to join the founding departments to become member departments of the SoAC. The mechanism for member application and evaluation will be determined by the SoAC Director and Council.

Member departments of the SoAC will have a strong influence over the directions and practices of the SoAC. In exchange, member departments are expected to provide service to the SoAC. For example, each member Department will have two faculty members serve on the SoAC Council. Other service requirements will be negotiated between the Director of the SoAC and the respective department chairs.

**Affiliates**
Any individual Cal Poly faculty member or programs may become affiliated with the SoAC. Affiliates will be kept aware of the activities of the SoAC and be offered opportunities to participate with the SoAC. Growing a vibrant and diverse list of affiliate faculty is a key goal of the SoAC. As an example, including the Liberal Arts and Engineering Studies as an affiliate program highlights the interdisciplinary and inclusive mission of the School. Benefits of affiliation may include:
- Help contribute and define the SoAC.
- Inclusion on internal SoAC-wide communications and events.
- Invitation to review faculty grant proposals.
- Invitation to participate in scholarship award processes.
Budget and Activities
The budget of the SoAC will be under the sole oversight of the Director, who will control both the initiatives and allocation of funds from the proceeds of the endowment. Endowment funds will be broadly used in support of the SoAC, but are not intended to be used to support tenure-track faculty lines. Sample opportunities for support include:

- Start-up packages for faculty recruiting.
- Establishing or renewing laboratories and equipment.
- Release time for faculty mentoring student research.
- Release time for new academic program development.
- Faculty and student stipends for summer research.
- Undergraduate student scholarships.
- Graduate student and post-doctoral scholar stipends.
- Sponsoring computing related events, including speaker series, colloquia, and social events.
- Director and administrative position support.

Space
Initial space requirements for the creation of the SoAC are minimal. The founding Departments have existing office, teaching, and lab space, which will remain unaffected by the creation of the School. An office for the Director and their staff will be provided by the College of Engineering. As the School grows, in size and in mandate, the School, in coordination with the College of Engineering and the University, will leverage the founding of the school to obtain funds to create space to support burgeoning initiatives.
WHEREAS, Cal Poly has many official statements via consultative shared governance processes and approved of by the President that should guide the actions of individuals and campus units such as the Mission Statement, Mustang Way; and

WHEREAS, some past controversies where there has been disagreement between students, faculty, staff, auxiliaries, and the administration, such as investments in companies that are not carbon neutral, Chick-Fil-A™, and the like have either not been resolved or have been resolved in ways that may not appear ethically consistent with other campus decisions; and

WHEREAS, one-off approaches are not adequate; and

WHEREAS, to move forward with the confidence comes only from a principled consistency between our values and our actions; and

WHEREAS, there may be a set of ethical values we can distill from past senate and ASI resolutions supported by the President as well as public statements about values commitments from the President’s office; therefore be it

RESOLVED, that the Academic Senate understands that these ethical questions are important; and be it further

RESOLVED, that an Ad Hoc Cal Poly Values Committee be created to study ethical principles related to financial, investment, funding, and other decisions and that the committee consist of:

- A Chair to be appointed by the Chair of the Academic Senate
- A faculty member with robust publication record in ethics and/or who has an established track record of consulting with industry on ethical issues
• one representative from each of the Executive, Diversity, Faculty Affairs, Instruction, Sustainability, RSCA, and Budget and Long-Range Planning Committees
• one representative from each Student Affairs, Academic Affairs, AFD, the President’s Office
• one representative from each the Cal Poly Corporation and Foundation
• three Student representatives, appointed by ASI; and be it further

RESOLVED, that if the committee is to meet over the Summer, the Academic Senate request the President provide a stipend of $1000-2000 for the estimated 10-20 hours of work for each faculty and student committee member; and be it further

RESOLVED, that the Ad Hoc Cal Poly Values Committee generate a report with a set of recommendations for the President, ASI, and the Academic Senate, that the report should include but not be limited to:
• considering a standing ethics committee
• suggesting a process for review of ethical questions that came up during the previous academic year and considering questions that will likely come up in the near-term
• developing a process and guidelines for handling ethical issues
• a proposal for revising these recommendation as needed and that this Ad Hoc Committee propose a resolution on the matter to the Academic Senate Executive Committee by September 2022
• A list of areas where principled disagreement may still be the best we can do at this time.

Proposed by: Budget and Long Range Planning Committee
Date: April 19, 2022