



AGENDA

1. **Call to Order** [Greenwood]

2. **Approval of Minutes** [Greenwood]
 - 2.1. Executive Committee Meeting Minutes from March 3, 2026 pp. 2-6

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

4. **Written Reports**
 - 4.1. **Academic Senate Chair** [Greenwood]
 - 4.2. **President’s Office** [Haft] pp. 7-8
 - 4.3. **Provost** [Liddicoat] p. 9
 - 4.4. **Statewide Senate** [Frame, Rein, & Stegner; Inoue & Senk] pp. 10-11
 - 4.5. **CFA SLO & Solano** [Kawamura, Sinha] pp. 12-13
 - 4.6. **ASI** [Cabeliza, Engel] p. 14

5. **Discussion Items**
 - 5.1. **Academic Senate and Executive Committee Semester Meeting Schedule for AY 2026-2027**
[Greenwood]
 - 5.2. **Academic Senate WTU Request for AY 2026-2027** [Greenwood]
 - 5.3. **Letters of Support for AB 2693 (CSU Doctoral Degrees)** [Greenwood]
 - 5.4. **Academic Senate Anniversary** [Greenwood]

6. **Business Items**
 - 6.1. **Approval of New Program Proposals via Consent Agenda** [Jerusha Greenwood & Andrew Morris,
Executive Director of Academic Programs and Planning]
 - 6.2. **Appointment of Seamus Jones (MATE) as CENG Representative to the Academic Senate (AY
2026-2028)**
 - 6.3. **Faculty Appointments to Academic Senate Committees** pp. 15-36
 - 6.4. **Solano Representative to the Campus Fee Advisory Committee** pp. 37-38
 - 6.5. **Resolution on Course Syllabi** [Kris Jankovitz, Instruction Committee Chair] pp. 39-40
 - 6.6. **Resolution on Office Hours** [Kenneth Brown, Faculty Affairs Committee Chair] pp. 41-64

7. **Adjournment** [Greenwood]



ATTENDEES

Executive Committee Members

Benjamin Alexander OCOB Caucus Chair; **Marc Cabeliza** ASI President; **Alyson Engel** ASI Board of Directors Chair; **Samuel Frame** Vice Chair & CSU Statewide Senator; ~~Jerusha Greenwood~~ Academic Senate Chair; **Thomas Gutierrez** Immediate Past Senate Chair; **Kara Hitchcock** PCS Caucus Chair; **Sean Hurley** CAFES Caucus Chair; ~~Taiyo Inoue~~ CSU Statewide Senator; **Lisa Kawamura** CFA-SLO Chapter President; **Al Liddicoat** Provost and Executive Vice President; ~~Elizabeth McNie~~ Solano Campus Representative; **Steffen Peuker** CENG Caucus Chair; ~~Steve Rein~~ CSU Statewide Senator; **Andrew Schaffner** BCSM Caucus Chair; ~~Sarah Senk~~ CSU Statewide Senator; **Dustin Stegner** CSU Statewide Senator; **Ava Wright** CLA Caucus Chair

Vacant: CAED Caucus Chair

Guests

Simone Aloisio; Philip Costanzo; PJ Crocker; Rachel Fernflores; Daniel Grassian; Kris Jankovitz; Cheryl May; Jorge E. Moraga; Teshia Roby; Zora Sowinska; Shannon Sullivan-Danser

MINUTES

1. **Call to Order:** Samuel Frame, Academic Senate Vice Chair, called the meeting to order at 3:10 p.m.
2. **Approval of Minutes:**
 - 2.1. The Executive Committee Meeting Minutes from February 17, 2026, were approved.
3. **Communications and Announcements:** Samuel Frame, Academic Senate Vice Chair, shared announcements from Jerusha Greenwood, Academic Senate Chair, including a potential opportunity for Executive Committee members to travel to the Solano campus on April 2nd and 3rd. Furthermore, officer nominations for the Academic Senate AY 2026-2027 close on Friday, March 6, and the Senate requests that all reports for the Executive Committee and Academic Senate be written during the spring quarter.
4. **Reports**



- 4.1. Academic Senate Chair:** Samuel Frame, Academic Senate Vice Chair, reported for Jerusha Greenwood, Academic Senate Chair, that Jeffrey Armstrong, President, did not approve or accept AS-1000-26, the Resolution on UFPP 12.2 Office Hours, and questions surrounding this matter should be directed to Chair Greenwood.
- 4.2. President's Office:** None.
- 4.3. Provost:** None.
- 4.4. Statewide Senate:** Dustin Stegner (ENGL), SLO Statewide Senator, reported that the Chancellor's General Education Advisory Committee (GEAC) recently met and discussed proposed changes to Title V, including two 90-unit bachelor's degrees and residency requirements related to CSU Fully Online. The Board of Trustees will meet and address the latter issue in the following week.
- 4.5. CFA SLO & Solano:** Lisa Kawamura, CFA SLO President, reported updates from a recent all-chapter meeting. She encouraged Executive Committee members to review CFA's bargaining proposals, including 14 different articles pushed to management which are currently awaiting responses from the Chancellor's office. President Kawamura also noted faculty concern about unequal spending distribution regarding newly distributed information about higher administration salaries, which poses a stark contrast to the lack of Teamsters members' raises. Faculty may register to attend virtually and provide a one-minute statement at the upcoming Board of Trustees meeting on Tuesday, March 10th.
- 4.6. ASI:** Alyson Engel, ASI Board of Directors Chair, reported that the final winter quarter Board of Directors meeting takes place on Wednesday, March 4, and will include reviewing and voting for a new resolution that encourages the City of San Luis Obispo to adopt a rental registry program which collects data to streamline housing costs and protect students renters. George Hughes, Cal Poly Chief of Police, may also attend the meeting to provide a brief overview of Cal Poly's Flock cameras' purview. She mentioned that Marc Cabeliza, ASI President, has been meeting with various on-campus and administrative organizations to explore possibilities for future grocery shuttle funding, such as the Student Success Fee and the Cal Poly Opportunity Fee.

5. Discussion Items

- 5.1. CAP 211 Draft Policy:** Cheryl May and Rachel Fernflores introduced this discussion item, which included a presentation of the work completed by the CAP 211 (Academic Calendar) Task Force, which was charged with revising this policy for the semester



calendar. The original plan was to update the CAP 211 policy for a December 2025 CAP Committee review and approval; however, this meeting will take place on March 12, and the committee will post the new policy, leaving it open for comment for 30 days before requesting the provost's and president's approval. The Task Force also completed a SWOT analysis of the current CAP 211 policy, clarified definitions, and discussed calendar considerations. Rachel Fernflores reported Task Force membership and shared a summary of recommendations, which included a proposal that community school districts adapt to the Cal Poly calendar instead of the other way around, and publishing four years of approved calendars and two years of tentatively approved calendars for campus. The proposed schedule for this would bring Cal Poly to a status quo approving cycle by the 2029-2030 Academic Year and allow for improved future planning. The strengths identified in the SWOT analysis are as follows: facilities and infrastructure, shared governance, defined instructional parameters, and long-term planning expectations. The weaknesses include ambiguous definitions, inconsistent implementation, misalignment with financial aid and accreditation requirements, and lack of clarity around non-negotiable constraints. The Task Force found opportunities in modernizing policy language, clarifying roles and processes, enabling approval of multiple calendars at once, and explicitly supporting mechanisms for future institutional changes. Finally, multiple threats were identified: uncertainty around year-round operations, Maritime Academy licensing requirements, staff workload impacts, reduced maintenance windows, housing and equity concerns, and regulatory compliance risks. Steffen Peuker, CENG Caucus Chair, posed a follow-up question about whether or not the catalog cycle would be affected by the calendar. Fernflores clarified that the catalog cycle would remain unaffected by these drafts. Thomas Gutierrez, Immediate Past Senate Chair, thanked Fernflores and May for their work and wondered if CAP 211 policy includes guidelines about the granularity surrounding instructional days and final exam periods. Al Liddicoat, Provost, mentioned that his office has been working on an adjacent pay calendar and that instructional days typically include final exams. He explored the workday perspective, the collective bargaining agreement, and past calendar considerations. Gutierrez also noted the difference between the HR-level workday for instructional days and the curricular-level workday for instructional days, and the importance of noting the tension between them in these considerations. Provost Liddicoat mentioned that if the number of workdays were reduced, the pay per day would increase to accommodate this change. Lisa Kawamura, CFA SLO President,



expressed concern about pay being docked and requested assurance that this issue would be avoided in future calendars. Provost Liddicoat brought up the possibility of using the fall conference week for departmental retreats and other potential strategies to avoid creating extra unpaid days. Kawamura shared further doubt and requested more reassurance via a formal guarantee to reach the minimum. Provost Liddicoat mentioned that CFA and the provost's office could have a formal meeting to discuss these concerns further. Fernflores noted that this presentation served as an alert to the creation of this draft and its upcoming posting but necessitates no further action from the Executive Committee.

6. Business Items

- 6.1. Appointment of Andy Pollin as CAED part-time employee representative to the Academic Senate for AY 2026-2027: M/S/P to approve Andy Pollin as CAED part-time employee representative to the Academic Senate for AY 2026-2027.
- 6.2. Appointment of Faculty Legislative Liaison: M/S/P to approve Steve Rein (BCSM) as Faculty Legislative Liaison. After the meeting, his term was confirmed to be from October 15, 2026, through October 14, 2028.
- 6.3. **Resolution on Changes in Academic Senate Grants Review Committee Membership:** Philip Costanzo, Grants Review Committee Chair, introduced a resolution which would supersede resolutions AS-671-08 and AS-794-15 in order to address the significant increase in workload due to higher numbers of submissions to the RSCA funding mechanism and CSU Student Research Competition. M/S/P to agendize the Resolution on Changes in Academic Senate Grants Review Committee Membership.
- 6.4. **Resolution to Establish Cal Poly's San Luis Obispo and Maritime Academy Principles of Community:** Jorge Moraga, Diversity Committee Chair, introduced a resolution which would establish Cal Poly SLO and Cal Poly Maritime's Academy Principles of Community and urge stakeholders to publicize and promote these principles across campus. M/S/P to agendize the Resolution to Establish Cal Poly's San Luis Obispo and Maritime Academy Principles of Community.
- 6.5. **Resolution on Final Assessments/Exam Scheduling Overload:** Kris Jankovitz, Instruction Committee Chair, introduced a resolution which would update AS-768-13 for semester conversion and provide a process for students to request rescheduling of an assessment during final exam week. M/S/P to agendize the Resolution on Final Assessments/Exam Scheduling Overload.



- 6.6. Resolution on Scheduling of Online Assessments:** Kris Jankovitz, Instruction Committee Chair, introduced a resolution which would revise various provisions and guidelines in AS-939-22 in preparation for semesters. M/S/P to agendize the Resolution on Scheduling of Online Assessments.
- 6.7. Resolution on Calling for the Updating of the University’s Strategic Plan:** Sean Hurley, Budget and Long-Range Planning Committee Chair, introduced a resolution which calls for the strategic planning process to considers Cal Maritime’s (pre-integration) strategic priorities and Cal Poly Maritime Academy’s faculty members’ input, in addition to including more specific deadlines, relative prioritization of strategic priorities, and accountability goals and metrics. M/S/P to agendize the Resolution on Calling for the Updating of the University’s Strategic Plan.
- 7. Adjournment:** Samuel Frame, Academic Senate Vice Chair, adjourned the meeting at 5:10 p.m.

Minutes submitted by

Zora Sowinska

2026.04.07 Academic Senate Executive Committee Update from the Office of the President

Calendar Update

Thank you to the CAP 211 committee for their extensive work to update the process for developing our academic calendar. The calendar is a foundational document that shapes nearly every aspect of campus life, from instructional days to breaks and holidays.

I appreciate their work to develop a process that is inclusive of multiple needs while allowing us to plan further in advance. The Registrar's Office recently shared the proposed academic calendar for AY 2028-29 and is seeking input from various campus constituencies. I look forward to approving a final calendar and resuming a more standardized schedule for calendar creation and approvals.

Updates to President's Office Policies

CAP Policies 100, 101 and 102 related to the University Organization, History and Function of the Office of the President have been updated for the first time since 2013. The revisions reflect the current structure and function of the Office of the President, including the integration of Cal Poly Maritime Academy.

Extraneous, non-policy related material was removed, and citations were updated to reflect current and accurate links. The policies are currently available for review and, after the required review period, the CAP webpage will be updated to reflect these changes.

REACH Video Highlights Cal Poly's Economic Development Work

Central Coast REACH, a partner in regional economic development, created a short video which highlights Cal Poly and the many ways Learn by Doing extends beyond campus boundaries to support regional economic and workforce development. It succinctly showcases our work with partners such as Vandenberg Space Force Base, Diablo Canyon Nuclear Power Plant, Allan Hancock and Cuesta Community Colleges, and our Technology Park. Similar videos were created for UC Santa Barbara and the local Community Colleges. We encourage you to view and share the video as appropriate. [Access video on YouTube](#)

NAGPRA/CalNAGPRA Coordinator Kent Spiers

We have expanded the role of our current NAGPRA/CalNAGPRA Coordinator Kent Spiers. In addition to his current responsibilities overseeing Cal Poly's NAGPRA/CalNAGPRA compliance program, Kent will now also serve as the university lead for government-to-government Tribal Relations.

He will continue efforts to repatriate any Ancestors or Native American cultural items in our possession, ensuring compliance and facilitating respectful and timely repatriation. He also will focus on building and sustaining long-term Tribal partnerships and will guide the University in developing policies and practices that honor Tribal sovereignty, cultural protocols, and state and federal law. His responsibilities span both the San Luis Obispo and Solano campus regions.

Faculty engaging in activities involving Native American Tribes are encouraged to consult with [Kent](#) and leverage his expertise in Tribal Relations. Learn more about [NAGPRA and Tribal Relations](#).

Student Town Halls Continue

We continue to host open town hall sessions with students to hear their perspectives and address questions. We held one session in San Luis Obispo focused on St. Patrick's Day and one session at Cal Poly Maritime Academy. Upcoming sessions will be held April 23, 28 and May 21 and will focus on specific student populations, including first-year students, student-athletes and students who are active in student organizations and community service.

We will share any recurring themes or issues that emerge from these discussions.

Maritime Students Visit for Open House

We are pleased to host a group of student leaders from Cal Poly Maritime Academy during the upcoming Open House weekend and Poly Royal Rodeo. This visit is part of a series of planned activities designed to help students from the Solano campus learn about and connect with students from the San Luis Obispo campus.

CSU Fully Online Participation

As part of Cal Poly's transition to the semester system, the university will begin participating in CSU Fully Online in fall 2026. This program allows eligible students to enroll in one online course per term offered by another CSU campus, expanding access and flexibility for students at both the San Luis Obispo and Solano campuses.

The Office of the Registrar will provide guidance on its website, including expectations that students seek faculty approval before enrolling in external CSU Fully Online courses that fulfill major or support requirements. Additional information is available on the [CSU Fully Online website](#).

Half-Term Scheduling Within Semesters

Beginning in fall 2026, as part of the semester conversion, Cal Poly will implement the capability to schedule back-to-back half-term sessions (approximately 7.5 weeks each) within a single semester. This action fulfills, in part, a 2022 Academic Senate resolution calling for the ability to offer half-term sessions within regular semester terms.

Departments may adjust course offerings between the first and second half of the term. To be included in the fall 2026 published schedule, second-half-term classes must be added by April 27. Half-term sessions must be scheduled in college/department-controlled spaces.

Additional guidance, including financial aid considerations, is available on the [Semester Conversion FAQ website](#).

**Submitted by Steve Rein**

While I was unable to attend the March FGA meeting and Plenary, here are some important information related to legislative activity.

The [current legislative positions of the ASCSU](#) were approved March 6. If amendments allow or force a position change, this file will be updated.

Key bills to watch would include:

[AB 2236 \(Berman\)](#) - Oppose. This bill would set up a common CCC curriculum for lower division and force the CSUs to accept those courses for transfer credit without review. The criterion of 70% commonality for a CCC course to be included as, for example, a Stat 1 course implies that at different CCCs students would be receiving considerably different content, but they would be transferring into the CSU as the same course. This could be particularly bad as it sets up some transfer students to do poorly in their follow-up courses. Problems with ASSIST.org and the speed of CCCs adopting a common course numbering system don't find solutions in this bill that is marketed as helping students transfer successfully.

[AB 2693 \(Alvarez\)](#) - Oppose. It is worth noting that the CSU CO also opposes this bill to grant doctoral programs to the CSUs. Assemblymember Alvarez was working with some individual SDSU faculty members on this bill but not the university as a whole. Whether CSU PhDs are a good thing or not, changing Ed Code without consulting all the relevant parties (including the ASCSU) is bad form. We also note that from the Legislative POV, if AB 2693 passes, it throws wide the door to pass AB 2694 (next on the list) as the pair are essentially saying "we should ignore the master plan for higher education entirely" while not tackling the issues related to the funding of higher education in the state that seem to favor the UCs in one way but favor the CCCs in another way.

[AB 2694 \(Alvarez\)](#) - Oppose. Allows 4-year baccalaureate degree programs in CCCs as long as there isn't CSU or UC duplication within the CCC's district. The bill also tips the scale very much in favor of the CCCs from even the AB 927 language. If the CCC CO thinks there may be CSU duplication, they will reach out to the CSU to ask and if the CSU believes there to be a problem, the CSU needs to reply formally with evidence which the CCC CO will then consider before making a decision to approve. Note: [SB 960](#) and many others are on the same topic. They're like the many variants of chocolate ice cream. Sure, one might be black chocolate and another might have brownie chunks in it but they're all chocolate. AB 2694 and SB 960 seem the most likely to gain traction of the pack. We also presume due to how the CCC has historically worked, they will interpret an approval of a degree program



for one CCC as an approval for all. I cannot find language in 2694 that says otherwise.

Friday's Interim Committee meetings are scheduled for April 3. More will be revealed then.

CFA-SLO CHAPTER PRESIDENT'S REPORT 1/2

Lisa Kawamura

April 9, 2026

Bargaining, March 26-27, 2026

CFA met with management on 3/26 and 3/27. Several proposals were advanced by both sides. We also held a Bargaining Townhall as we do after every bargaining session with management on Monday, 3/30.

You can find all of the proposals (CFA and management) [here](#).

You can access CFA's Bargaining full website [here](#).

Union membership is critical now, more than ever. The current chancellor has shown us in bargaining that she is unapologetic about cutting current benefits and security for faculty in the CSU. The best way to defend ourselves is to have strong union membership. She perceives us as weak because our membership numbers have fallen.

If you value what you do, I really want to suggest that you join CFA if you are not currently a member. Having the chance to sit at the bargaining table, across from the chancellor's bargaining team, I have noticed a lot. The chancellor is proposing monumental take-backs and her team cannot even look us in the eye or present their proposals with confidence. Their answers to our lead negotiator are weak and unpersuasive. It appears that even THEY know that the chancellor's proposals are unreasonable.

For instance, they proposed that FERP status be at the top of the layoff process. Every bargaining session, the chancellor's office tries to diminish FERP and our Bargaining Team has fought hard to maintain this right. This is only one example of how this chancellor is threatening our rights as faculty.

NOW is the time for you to get five of your colleagues to JOIN CFA.

CFA Lobby Days, March 17-18, 2026

Cameron Jones and I attended CFA Lobby Days for CFA-SLO. We had several productive meetings with elected officials (Asm. Muratsuchi, Asm. Macedo's office, Asm. Borner, Asm. Jackson, Asm. Lackey's office and Asm. Haney) to:

- maintain the January budget proposal
- support Asm. Mike Fong's proposal to fully fund the compact for the next two budget years
- adopt budget language that ensures the new CSU funding is spent on instruction and not administration.
- support for
 - AB 1831 (Aherens) CSU Executive Compensation
 - AB 2068 (Connoly) CSU residential Search
 - AB 2159 (Garcia) Clarifying Educational Equity
 - AB 2523 (Fong) Public Accessibility in Higher Ed Governing Boards
 - SB 928 (Cervantes) Protections for CSU Faculty from AI Encroachments
 - SB 1101 (Perez) Sharing Personal Information Notice

CFA-SLO CHAPTER PRESIDENT'S REPORT 2/2

Lisa Kawamura

April 9, 2026

CFA-SLO Bowl-A-Rama, March 11, 2026

Bowl-A-Rama was a success! We had about 20 members and their families join us for pizza and bowling. We had a lot of good feedback from attendees in appreciation for a fun night out with union colleagues.

Board of Trustees (BoT) Public Comment, March 10, 2026

I attended the March BoT meeting and spoke about manufactured austerity story that the CO has created. I also addressed the hateful anti-trans comments that came from several attendees (virtual and in-person). Before public comment CFA engaged in some guerilla theater with Elaine Villanueva Bernal performing as Millie Antoinette, Billy Gibbs (CFA Field Staff) and Bethany (Teamsters) as town criers, Jackie Teepen (CFA Field Staff) as the Court Jester, and Malcom Johnson (CFA Field Staff) as the cupcake server. Great fun was had by all, and it was a great show of union solidarity. A short program followed with speeches by CFA President, Margarita Berta-Avila, and our other sibling union leaders.

Meetings/Events Attended:

3/12-14, Equity Conference	4/2-3, Academic Senate Exec to CP Solano
3/16, LK to CSU Bakersfield	4/6, Campaign Coordination call
3/17, Lobby Days	4/7, CFA Officers call
3/18, Lobby Days	4/7, CP Prep call
3/20-25, Hunter College Conference on Labor	4/7, Leadership Development mtg
3/26-27, Bargaining with Management	4/7, Austerity Workgroup call
3/30, SQE Check In with Lu	4/7, Academic Senat Ex Comm mtg
3/30, Labor Round Table with Carbajal, in SB	4/8, Office Manager Bargaining Prep call
3/30, Unionwide Bargaining Town Hall Zoom	4/8, Office Manager Bargaining call
3/31, Diversity Coalition talk, MBHS	4/8, Spring Assembly Planning mtg
4/1, Leadership Development mtg	4/8, CCLC Delegate mtg
4/1, Spring Assembly Planning mtg	4/9, CFA Bargaining Prep, LB

March Report

CHESS

- The California Higher Education Student Summit (CHESS) is an annual conference hosted by the Cal State Student Association. During the two-day event in Sacramento, students receive training in policy and governance, engage in advocacy at the Capitol, and network with legislators and student leaders.
- We participated 2 weekends ago, and our students met with Senator Laird and Assembly Member Addis.
- SB 1006, AB 2236, AB 961, AB 713 were bills we all supported through CSSA.

ASI Elections

- Filing for ASI Board of Directors and President has closed. ASI Elections will begin in April!
- There were 46 students who applied.
 - 6 BCSM Board of Directors Applicants
 - 8 CAFES Board of Directors Applicants
 - 3 CAED Board of Directors Applicants
 - 6 CENG Board of Directors Applicants
 - 15 CLA Board of Directors Applicants
 - 6 OCOB Board of Directors Applicants
 - 2 Presidential Candidates

FACULTY STATEMENTS OF INTEREST

Academic Senate Committees

BUDGET AND LONG-RANGE PLANNING COMMITTEE	3
BCSM REPRESENTATIVE (AY 2026-2028)	3
Steve Rein	3
Erik Sapper (incumbent)	3
CENG REPRESENTATIVE (AY 2025-2027)	3
John Clements	3
Behnam Ghalamchi	4
CLA REPRESENTATIVE (AY 2026-2028)	4
Elizabeth Adan	4
Nancy Arrington	5
Sarah Bridger (incumbent)	5
Brian Healy	5
OCOB REPRESENTATIVE (AY 2026-2028)	6
Adam Bordeman (incumbent)	6
Min Kim (incumbent)	6
CURRICULUM COMMITTEE	6
CAFES REPRESENTATIVE (AY 2026-2028)	6
Amy Lammert (incumbent)	6
CLA REPRESENTATIVE (AY 2026-2028)	6
Thanayi Jackson (incumbent)	6
PCS REPRESENTATIVE (AY 2025-2027)	7
Katie Jennings	7
SOLANO REPRESENTATIVE (AY 2026-2027)	7
Ariel Setniker (incumbent)	7
DISTINGUISHED SCHOLARSHIP AWARDS COMMITTEE	8
BCSM REPRESENTATIVE (AY 2026-2028)	8
Daeun (Philip) Lee¹ (incumbent)	8
CLA REPRESENTATIVE (AY 2026-2028)	8
Lucy Bencharit¹ (incumbent)	8
Jane Lehr¹	8
SOLANO REPRESENTATIVE (AY 2026-2027)	9
Joshua Shackmanⁱ (incumbent)	9
DISTINGUISHED TEACHING AWARDS COMMITTEE	9
CENG REPRESENTATIVE (AY 2026-2028)	9
Kira Abercromby	9
Behnam Ghalamchi	9
SOLANO REPRESENTATIVE (AY 2026-2028)	10
Tamara Colette²	10
DIVERSITY COMMITTEE	10
CAED REPRESENTATIVE (AY 2026-2028)	10
Ryan Sandwick	10
OCOB REPRESENTATIVE (AY 2026-2028)	11
Cheryl-lyn Ngoh (incumbent)	11

FACULTY AFFAIRS COMMITTEE	11
CLA REPRESENTATIVE (AY 2026-2028)	11
<i>Kylie Parrotta (incumbent)</i>	11
OCOB REPRESENTATIVE (AY 2026-2028)	11
<i>Stern Neill (incumbent)</i>	11
PCS REPRESENTATIVE (AY 2026-2028)	12
<i>Zach Vowell (incumbent)</i>	12
SOLANO REPRESENTATIVE (AY 2026-2027)	12
<i>Taiyo Inoue (incumbent)</i>	12
FAIRNESS BOARD.....	12
CAFES REPRESENTATIVE (AY 2026-2028)	12
<i>Samantha Gill (incumbent)</i>	12
PCS REPRESENTATIVE (AY 2026-2028)	13
<i>Matt Herrera</i>	13
GENERAL EDUCATION GOVERNANCE BOARD	13
CLA REPRESENTATIVE (AY 2026-2029)	13
<i>Silvia Marijuan (incumbent)</i>	13
<i>Allison Myers</i>	14
GRANTS REVIEW COMMITTEE	14
BCSM REPRESENTATIVE (AY 2026-2028)	14
<i>Philip Costanzo (incumbent, current chair)</i>	14
<i>Katharine Watts</i>	14
CAFES REPRESENTATIVE (AY 2026-2028)	15
<i>Darin Bennett (incumbent)</i>	15
<i>Mohammad Sadek</i>	15
OCOB REPRESENTATIVE (AY 2026-2028)	16
<i>Joseph Kuehn</i>	16
<i>Rafael Guerra Silva (incumbent)</i>	16
INSTRUCTION COMMITTEE	16
CENG REPRESENTATIVE (AY 2026-2028)	16
<i>Joydeep Mukherjee (incumbent)</i>	16
<i>Anita Rathi</i>	16
CLA REPRESENTATIVE (AY 2026-2028)	17
<i>Lana Z. Caplan (incumbent)</i>	17
OCOB REPRESENTATIVE (AY 2026-2028)	18
<i>Jim Burleson (incumbent)</i>	18
RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES COMMITTEE.....	18
BCSM REPRESENTATIVE (AY 2026-2028)	18
<i>Isinsu Toker</i>	18
CAED REPRESENTATIVE (AY 2026-2028).....	19
<i>Diana Cristobal Olave (incumbent)</i>	19
CLA REPRESENTATIVE (AY 2026-2028)	19
<i>Hocheol Yang (incumbent)</i>	19
PCS REPRESENTATIVE (AY 2026-2028)	19
<i>Serena Petrasich</i>	19
SOLANO REPRESENTATIVE (AY 2026-2027)	20
<i>Tomas Oppenheim (incumbent)</i>	20

SUSTAINABILITY COMMITTEE	20
BCSM REPRESENTATIVE (AY 2026-2028)	20
Erin Pearce (incumbent)	20
USCP REVIEW COMMITTEE	20
SAN LUIS OBISPO AT-LARGE FACULTY REPRESENTATIVE (AY 2026-2028)	20
Alison Yeh Cheung (incumbent)	20
Julie Lynem	21

BUDGET AND LONG-RANGE PLANNING COMMITTEE

BCSM Representative (AY 2026-2028)

Steve Rein, Associate Professor in Statistics (Tenured); 28 years at Cal Poly
BLRP is in my service wheelhouse, and I know what I'll be walking into if selected.

I've served on BLRP multiple terms, including 3 terms as Chair. I've also done 3 terms as the Fiscal and Governmental Affairs Chair at the ASCSU, served on the Cal Poly Partners (nee Corporation) Board of Directors, and as Cal Poly Academic Senate Chair.

Moving forward into this period when BLRP is playing a key role in updating the Strategic Plan, it is important that all seats be filled. Should BCSM not have others nominated, I would happily serve in the role. Similarly, unless a current or recent past committee member expresses a desire to chair BLRP, I would be pleased to move into that role.

Erik Sapper (incumbent), Associate Professor in Chemistry and Biochemistry (Tenured); 10 years at Cal Poly

I have enjoyed my previous time with the BLRP committee, and would like to continue on in this role. In my home department (Chemistry), I do much work with our Western Coatings Technology Center, especially as a coordinator for our fee-for-service testing program. With the BCSM Dean's office, I am also currently engaged in fundraising to support innovation programs. I deeply understand the financial drivers behind these aspects of the university, and would like to continue learning how budgets and finance initiatives operate across the university at a higher level. I would be honored to serve again on the BLRP committee, representing the Bailey College of Science and Mathematics. Thank you for your consideration.

CENG Representative (AY 2025-2027)

John Clements, Professor in Computer Science (Tenured); 20 years at Cal Poly

The California State University system appears to be entering a period of almost alarming instability, and this instability appears closely related to issues of budget and long-range planning. I claim no particular expertise in either, aside from a general affinity for numbers, a Ph.D. in Computer Science, and a passion for balancing my accounts to the penny. Inexperience notwithstanding, it seems wise for the long-range

committee to be fully staffed during this period, and if chosen, I will diligently do my best to carry out the duties of the committee.

Behnam Ghalamchi, Assistant Professor in Mechanical Engineering (Tenure-Track); 6 years at Cal Poly

I am writing to express my interest in serving on the Budget and Long-Range Planning Committee. As a tenure-track faculty member, I am eager to expand my service contributions and engage more deeply in institutional governance, particularly in areas that shape the long-term direction and sustainability of the University.

I am especially interested in the committee's role in providing oversight and recommendations on the allocation of budgeted resources, as well as its responsibility in guiding long-range planning and policy development. Decisions related to resource allocation and strategic priorities have a direct impact on teaching, research, and student success, and I am motivated to contribute to a thoughtful, transparent, and equitable process in these areas.

As an educator, I recognize the importance of fostering inclusive and meaningful learning experiences that reflect diverse perspectives. I would welcome the opportunity to participate in discussions related to curriculum review, learning outcomes, and academic priorities as they intersect with institutional planning.

I bring a collaborative and analytical approach to committee work, with a strong interest in understanding how policy decisions influence both faculty and student experiences. Serving on this committee would allow me to broaden my perspective on university operations while contributing constructively to decisions that shape the institution's future.

I would be honored to serve on the Budget and Long-Range Planning Committee and contribute to its important work.

Thank you for your consideration

CLA Representative (AY 2026-2028)

Elizabeth Adan, Professor in WGQS & ISLA (Tenured); 19 years at Cal Poly

I'm interested in serving on Cal Poly's Budget and Long-Range Planning committee because these are areas in which I have some experience, on a relatively small scale, and I would like to learn more. Specifically, as WGQS Department Chair, I am responsible for a very small budget and department-level long-range planning, which means I have some experience determining how to allocate available resources, whether this is by providing recommendations (e.g., chair input to CLA Dean's Office) or by developing mechanisms for decisions about how to spend funds (e.g., in the WGQS Department). However, I'd like to expand my knowledge beyond the small scale of WGQS and beyond departmental/college frameworks. Joining the Budget and Long-Range Planning Committee will give me an opportunity to better understand strategic long-range budget modelling and related processes at the university level.

In addition, given Cal Poly's current Maritime/Solano integration, conversion to the semester calendar, and proposed transition to YRO, long-range budget modeling is of particular importance. As a department chair, I have a working sense of how these three current initiatives are likely to impact Cal Poly's budget and financial outlook, but given the many variables involved in all of these initiatives, I would welcome an opportunity to participate more directly in these discussions and contribute to university-wide strategic planning processes and practices. I also appreciate current efforts on the part of Academic Affairs and the Provost's Office to improve collaboration, narrative, and transparency concerning budget and long-range planning concerns (along with other campus matters), and I would also welcome the opportunity to engage more directly in these efforts.

Nancy Arrington, Associate Professor in Political Science (Tenured); 8 years at Cal Poly
I am interested in serving on the Budget and Planning committee. I am a tenured associate professor in the Political Science Department and am the current director and coordinator of the Master of Public Policy program. My research expertise is on political institutions and the ways in which institutions, broadly defined, constrain (and promote) behavior in predictable—even if sometimes unexpected—ways. While my precise knowledge of institutional budgeting may not be as robust as some others, I am confident in my ability to quickly get up to speed: my background in institutional design, policy, and quantitative analysis makes me well-prepared for institutional budgeting and planning. I look forward to learning more about Cal Poly strategic planning and budgeting and serving on the Academic Senate committee.

Sarah Bridger (incumbent), Associate Professor in History (Tenured); 15 years at Cal Poly
I believe very strongly in public higher education and am deeply committed to working to help Cal Poly navigate the many financial constraints we face. I was initially appointed to this committee in 2024-25 (but have been on research leave for the 2025-26 academic year) and would very much like to continue for another term. I have previously served as a member of the CFA-SLO executive board and as an academic senator (and will be returning to the senate in fall 2026). I have learned a lot from these experiences about university finances; I hope I can continue to bring my care and commitment to helping shape Cal Poly's long-term trajectory.

(Note for Question #9: I was appointed to this committee in Fall 2024 but have been on research leave for the 2025-26 academic year -- I'm not sure if that makes me the incumbent or if someone else has represented CLA in the interim.)

Brian Healy, Associate Professor in Theater and Dance (Tenured); 9 years at Cal Poly
I am eager to serve on the University Budget and Long-Range Planning Committee because of my experience as a current department chair overseeing multiple budgets and leading strategic planning efforts. In my role, I manage complex financial resources, plan infrastructure use and future needs, and identify unmet gaps in space, equipment, faculty lines, and program support. This work requires balancing immediate operational demands with a forward-looking growth vision to ensure our programs remain strong, sustainable, and responsive to student and community needs.

Serving on this committee would allow me to contribute practical, on-the-ground insight into how budgetary and facilities decisions directly shape academic vitality and student success. I bring experience in aligning resource allocation with strategic priorities, evaluating long-term impacts, and developing solutions that support both fiscal responsibility and programmatic growth.

Additionally, it is essential that the Arts, particularly the Performing Arts, have a strong advocating voice in institutional planning conversations. The arts play a central role in shaping the university's cultural identity and the lived experiences of our students, faculty, and local communities. Ensuring thoughtful investment in creative spaces, performance venues, and artistic programming is vital to maintaining a balanced, vibrant campus environment. I would be honored to help represent these perspectives while contributing to comprehensive, mission-driven planning for the university's future.

OCOB Representative (AY 2026-2028)

Adam Bordeman (incumbent), Associate Professor in Accounting & Law (Tenured); 11 years at Cal Poly

I've served on this committee for a number of years now and I believe I have developed the institutional knowledge to provide valuable insight into the items in the scope of this committee.

Min Kim (incumbent), Assistant Professor in Finance (Tenure-Track); 1 year at Cal Poly
Since Fall 2025, I have served on the Budget and Long-Range Planning Committee and have valued the opportunity to contribute to long-term strategic planning at the University in alignment with the California State University system. This experience has strengthened my understanding of institutional priorities, resource allocation, and strategic decision-making. I look forward to continuing to contribute to initiatives that support the University's growth, enhance its reputation, and advance sustainable, forward-looking planning.

CURRICULUM COMMITTEE

CAFES Representative (AY 2026-2028)

Amy Lammert (incumbent), Professor in Food Science and Nutrition (Tenured); 17 years at Cal Poly

As a semester conversion "survivor," I have enjoyed being on the ASCC. I think with the current state of the conversion, Solano integration, and YRO, the continuity in the curricular role is critical for the college. My goal is to make these transitional years as smooth as possible for our CAFES faculty.

CLA Representative (AY 2026-2028)

Thanayi Jackson (incumbent), Associate Professor in History (Tenured); 6 years at Cal Poly
I currently serve as chair of the CLA Curriculum Committee and am finishing up my first year of a two year appointment. CLA Curriculum recently updated its procedures and are in the process of implementing them across the college and I hope to continue to

serve on the ASCC for the sake of consistency. Additionally, as a college, we have discussed a custom of having the CLA Curriculum chair serve as the CLA representative on the ASCC in order to fold the work associated with curriculum into the same role.

PCS Representative (AY 2025-2027)

Katie Jennings, Engineering Student Services; 12 years at Cal Poly

I am currently on the College of Engineering Curriculum Committee and am interested in getting more involved. I have been very involved with our college's curriculum as it relates to the Semester Conversion and believe my perspective as an academic advisor can be beneficial while supporting the Academic Senate Curriculum Committee goals. I would love to contribute to the ongoing integration with Maritime and considerations involved with the impact of a Year-Round Operations structure. I have been at Cal Poly for 12 years and have a strong understanding of current curriculum policies as it relates to students earning their degrees.

Solano Representative (AY 2026-2027)

Ariel Setniker (incumbent), Associate Professor in Mathematics (Tenured); 7 years at Cal Poly

I am interested in continuing to serve on the Cal Poly Academic Senate Curriculum Committee as the Solano campus representative during this critical period of curricular integration between Cal Poly Maritime Academy and California Polytechnic State University, San Luis Obispo.

My experience uniquely positions me to help shepherd this work. I previously served as a long-standing member and Chair of the Cal Maritime Faculty Senate Curriculum Committee, where I helped lead the campus curriculum process during the early stages of the institutional transition. In that role, I co-authored revised committee bylaws designed to strengthen transparency, alignment, and efficiency, and was unanimously elected chair as the campus prepared for integration with Cal Poly.

In my current role on ASCC, I have already been directly engaged in curricular integration work. Most notably, I provided significant support in the transition of the Solano campus International Business and Logistics major into a concentration within Cal Poly's Business program. This work required close coordination across campuses to ensure appropriate curricular alignment while preserving the academic intent and strengths of the original program.

Through my curriculum leadership, I have also supported major program revisions at Cal Maritime, including the transformation of the Global Studies and Maritime Affairs degree into the International Strategy and Security program. I have worked closely with faculty across disciplines to develop clear, assessable learning outcomes grounded in best practices such as Bloom's Taxonomy, drawing on my expertise in curriculum development and my parallel role in faculty development.

Beyond committee leadership, I have proposed and implemented mathematics curriculum reforms that were approved through the university curriculum process,

emphasizing measurable outcomes, active learning, and inclusive course design. I have also authored custom curricular materials and workbooks that continue to support student learning in gateway mathematics courses.

Since joining Cal Maritime in 2019, I have served in several campus leadership roles, including Curriculum Committee Chair, Director of Faculty Development, and Secretary of the Senate Executive Committee. I earned early tenure in Spring 2024 and currently serve as an Associate Professor of Mathematics.

As the Solano campus continues to integrate into the broader Cal Poly academic structure, thoughtful curriculum alignment and clear communication between campuses will be essential. I would welcome the opportunity to continue contributing my experience in curriculum governance and cross-campus collaboration to support this process and ensure that the Solano campus perspective remains meaningfully represented in university-wide curricular decisions.

DISTINGUISHED SCHOLARSHIP AWARDS COMMITTEE

BCSM Representative (AY 2026-2028)

Daeun (Philip) Lee^{Error! Bookmark not defined.} (**incumbent**), Assistant Professor in Accounting & Law (Tenure-Track); 3 years at Cal Poly

I would like to express my sincere interest in continuing to serve on the DSA committee. Before joining the committee, I hoped to gain a better understanding of the diverse research accomplishments of faculty members across disciplines, while also contributing insights on how research in business-related fields is conducted.

During the meeting we held last quarter, I had the opportunity to read and evaluate nominations highlighting outstanding research accomplishments. Through this process, I also reflected on how I can further extend and develop my own research trajectory. In addition, seeing how the University values and rewards faculty members' research achievements has encouraged me to share and promote the support we receive from the University among OCOB faculty members.

I hope to continue serving on the committee that recognizes and rewards accomplished researchers, and to contribute by providing perspectives from the business discipline.

CLA Representative (AY 2026-2028)

Lucy Bencharit^{Error! Bookmark not defined.} (**incumbent**), Assistant Professor in Psychology & Child Development (Tenure-Track); 7 years at Cal Poly

I really enjoy serving on the DSA committee and celebrating the accomplishments of my colleagues. The discussions are rich and I enjoy hearing the thoughts of colleagues from all over the university. I would bring experience of reviewing the applications for the past 2 years and can efficiently review applications in the future.

Jane Lehr^{Error! Bookmark not defined.}, Professor in Ethnic Studies / Women's, Gender & Queer Studies (Tenured); 20 years at Cal Poly

I am transitioning out of my role as Director of Research Engagement in the College of Liberal Arts at the end of Winter 2026, and looking for another opportunity to engage with and support CLA RSCA and, of course, RSCA across the university. I am currently the Director of the Office of Student Research (since January 2020) and have previously served on the Academic Senate Grants Review Committee. As such, I have knowledge and enthusiasm about research across campus and am engaged in a number of cross-college research collaborations. I am so excited about the amazing RSCA that happens at Cal Poly - both with and without student collaborators - and think this is a great role for me to bring that enthusiasm!

Solano Representative (AY 2026-2027)

Joshua Shackman^{Error! Bookmark not defined.} (**incumbent**), Associate Professor in Industrial Technology and Packaging (Tenured); 9 years at Cal Poly

I have three main reasons for being interested in staying on this committee:

1. I am an active academic researcher myself, including two publications in the last five years that have been ranked by my department as being in Elite journals and two others publications ranked in High Quality journals. Hence I am very interested in promoting and rewarding high quality research.
2. I am very interested in learning about research in other disciplines. So far the experience has been great in this regard.
3. As a new member of the Cal Poly faculty I am greatly interested in getting to know faculty members at the SLO campus and so far I have greatly enjoyed this opportunity.

DISTINGUISHED TEACHING AWARDS COMMITTEE

CENG Representative (AY 2026-2028)

Kira Abercromby¹, Professor in Aerospace Engineering (Tenured); 18 years at Cal Poly
Since I am very new recipient of the award (AY 2025-2026), I'm not sure if I am even eligible to on this committee. However, I like being able to give back to my fellow faculty members as well as learning about how other educators conduct their classroom. This award is very important to show support of our faculty members for the excellent instruction they provide students.

Behnam Ghalamchi², Assistant Professor in Mechanical Engineering (Tenure-Track); 6 years at Cal Poly

I am writing to express my interest in serving on the Distinguished Teaching Awards (DTA) Committee. As a tenure-track faculty member, I am actively seeking opportunities to expand my service contributions while engaging more deeply with the academic community and the values that define excellence in teaching at our institution.

I am particularly interested in the mission of the DTA Committee, which plays a critical role in recognizing and upholding high standards of teaching. The process of evaluating nominees and contributing to the selection of award recipients aligns closely with my commitment to continuous improvement in teaching and student engagement. Serving

¹ Received the DTA award (Abercromby & Colette)

² Has not received the DTA award (Ghalamchi)

on this committee would provide a meaningful opportunity to reflect on effective teaching practices across disciplines and to support a culture that values pedagogical innovation, inclusivity, and student success.

Through my teaching experience, I have developed a strong appreciation for diverse instructional approaches and the importance of aligning course design, delivery, and assessment with student learning outcomes. I would bring a thoughtful, fair, and collaborative perspective to the committee's work, and I am committed to carefully reviewing materials and contributing constructively to discussions.

Additionally, I see this service as an opportunity to broaden my understanding of excellence in teaching beyond my own discipline, and to contribute to the institutional recognition of faculty who demonstrate outstanding commitment to their students.

I would be honored to serve on the Distinguished Teaching Awards Committee and contribute to its important work.

Solano Representative (AY 2026-2028)

Tamara Colette¹, Associate Professor in Marine Transportation (Tenured); 10 years at Cal Poly

I love to teach and explore improvements in education. At Cal Poly Maritime I have received the University's Mission Achievement Award for Student Learning and the peer-selected Outstanding Teacher Award. It is a huge privilege to serve on a committee whose goal is to honor our amazing faculty for their impact and drive. This just feels like a great fit for me. Thank you for the consideration.

DIVERSITY COMMITTEE

CAED Representative (AY 2026-2028)

Ryan Sandwick, Assistant Professor in Landscape Architecture (Tenure-Track); 3 years at Cal Poly

I am interested in serving on the DEI Committee within the Academic Senate to better understand and address the needs of our students, staff, and faculty at Cal Poly during this particularly challenging period. I value the opportunity to collaborate with colleagues to explore and implement thoughtful, effective ways to support our campus community.

One area I am especially interested in examining involves how we collect and evaluate information from students applying for scholarships. As I enter my second year serving on the City and Regional Planning scholarship committee—through my joint appointment in Landscape Architecture and City and Regional Planning—I have come to recognize this as both one of the most impactful and most challenging committees on which I serve. The process often requires students to share deeply personal and, at times, traumatic experiences in order to be competitive for financial support. While this practice is longstanding, it raises important questions about equity, compassion, and the broader implications for student well-being.

Although I do not yet have clear alternatives, I believe this is an area that calls for careful reflection and innovation. If selected for the DEI Committee, I would welcome the opportunity to engage in broader conversations about how we might approach such processes in more humane and empathetic ways. This work feels especially important in a moment marked by evolving perspectives and policies on diversity, equity, and inclusion, and offers a meaningful opportunity to reaffirm their significance within the Cal Poly community.

OCOB Representative (AY 2026-2028)

Cheryl-lyn Ngoh (incumbent), Assistant Professor in Marketing (Tenure-Track); 3 years at Cal Poly

I am interested in continuing to serve on the Diversity Committee because issues related to diversity, equity, and inclusion increasingly intersect with both my research and teaching. My recent scholarly work engages with questions of equity, well-being, and responsible marketplace practices, and I value the opportunity to extend those commitments beyond the classroom and research. During this past year on the committee, I have gained a deeper understanding of the diversity landscape on our campus and how institutional policies affect different stakeholders (i.e., students, faculty, and staff). I look forward to continuing to learn from these discussions while contributing thoughtfully to initiatives that promote belonging and equitable access across campus. Serving on this committee will allow me to be more meaningfully involved in university-wide efforts and to collaborate with colleagues in fostering an inclusive and supportive academic environment for our community.

FACULTY AFFAIRS COMMITTEE

CLA Representative (AY 2026-2028)

Kylie Parrotta (incumbent), Associate Professor in Social Sciences (Tenured); 7 years at Cal Poly

I would like to remain on this committee for institutional memory purposes as we continue conversations about quarter to semester conversion as I taught on semesters for 14 years before coming to Cal Poly, previously chaired the Faculty Affairs Committee at my former institution, and have been privy to conversations regarding policy changes for the student survey/evaluation process, teaching observation process, the calendar cycle, etc.

OCOB Representative (AY 2026-2028)

Stern Neill (incumbent), Professor in Marketing (Tenured); 18 years at Cal Poly

I have served on the Faculty Affairs Committee during a period of substantial policy work, including clarifications to faculty personnel processes and coordination with evolving university policies. FAC benefits from continuity and institutional memory given the complexity of faculty policy, collective bargaining alignment, and campus governance structures.

If reappointed, I would continue contributing to the committee's work in maintaining clear, fair, and workable faculty personnel policies, particularly as the campus navigates ongoing changes such as semester conversion, evaluation streamlining, and year-round operations. My goal is to help ensure that policies remain coherent, procedurally sound, and aligned with both university governance and contractual frameworks while supporting faculty across appointment types.

PCS Representative (AY 2026-2028)

Zach Vowell (incumbent), Library Services (Tenured); 13 years at Cal Poly

As former chair of the Library Faculty Council's Personnel Committee (and current Personnel Committee member), I have made major contributions to aligning the library faculty's personnel handbook to the UFPP. Subsequent to this work, I also served as chair of the Library Faculty Council as a whole. In both of these experiences I have become familiar with much of the substance and many of the details of both the library faculty's personnel handbook and the UFPP. As the Faculty Affairs Committee continues its work on the UFPP and other associated faculty personnel documents, as well as reviewing the impact of the Maritime integration and year-round operations on university personnel policies, I have extensive experience to contribute to the committee.

Solano Representative (AY 2026-2027)

Taiyo Inoue (incumbent), Professor in Mathematics (Tenured); 17 years at Cal Poly

I have been deeply involved with Faculty Affairs work throughout my career. I have served on multiple RPT committees at different levels of review, been the chair of the Academic Integrity Committee (AIC), rewrote the policy of the AIC to incorporate a restorative justice framework, served as Vice Chair of the Faculty Senate for the Solano campus during the integration announcement year, served on the ASCSU, worked as a coordinator of the mathematics program at Solano during integration, and served on both the Cal Poly and the ASCSU Faculty Affairs Committees.

I'd like to continue this work in the next academic year.

FAIRNESS BOARD

CAFES Representative (AY 2026-2028)

Samantha Gill (incumbent), Associate Professor in NRES & BRAE (Tenured); 29 years at Cal Poly

I have served on the Fairness board for the last few years and have found it to be a rewarding committee on which to serve. I think it is very important that students have an avenue to pursue corrections in their grades when they perceive there was unfairness. They need to have their concerns addressed because instructors are human and make mistakes. It has been interesting to see the times when several students from the same class have the same concerns. Especially in these situations it is important that

there be an avenue to have concerns addressed and when deemed warranted recommendation that grades be adjusted.

As we go into semesters, it will be a good time for the Fairness Board to look at their policies to see what adjustments need to be revised. This is one of the goals I would have for my next term on the Fairness Board.

PCS Representative (AY 2026-2028)

Matt Herrera, University Advising – MSC; 2 years at Cal Poly

I moved into a SSP III role in my office last summer and am now a Lead Advisor with the Mustang Success Center (MSC). As I have stepped into this role, I have been (1) looking for more opportunities to get leadership experience and (2) work with more folks around campus. I feel like joining this committee would allow me to build upon my leadership skills, as it is a space where I would be expected to share my thoughts and opinions, as it relates to these types of student issues and issues impacting the committee. Joining this committee will also provide me with opportunities to meet new faculty and staff, which allows me to build my network and connections with folks across campus. Our MSC office does operate some programming in addition to the advising drop-in services we provide. Building these new connections can help strengthen those programs and the advising we offer, simply by having stronger relationships with other faculty/staff across campus. Thank you for taking time to consider me for this role!

GENERAL EDUCATION GOVERNANCE BOARD

CLA Representative (AY 2026-2029)

Silvia Marijuan (incumbent), Professor in World Languages and Cultures (Tenured); 11 years at Cal Poly

I am a Full 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 received my Ph.D. from Georgetown University. Currently, I am serving as one of the CLA representatives on the GEGB (my term is ending this year). I would be thrilled to continue serving on the GEGB for a new term and to support curriculum efforts. I've served on GEGB for several years. In Spring 2021, I served on the Ad Hoc Committee for the GE Area C2 Guidelines to revisit the implementation of EO 1100 in World Languages. After that, I started serving on GEGB as a CLA representative and have served in this role since Fall 2022. During semester conversion (Q2S), I reviewed and provided feedback on course proposals submitted to GEGB and engaged closely with Cal-GETC requirements. Additionally, I have served on numerous committees in the department, college, and university such as the CLA Curriculum Committee; the University Academic Assessment Council; the Faculty Affairs Committee and the CLA Faculty Diversity Committee. 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 (Upper-Div GE Area D / Upper-Div GE Area 4), WLC 424 and WLC 425 (the courses needed for the post-baccalaureate Single-Subject Credential in World Languages). I collaborated with the Cal Poly Scholars

Program to develop the curriculum for a first-year experience course (UNIV 100) in alignment with HSI initiatives. I have extensive training in online teaching, and I have reviewed online courses using Quality Online Learning and Teaching (QOLT) rubrics. My goal is to continue bringing to this committee experience, enthusiasm, and representation of faculty from diverse backgrounds.

Allison Myers, Assistant Professor in Art & Design (Tenure-Track); 5 years at Cal Poly
I am an art historian and many of my classes are GEs. I've been on the Curriculum committee for my department for the last four years. During the semester conversion I helped reclassify many of our other courses as GEs, so I am deeply familiar with CSU GE standards and Title V. I am also currently on the GWR committee and am actively working on policies that connect GWR standards to the GE curriculum.

GRANTS REVIEW COMMITTEE

BCSM Representative (AY 2026-2028)

Philip Costanzo (**incumbent, current chair**), Professor in Chemistry and Biochemistry (Tenured); 19 years at Cal Poly

I have been serving on the GRC for several years and have been the chair for the past 2. I also serve as a faculty fellow for the Office of Research. I believe that the work this committee does is extremely important to the growth and development of research on campus.

Katharine Watts, Associate Professor in Chemistry and Biochemistry (Tenured); 12 years at Cal Poly

I'm interested in serving on the Grants Review Committee because I care deeply about supporting high-quality research and creative activity on our campus, and I would value the opportunity to contribute to a thoughtful and fair review process.

As a two-time recipient of Cal Poly's Research, Scholarship, and Creative Activity (RSCA) awards, including one that I co-wrote with a postdoctoral fellow, I've experienced our internal grant process firsthand. That perspective has helped me understand what makes proposals competitive and how impactful internal funding can be in moving projects forward and positioning them for external support.

I also bring extensive experience as a grant reviewer at the national level. I've served on eight NSF panels for traditional three-year awards, as well as a CAREER panel, a GRFP panel, and an ad hoc review for a Science and Technology Center. These panels have given me a strong appreciation for clear review criteria, balanced evaluation of innovation and feasibility, and the importance of productive panel discussion. In addition, I've reviewed scholarship applications and grants for CSUBIOTECH, which has broadened my experience evaluating both research proposals and student-focused funding.

I pride myself on mentoring undergraduate researchers. I've mentored over 50 undergraduate students, whose work has led to more than 35 external presentations

and over 40 internal Cal Poly presentations. Through that experience, I've developed a strong sense of how to assess student research rigor, growth, and communication, skills that align closely with the committee's role in selecting delegates for the CSU Student Research Competition.

If selected, I would aim to support transparent and consistent review processes, maintain high standards, and help ensure that both faculty and students are set up to put forward their strongest work. I see the GRC as an important part of fostering research excellence at Cal Poly, and I would be glad to contribute.

CAFES Representative (AY 2026-2028)

Darin Bennett (incumbent), Associate Professor in Animal Science (Tenured); 12 years at Cal Poly

I am currently serving on this committee and would like to continue. An important component of this committee is reviewing RSCA grant proposals that are an important source of funding for many faculty. I have been successful in obtaining grants to support my own research.

Mohammad Sadek, Associate Professor in BRAE (Tenured); 8 years at Cal Poly

I am writing to express my interest in serving on the Grants Review Committee. I am particularly drawn to this role's emphasis on developing policies and procedures for grant evaluation, supporting internal funding decisions, and advancing student research opportunities.

My experience includes successfully securing multiple internal grants—including RSCA and mini grants—as well as external funding. These experiences have given me a strong understanding of what constitutes a competitive proposal and the importance of aligning projects with funding priorities. In addition, my prior service on a grant review committee has provided me with direct experience in evaluating proposals with fairness, rigor, and consistency.

I have also built extensive collaborations within the university and across national and international partners, which has broadened my perspective on interdisciplinary research and the diverse approaches needed to support impactful scholarship. This collaborative experience informs my ability to assess proposals across a range of disciplines and methodologies.

If selected, I would contribute to developing clear, transparent, and equitable review processes that uphold the integrity of internal funding programs. I am particularly committed to ensuring consistency in evaluation while recognizing innovation and fostering inclusive opportunities for faculty and student researchers.

I am also enthusiastic about supporting student research through the evaluation of both written and oral presentations, and I would value the opportunity to help select strong representatives for the CSU Student Research Competition.

Thank you for your consideration. I would be honored to contribute to the committee's work.

OCOB Representative (AY 2026-2028)

Joseph Kuehn, Associate Professor in Economics (Tenure-Track); 4 years at Cal Poly

I am interested in serving on the Grants Review Committee because I value supporting faculty and student research across the university. I would welcome the opportunity to contribute to fair, thoughtful, and transparent review of grants and student research, especially during this period of transition related to semester conversion and Solano campus representation.

Rafael Guerra Silva (incumbent), Assistant Professor in Industrial Technology and Packaging & Entrepreneurship (Tenure-Track); 4 years at Cal Poly

I am interested in continuing my service in the Grants Review Committee because this is a great position to support research, scholarship, and creative activities at Cal Poly. As a faculty member actively involved in research, I understand both the opportunities and challenges researchers face when developing proposals. I would welcome the opportunity to contribute to a fair, transparent, and constructive review process that helps strengthen proposals and supports impactful projects across disciplines.

My experience writing and managing grants, mentoring student research, and developing research initiatives has given me insight into how internal funding can catalyze new ideas and help faculty and students build competitive research programs. I am also committed to supporting student research and would value the opportunity to help evaluate and select strong student delegates for the CSU Student Research Competition.

Through this committee, I hope to contribute to thoughtful review processes, clear policies, and constructive feedback that strengthen our research community and ensure that internal funding programs continue to support high-quality, impactful work.

INSTRUCTION COMMITTEE

CENG Representative (AY 2026-2028)

Joydeep Mukherjee (incumbent), Assistant Professor in Computer Science and Software Engineering (Tenure-Track); 5 years at Cal Poly

This is my first year in this committee (completed two quarters as part of the committee as of now) and I have enjoyed learning about the senate process and the various ways the committee can help improve the quality of instruction at our campuses. I want to serve for one more year so that I can make meaningful contributions as a committee member and actively involve and engage my colleagues from the College of Engineering.

Anita Rathi, Lecturer in Computer Science and Software Engineering; 2 years at Cal Poly

I am interested in serving on the Instruction Committee because of my strong commitment to student success, inclusive teaching, and continuous improvement in

curriculum design. As a lecturer and doctoral candidate, I have actively worked to create engaging, student-centered learning environments through the use of collaborative in-class activities, structured assignments, and technology-enhanced instruction.

One of my key accomplishments includes successfully advancing my doctoral research, with my dissertation proposal now approved, focusing on improving access to computer science education. In parallel, I aim to provide accessible computer science courses for disabled and marginalized populations. These experiences have strengthened my understanding of inclusive pedagogy, curriculum development, and the importance of equitable access to education.

Through my involvement in the Instruction Committee, I hope to contribute to initiatives that enhance teaching effectiveness, support innovative instructional practices, and improve student learning outcomes. I am particularly interested in advancing accessibility in course design, integrating active learning strategies, and supporting faculty in adopting inclusive teaching methods.

I look forward to collaborating with colleagues to support the committee's goals and to help shape policies and practices that positively impact both faculty and students.

CLA Representative (AY 2026-2028)

Lana Z. Caplan (incumbent), Associate Professor in Art & Design (Tenured); 9 years at Cal Poly

As an incumbent member of the Academic Senate Instruction Committee (ASIC), I am writing to express my interest in serving another term. Over the past year, under the stellar leadership of Chair Kris Jankovitz, I have actively contributed to the committee's work, reviewing and advancing resolutions to the Academic Senate. Our efforts have included resolutions on A+ grading (passed), Credit/No Credit (C/NC) policy (passed), final exam overload policies for both in-person and online courses (in progress), and several considerations related to the semester conversion and year-round operations. I have collaborated with colleagues, including representatives from Maritime, to ensure our recommendations reflect the diverse needs of students and faculty on both campuses.

Notably, I took a lead role in reviewing and gathering feedback for proposed revisions to AS-768-13 (Final Examination Overload Conflicts), and I contributed to the successful revision and passage of the C/NC resolution by adapting timelines and policies for the semester system. I also participated in early review and stakeholder outreach for AS-939-22 (Scheduling of Online Assessments), including engagement with the IDHC. These experiences reflect my commitment to thoughtful, research-informed policy development and collaborative governance.

For the 2026-27 academic year, I am eager to continue this work by helping finalize the Final Exam Overload Conflicts resolution, advancing policy development for high-stakes online assessments, and contributing to recommendations for the academic calendar over the next four years within the semester system. I am also very interested in engaging with the work of the AI Academic Integrity Work Group. And I will continue to

support ongoing efforts related to year-round operations and semester conversion. I welcome opportunities to take on greater leadership responsibilities in these areas. My contributions to this committee are grounded in considering stakeholder needs through outreach and feedback, and in developing balanced, inclusive recommendations that align with institutional goals. I maintain a student-centered mindset, ensuring that policy decisions reflect the diverse experiences of students, faculty, and advisors.

I bring nearly twenty-five years of college-level teaching experience, including nine years at Cal Poly and prior appointments at multiple institutions with varied instructional systems and policies. This breadth of experience enables me to offer a broad, informed perspective on instructional policy.

In addition, I am committed to collaborative work across committees and units, including consultation with groups such as the Collaborative Advising for Student Success (CASS) Workgroup, as one of the 2026-27 charges is to consider policy revisions for enrollment based on advising trends. Whether addressing online high-stakes assessment policies, syllabus statements for GWR-designated courses, or broader instructional procedures, I am dedicated to contributing to careful analysis and well-considered policy recommendations.

I believe my record demonstrates that I am an engaged, thoughtful, and reliable member of ASIC. I appreciate your consideration of my application and would value the opportunity to continue to make a meaningful contribution to the committee's important work.

OCOB Representative (AY 2026-2028)

Jim Burleson (incumbent), Associate Professor in Management, HR, and Information Systems (Tenured); 12 years at Cal Poly

I have loved my time on the Instruction Committee, navigating through the Semester Conversion. We have some policies still in progress, and many that have been set aside, that I am looking forward to discussing if I get to continue serving next term!

In particular, we are starting to see the effects of AI in instruction across numerous areas. In the coming years, I anticipate many issues being brought in front of our committee to help instructors teach their courses as effectively as possible. With my background in Information Systems, I hope to help in these and other areas.

RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES COMMITTEE

BCSM Representative (AY 2026-2028)

Isinsu Toker, Assistant Professor in Physics (Tenure-Track); 3 years at Cal Poly

I am interested in serving on the RSCA Committee because research, scholarship, and creative activity are central to both my professional work and my approach to undergraduate education. Since joining Cal Poly, I have been actively building a research program in experimental optics and laser physics that integrates hands-on student

involvement, including projects in solid-state laser development, ultrafast diagnostics, and laser applications. As part of this effort, I have initiated the development of a new laser system in my lab and involved undergraduate students in its design, construction, and characterization. I have also pursued internal funding opportunities, including the Teacher Scholar Mini Grant and the Wall Fellowship in the Physics Department, and have supported student participation in opportunities such as the CSU Student Research Competition. These experiences have given me a practical understanding of the challenges involved in developing and sustaining RSCA activities, particularly in experimental and resource-intensive fields. I am also interested in serving on this committee to gain a deeper understanding of how research priorities are shaped at the institutional level. I believe this insight will not only strengthen my own research program, but also allow me to more effectively mentor students and contribute to improving research development at Cal Poly.

CAED Representative (AY 2026-2028)

Diana Cristobal Olave (incumbent), Assistant Professor in Architecture (Tenure-Track); 2 years at Cal Poly

Dear Sirs: I'm interested in serving in this committee as a representative of CAED's research agendas. As an architect and historian with professional experience in both areas, I am committed to advancing interdisciplinary research that bridges design, technology, and the humanities. My work includes a Ph.D. in Architecture and Interdisciplinary Humanities from Princeton, peer-reviewed publications, and externally funded research. I bring experience in collaborative and applied research practices, including teaching research-driven studios, organizing symposia and workshops, and contributing to scholarly discourse through publications and conferences. I am particularly interested in contributing to the RSCA Committee to foster cross-disciplinary collaborations, and expand opportunities for research dissemination and external funding.

CLA Representative (AY 2026-2028)

Hocheol Yang (incumbent), Assistant Professor in Graphic Communication (Tenure-Track); 6 years at Cal Poly

I'd like to serve on the RSCA Committee because I care about strengthening a campus culture where research, scholarship, and creative activity are supported equitably across disciplines and career stages. I'm especially interested in contributing to conversations around the committee's RSCA charges and helping move that work forward in practical ways. I've enjoyed serving on the committee and would be glad to continue contributing.

PCS Representative (AY 2026-2028)

Serena Petrasich, University Advising – MSC; 3 years at Cal Poly

I am looking to get more involved in the campus community and contribute in a new way. My background before being an advisor was in K-12 education. While it was not at the university level, it gave me an appreciation for learning, collaboration and the value

of exploration and discovery. I think the RSCA would be a great way to contribute in an interesting area.

Solano Representative (AY 2026-2027)

Tomas Oppenheim (incumbent), Assistant Professor in Mechanical Engineering (Tenured); 11 years at Cal Poly

I served on the RSCA Committee as the Solano representative during the past semester and recently participated in reviewing RSCA proposals for the current academic year. This experience provided valuable insight into the breadth of research, scholarly, and creative activities across campus, as well as the importance of thoughtful and equitable evaluation in supporting faculty scholarship.

As a faculty member actively engaged in research and student-centered projects, I value opportunities that strengthen the research culture and support faculty pursuing innovative work. My recent scholarly activities include a publication in *Neural Rehabilitation and Neural Repair* (2023), and a manuscript currently being prepared for submission to *Sensors*. I am also currently a Visiting Scholar in the Sensorimotor Neural Engineering Lab in the UC Berkeley led by Preeya Khanna, where I collaborate on wearable sensing and neural engineering research. In addition, I have recently submitted external research proposals to the NIH R15 and NSF to support ongoing work.

Through these experiences, I have developed a strong appreciation for the importance of internal research support programs such as RSCA in helping faculty build momentum toward externally funded research programs while also creating opportunities for student involvement in meaningful scholarly work.

If selected to continue serving on the committee, I hope to contribute thoughtful proposal evaluations, represent the perspectives of faculty engaged in applied and collaborative research, and help ensure that RSCA funding continues to support high-quality and impactful scholarly activities across the campus.

SUSTAINABILITY COMMITTEE

BCSM Representative (AY 2026-2028)

Erin Pearce (incumbent), Professor in Mathematics (Tenured); 13 years at Cal Poly
Director of ICLR (climate.calpoly.edu), active in ASSC (SLO development, SUSCAT review, curricular development).

USCP REVIEW COMMITTEE

San Luis Obispo At-Large Faculty Representative (AY 2026-2028)

Alison Yeh Cheung (incumbent), Assistant Professor in Communication Studies (Tenure-Track); 4 years at Cal Poly

I am currently a member of the USCP Committee for the 2024-2026 term and would like to continue serving on the committee. My scholarship is rooted in discussions of diversity, equity, and inclusion through my research on the rhetoric of race, race and media, and Asian American rhetoric. I joined Cal Poly as part of a DEI-focused cluster hire and have taught courses on topics of diversity at Cal Poly, the University of San Diego, and the University of Utah. I believe my experience currently assessing courses on the USCP committee, teaching and research on these topics in both Communication and Ethnic Studies departments, and previous service on the Anti-Racist Task Force at the University of Utah, will continue to help support the review and evaluation of USCP courses at Cal Poly.

Julie Lynem, Assistant Professor in Journalism (Tenure-Track); 10 years at Cal Poly

As a decade-long member of the Cal Poly SLO community, I am eager to submit my statement of interest for service on the USCP Review Committee. When I joined the Journalism Department as a lecturer in 2016, my first assignment – and one that I kept for eight years - was to teach Multicultural Society & Mass Media, a USCP course exploring the ways in which media has perpetuated stereotypes of underrepresented groups in American society and helps future journalists consider the backgrounds of those they cover. The course also focuses on how to talk across difference, sharing a variety of insights and perspectives that promote greater understanding of fault lines, those categories of diversity that can cause social tension.

Although I now teach media ethics, media law, and solutions journalism as assistant professor, I have continued to enthusiastically support efforts to improve awareness regarding diversity, equity, and inclusion. As a member of the department's diversity committee, I am helping draft a self-study document for upcoming accreditation by the Association for Education in Journalism and Mass Communication (AEJMC), and I was recently asked by the current and former chair to attend the AEJMC accreditation committee meeting in Chicago. At the meeting, I had an opportunity to listen to academic leaders express frustration and exhaustion as a result of the increasing pressure to change language, shift curriculum and cancel classes associated with diversity, equity and inclusion. It is clear that institutions of higher education are under siege, and it's more important than ever for colleges and universities to fight for courses that help prepare students for a complex and multicultural world.

When I'm not working on campus, I am involved with a local nonprofit organization that seeks to amplify voices of Black and other underrepresented groups in SLO. I am one of the original co-founders of R.A.C.E. Matters SLO County, which has created artistic, cultural, and educational experiences to community members since 2016. I currently serve as vice president of the organization's board.

I believe my background and experience, both inside and outside the classroom, and as an alumna of Cal Poly's School of Education (curriculum and instruction program) aligns well with the goals and responsibilities of the committee. As a former instructor of a USCP course, I would be excited to not only evaluate current learning outcomes but review existing courses and those in the pipeline. I've had a first-hand look at what can make a class more effective. For me, it has meant pushing beyond the superficial to a true understanding of what it means to be culturally competent. I've also found it

essential to provide students with experiential, community-based opportunities that help them gain more exposure to diverse groups and beliefs.

As a member of the committee, I would contribute a thoughtful approach to decision-making and help foster a collaborative environment with others in this community. Despite the present turmoil impacting higher education and attacks on DEI, I am nevertheless committed to ensuring Cal Poly students are ready to not only navigate a diverse workplace and society where everyone belongs but leave the university wiser and more empathetic human beings.



CAL POLY

Maritime Academy

Dear Executive Committee,

My primary reason for interest in this committee is that I'm new to the Cal Poly community and I'd like to get a better chance to involve myself with my new colleagues and students. I am currently serving on the Distinguished Scholarship Awards committee which has allowed me to interact with faculty members from a variety of departments. Serving on the Campus Fee Advisory Committee would give me a chance to interact with both Cal Poly students and administrators.

I am also interested in this committee because I am an economist with an interest in studying the costs and benefits of raising or lowering fees. My qualifications include a Ph.D. in economics along with years of teaching and doing research relevant to the issues that may be discussed by the committee. I am confident I can bring some neutral and informed guidance to both the students and the administration on some of these important decisions.

Sincerely,

Joshua D. Shackman, Ph.D.
Associate Professor
Department of Industrial Technology and Packaging
Cal Poly Maritime Academy
JShackman@csum.edu

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

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Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

Matthew Somogyi

Assistant Professor, Marine Engineering Technology
Cal Poly Maritime Academy
200 Maritime Academy Drive, Vallejo, CA 94590
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March 20, 2026

Academic Senate Executive Committee
Cal Poly Maritime Academy

Dear Members of the Academic Senate Executive Committee,

I am pleased to submit my interest in serving as the Cal Poly Solano Campus faculty representative on the Fee Advisory Committee. As an assistant professor of Marine Engineering Technology, I work closely with students whose educational paths depend on a maritime-specific, hands-on learning environment; and understand that this field carries distinct operational costs. I believe that faculty representation on this committee should reflect an understanding of both the academic mission and the real financial pressures students face. As an alum of the program in which I now teach, I feel strongly about the necessity for cost-equitable and accessible education, especially in a field that historically provides opportunity for economic mobility for financially disadvantaged students. I would commit to bringing a thoughtful, student-aware perspective to deliberations on any fee adjustments, new fees, and related financial aid considerations. I welcome the opportunity to contribute to shared governance in a meaningful and practical way.

Respectfully,

Matthew Somogyi
Assistant Professor, Marine Engineering Technology
Cal Poly Maritime Academy

Adopted:

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

AS-___-26

RESOLUTION ON COURSE SYLLABI

Impact on Existing Policy: updates AS-644-06

- WHEREAS, Campus Administrative Policy (CAP) 210.4 requires that faculty provide a syllabus for each course section they teach; and
- WHEREAS, Students need to have timely access to course information, expectations and assessment methods, etc.; and
- WHEREAS, AS-644-06 specifies that every instructor is required to make a course syllabus available to each student at the first class meeting of the term; and
- WHEREAS, Faculty may distribute the syllabus to students in a variety of ways (e.g., hard copy distributed during the first class meeting, an electronic copy delivered via campus email, and/or posted to the course page in the campus LMS (Canvas), etc.)
- WHEREAS, Faculty are required to spend a portion of the first class meeting discussing the course syllabus (CAP 210.4.6.2); and
- WHEREAS, Faculty shall communicate the course learning outcomes to students, and may use the syllabus, the campus LMS (Canvas), or other means appropriate to do so (AS-739-12, CAP 210.4.6.1); and
- WHEREAS, Faculty have final responsibility to determine grading criteria and grading judgement (CAP 210.4.6.3); and
- WHEREAS, Faculty have the right, with notice to students, to alter scheduled course assessments, the course calendar, deadlines or other parts of the syllabus (that do not change the course learning outcomes) during the term (CAP 210.4.6.3); and therefore, be it

RESOLVED, that the Cal Poly Academic Senate supports this resolution on course syllabi, and be it further

RESOLVED, Course syllabi shall include at minimum the following information or links to information:

- Instructor's name and contact information
- Office hours and office location and/or link for virtual office hours
- Course title and description, (if applicable, indicate if course meets a GE, GWR, or USCP requirement)
- Course learning outcomes or where they can be found
- Required texts, materials, technology, supplies. Supplementary materials if applicable.
- Class policies (if applicable, attendance, late work & make-up policies, collaboration policies, academic integrity policies)
- Methods of assessment, evaluation and grading
- Tentative calendar of assignments and assessments
- Day/time of final assessment/exam; and be it further

RESOLVED, the above resolved clause be updated in the Campus Administrative Policies, Faculty Handbook, and Academic Programs and Planning Academic Policies webpage; and be it further

RESOLVED, this policy shall be communicated to all faculty before the beginning of each term by the Provost or their designee.

RESOLVED, this policy will be effective Fall 2026.

Proposed by: Academic Senate Instruction Committee

Date:

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

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

BACKGROUND: The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, the Solano campus, Academic Affairs, and a student representative. FAC employs a standard process for approval of updates to University Faculty Personnel Policies (UFPP) including consultation with faculty affected by proposed changes and clear identification of which policy documents have been superseded by a proposed change. This process uses Academic Senate resolutions to establish new policy, revise existing policy, or substantially reformulate existing policy. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies or addition of administrative memos to the UFPP Appendix on the Senate consent agenda.

Summary

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

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

This proposed revision modifies the scaling of required office hours to instructional appointments. All faculty regardless of classification would use one common scale for scheduling of office hours. An office hour remains defined as a 50-minute credit hour. Faculty teaching from 1 to 5 WTU are required to schedule one office hour. Faculty teaching 6 to 10 WTU are required to schedule two office hours, and faculty teaching more than 10 WTU are required to schedule three office hours.

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

Part of the purpose for these revisions is to acknowledge the ease and convenience of meeting with students beyond scheduled office hours due to the use of software such as Zoom. Another factor related to this revision is the introduction of the "teacher-scholar model" (TSM) assigned time for tenure-line faculty. The scaling of office hours allows for a difference in office hours between faculty teaching 12 units and faculty teaching 3 units.

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

Impact on Existing Policy

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

Implementation

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

Consultation

Consultation on this policy revision initially coincided with the policy moving through the Senate starting November 4, 2025. During that period colleges and departments, and ASI could direct their opinions about this proposal directly to the FAC chair, to their FAC representative, and/or to their Senate representatives, however they saw fit to do so, which is not unusual for policy revision. The resolution for these policy revisions went to the Senate on 11/18/26 and returned to the Senate on 1/13/26 without revision so senators would have at least two airings on the Senate floor before senators would decide to move the resolution to second reading for a vote.

During this period senators, department heads/chairs from across the university, and the CLA College Council (i.e. dept chairs, dean, associate deans) engaged in a mix of email and direct in person consultation on the policy revisions. Nearly all opinions about the revisions already had been considered in FAC deliberations that led to the development of the policy revisions as FAC had offered to the Senate.

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

At the 1/13/26 Senate meeting, after some senators and the ASI representatives expressed concerns, while other senators expressed support, and the FAC chair directly engaged with all this feedback, senators moved the proposal to second reading, implemented some amendments to the resolution that imposed some additional clarity on matters about the meaning and subsequent publication of the

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

office hour policy. This effort to approve the resolution came so near to the end of the Senate meeting that the Senate needed to take action to extend the meeting length to accommodate for the voting procedure. None of this needed to happen at that Senate meeting since the resolution could have just remained at first reading until the next scheduled Senate meeting. Nevertheless, the Senate approved amendments and voted by a margin of approximately 3.5:1 in favor.

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

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

What follows are the revised policy text for UFPP and a copy showing revisions from current policy (which can be seen in the current version of UFPP posted to the Academic Personnel website).

**UFPP 12.2 Office Hours
Proposed Revisions
Fall 2025**

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

BACKGROUND: The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, the Solano campus, Academic Affairs, and a student representative. FAC employs a standard process for approval of updates to University Faculty Personnel Policies (UFPP) including consultation with faculty affected by proposed changes and clear identification of which policy documents have been superseded by a proposed change. This process uses Academic Senate resolutions to establish new policy, revise existing policy, or substantially reformulate existing policy. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies or addition of administrative memos to the UFPP Appendix on the Senate consent agenda.

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

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

This proposed revision modifies the scaling of required office hours to instructional appointments. All faculty regardless of classification would use one common scale for scheduling of office hours. An office hour remains defined as a 50-minute credit hour. Faculty teaching from 1 to 5 WTU are required to schedule one office hour. Faculty teaching 6 to 10 WTU are required to schedule two office hours, and faculty teaching more than 10 WTU are required to schedule three office hours.

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

Impact on Existing Policy

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

**UFPP 12.2 Office Hours
Proposed Revisions
Fall 2025**

Implementation

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

Consultation

Consultation on this policy revision will coincide with the policy moving through the Senate. During that period colleges and departments can direct their opinions about this proposal directly to the FAC chair, to their FAC representative, and/or to their Senate representatives.

What follows are the revised policy text for UFPP and a copy showing revisions from current policy (which can be seen in the current version of UFPP posted to the Academic Personnel website).

12.2. Office Hours

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

12.2.8. Scheduled instructional office hours

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

<i>Instructional WTU</i>	Office Hours
<i>1 to 5 WTU</i>	1
<i>6 to 10 WTU</i>	2
<i>More than 10 WTU</i>	3

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

12.2.9. Scheduled advising office hours

- 12.2.9.1. Assigned time for advising duties may have an amount of office hours defined as part of the advising function. Any advising office hours attached to assigned time shall be determined by the instructional unit that issues the assigned time

and specified in the assignment. Office hours for advising duties earning assigned time contribute to the total office hour obligation of the faculty member.

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

12.2.10. Mode of office hours

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

12.2.11. Notification

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

12.2.12. Exceptions

- 12.2.12.1. Exceptions to the policies about the scheduling of instructional and advising office hours should coordinate the needs of the instructor and the students given the nature of the instructional or advising assignment.
- 12.2.12.2. Exceptions require department chair/head and college dean approval.
- 12.2.12.3. Exceptions should be temporary and specific.
- 12.2.12.4. Exceptions that extend beyond a specific instructor's temporary needs should be treated as a basis for revisiting the college or department office hour policies.
- 12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.

12.2. Office Hours

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

12.2.8. Scheduled instructional office hours

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

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

12.2.8.1-

<u>Instructional WTU</u>	<u>Office Hours</u>
<u>1 to 5 WTU</u>	<u>1</u>
<u>6 to 10 WTU</u>	<u>2</u>
<u>More than 10 WTU</u>	<u>3</u>

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

~~12.2.8.3. Tenure-line faculty whose instructional assignments have been reduced to zero WTU but who are involved in research or other projects involving supervision of students shall hold a minimum of one regularly scheduled in-person office hour.~~

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

12.2.9. Scheduled advising office hours

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

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

12.2.10. Mode of office hours

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

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

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

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

12.2.11. Notification

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

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

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

12.2.12. Exceptions

- 12.2.12.1. Exceptions to the policies about the scheduling of instructional and advising office hours should coordinate the needs of the instructor and the students given the nature of the instructional or advising assignment.
- 12.2.12.2. Exceptions require department chair/head and college dean approval.
- 12.2.12.3. Exceptions should be temporary and specific.
- 12.2.12.4. Exceptions that extend beyond a specific instructor's temporary needs should be treated as a basis for revisiting the college or department office hour policies.
- 12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.



OFFICE OF THE PRESIDENT

MEMORANDUM

To: Dustin Stegner
Chair, Academic Senate

Date: February 20, 2020

From: Jeffery D. Armstrong
President

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

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

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

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

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

Adopted: February 11, 2020

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

AS-886-20

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

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

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

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

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

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

The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies which specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. FAC has used this process to construct a new University Faculty Personnel Policies (UFPP) document and is now employing the same process to revise or create new personnel policies and place them in UFPP on an as-needed basis.

In Spring 2016 FAC recommended to the Academic Senate Executive Committee that a task force be formed to draft a new university office hour policy. In Spring 2018 the office hour task force concluded its work by proposing to the Academic Senate a resolution on office hour policies. The Academic Senate voted against that resolution. FAC agreed to take on the task of drafting a new office hour policy during AY 2018-19 for inclusion in UFPP. This proposed new office hour policy underwent extensive consultative review in Spring and Fall 2019, including meetings with the following groups:

- ASI Board of Directors
- Associate Deans Council
- Provost's Leadership Council

College deans distributed draft policy text to their department chairs and heads and to interested faculty. FAC received a great deal of feedback from all these affected parties and significantly revised the policy into the form now proposed for Senate consideration.

The rest of this document addresses all the aspects of a personnel policy revision that the FAC requires of itself when it proposes such changes to the Senate:

- Summary of the proposed policy
- Account of impact on existing policy, including the existing policy text
- How the policy would be implemented
- The text of the new policy

Summary of subchapter 12.2: Office Hours

The proposed office hour policy comprises a subchapter of UFPP Chapter 12: Workload.

The proposed office hour policy includes a statement of the contribution office hours make to the educational mission of Cal Poly. It defines what an office hour is, specifies minimum office hours for instructional faculty, and scales office hours to instructional assignments. It requires colleges to define their own more specific office hour policies and to publish them in their personnel policy documents. The policy allows for additional required scheduled office hours to be connected to various advising functions, provides guidance about how to coordinate the mode of office hours with the mode of instruction, and covers the notification of the scheduling of office hours and of changes or cancellation

of office hours. The policy also provides provisions for granting ad hoc exceptions and for considering the role of exceptions in shaping further revisions to office hour policies.

Impact on Existing Policy

Subchapter 12.2 supersedes any and all other existing university, college, and department office hour policies that are *inconsistent* with the proposed university policy. *Any subordinate policy consistent with the minimal provisions of the new office hour policy may remain in effect until that faculty unit decides to revise it.*

The Collective Bargaining Agreement includes among the professional responsibilities of faculty “maintaining office hours, and/or opportunities for student consultation connected to online teaching” (CBA 20.1b). Further policy about office hours exists at the campus level.

The current university office hour policy at Cal Poly superseded a prior and rather simple office hour policy that “...each faculty member must schedule and conduct at least one office hour each day (Monday through Friday) for consultation with students...” Campus Administrative Manual (CAM) section 370.2. In 1980 the Academic Senate revised CAM 370.2 into the current office hour policy:

“In addition to scheduled classes, each full-time faculty member must schedule and conduct at least five (5) office hours each week (not more than two hours each day) for consultation with students. The faculty members will post their office hours outside their office doors. This section does not preclude pre-arranged appointments with students. Part-time faculty and full-time faculty with reduced teaching loads will have office hours proportional to their assignments.”

CAM is no longer the governing policy document at Cal Poly. Much of CAM has been revised into provisions of Campus Administrative Policies (CAP) or distributed to a variety of other repositories of policy around campus. The provisions on faculty workload are not in CAP but instead are on the Academic Personnel website, which summarizes the office hour policy on its Working Conditions webpage as follows:

“Full-time faculty members conduct at least five office hours each week for student consultation. Part-time and full-time faculty with reduced teaching loads schedule office hours in proportion to their assignments.”

This statement is located here:

<https://academic-personnel.calpoly.edu/content/handbook/workingconditions>

Some colleges and departments include the university office hour policy in their policy documents. For instance, The Architecture Department includes the following in its list of faculty responsibilities: “[m]aintain a minimum of 5 scheduled office hours per week in a designated faculty office.”

This statement about office hours is located here:

<https://architecture.calpoly.edu/faculty/administration/workload>

The current university office hour policy predates the proliferation of online communication by many years. Online communication has relieved some of the need for in-person contact in office hours. The Academic Senate offers this interpretation of office hours in its remarks on the university office hour policy on its FAQ webpage after quoting the original CAM office hour policy:

“Can office hours be held online? Many faculty will spend time responding to students email outside of office hours. The University required office hours must be scheduled so students will have access to faculty at specific scheduled times either at a scheduled location or to be held virtually at the scheduled time.”

This Academic Senate statement about office hours is located here:

<https://academicsenate.calpoly.edu/content/faq-office-hours>

The CLA policy on office hours, distributed annually to its faculty by email, explicitly includes online communication as a basis for reducing the total number of scheduled office hours:

“OFFICE HOURS: Pursuant to university policy (CAM 370.2), all Cal Poly faculty are expected to conduct at least five office hours each week for student consultation. For faculty with reduced teaching schedules and part time faculty, the five hours are reduced in proportion thereof with no less than one face-to-face office hour per week. Faculty have the option of offering 4 hours per week of face-to-face office hours plus 1 hour per week of alternative, but demonstrable, contact with students, such as email or other on-line communication. No prior approval is required, but the format of the alternative hour should be stated in the faculty information about office hours that is given to students, and the contact method must be demonstrable should it ever be necessary to do so. Faculty still have the option of holding 5 hours per week of face-to-face office hours. For full-time faculty, the 4-5 hours of face-to-face office hours must be spread over at least three days. In accordance with this policy, faculty do have a responsibility to respond to student emails, even if it is to let students know about regularly scheduled office hours and ways to schedule an alternate appointment.” (CLA Faculty Information Memo 9/13/2018)

Implementation

The new office hour policy would go into effect no sooner than the term following its enactment by the Academic Senate and ratification by the President. The Academic Senate may propose a later date for enactment, but that should not be later than the following Fall term after ratification by the President.

Colleges need to formulate office hour policies. Any college with formulated and published office hour policies must consider whether their office hour policies are inconsistent with the new university policy. Any inconsistency with university policy must be resolved in their new office hour policy. College level office hour policies would be in Chapter 12 of the college personnel policy documents,

and would be subject to approval the same way that any personnel policy is approved as per UFPP 1.5.5 and 1.5.6.

Current subordinate office hour policies that are roughly in line with the long-standing university policy from CAM 370.2 (such as those in ARCH and CLA) may remain consistent with the new office hour policy. For instance, the subordinate policy from ARCH quoted above requiring five office hours for all faculty would be consistent with a university policy requiring a minimum of less than five because the university policy does not specify a maximum. The subordinate policy from CLA quoted above would also be consistent with the new university policy in its allowance of online modes of office hours even in cases where one's entire instructional assignment is in normal classroom settings, since it also requires at least as many in-person office hours as the university requires.

What follows is the proposed text of subchapter 12.2...

12.2. Office Hours

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

12.2.8. Scheduled instructional office hours

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

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

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

12.2.9. Scheduled advising office hours

- 12.2.9.1. Assigned time for advising duties may have an amount of office hours defined as part of the advising function. Any advising office hours attached to assigned time shall be determined by the instructional unit that issues the assigned time and

specified in the assignment. Office hours for advising duties earning assigned time contribute to the total office hour obligation of the faculty member.

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

12.2.10. Mode of office hours

- 12.2.10.1. Scheduled office hours should be congruent with the mode of engagement with students for the instructional or advising function that requires the scheduling of the office hours.
- 12.2.10.2. For normal classroom instruction, scheduled office hours should be held in-person in the faculty member's office. Faculty with more than one scheduled office hour may hold up to one office hour conducted in a synchronous online mode suited to the nature of the engagement with the affected students.
- 12.2.10.3. For online courses, scheduled office hours should be conducted in a synchronous online mode suited to the nature of the engagement with the enrolled students.
- 12.2.10.4. Hybrid courses may warrant an appropriate combination of in-person and synchronous online office hours.
- 12.2.10.5. Colleges and departments shall specify in their office hour policies any general allowances or requirements for alternate locations or synchronous online modes of conducting office hours.

12.2.11. Notification

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

12.2.12. Exceptions

- 12.2.12.1. Exceptions to the policies about the scheduling of instructional and advising office hours should coordinate the needs of the instructor and the students given the nature of the instructional or advising assignment.
- 12.2.12.2. Exceptions require department chair/head and college dean approval.
- 12.2.12.3. Exceptions should be temporary and specific.
- 12.2.12.4. Exceptions that extend beyond a specific instructor's temporary needs should be treated as a basis for revisiting the college or department office hour policies.
- 12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.



Faculty Office Hours Policy

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

Faculty Office Hours Policy

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

Purpose:

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

Number of Office Hours:

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

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

Modality:

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

Communication:

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

Cancellation:

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

Exceptions:

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



OFFICE OF THE PRESIDENT

MEMORANDUM

To: Jerusha Greenwood
Chair, Academic Senate

Date: February 25, 2026

From: Jeffrey D. Armstrong
President

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

Jeffrey D. Armstrong

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

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

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

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

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

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

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

BACKGROUND: The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, the Solano campus, Academic Affairs, and a student representative. FAC employs a standard process for approval of updates to University Faculty Personnel Policies (UFPP) including consultation with faculty affected by proposed changes and clear identification of which policy documents have been superseded by a proposed change. This process uses Academic Senate resolutions to establish new policy, revise existing policy, or substantially reformulate existing policy. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies or addition of administrative memos to the UFPP Appendix on the Senate consent agenda.

Summary

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

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

This proposed revision modifies the scaling of required office hours to instructional appointments. All faculty regardless of classification would use one common scale for scheduling of office hours. An office hour remains defined as a 50-minute credit hour. Faculty teaching from 1 to 5 WTU are required to schedule one office hour. Faculty teaching 6 to 10 WTU are required to schedule two office hours, and faculty teaching more than 10 WTU are required to schedule three office hours.

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

Part of the purpose for these revisions is to acknowledge the ease and convenience of meeting with students beyond scheduled office hours due to the use of software such as Zoom. Another factor related to this revision is the introduction of the "teacher-scholar model" (TSM) assigned time for tenure-line faculty. The scaling of office hours allows for a difference in office hours between faculty teaching 12 units and faculty teaching 3 units.

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

Impact on Existing Policy

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

Implementation

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

Consultation

Consultation on this policy revision initially coincided with the policy moving through the Senate starting November 4, 2025. During that period colleges and departments, and ASI could direct their opinions about this proposal directly to the FAC chair, to their FAC representative, and/or to their Senate representatives, however they saw fit to do so, which is not unusual for policy revision. The resolution for these policy revisions went to the Senate on 11/18/26 and returned to the Senate on 1/13/26 without revision so senators would have at least two airings on the Senate floor before senators would decide to move the resolution to second reading for a vote.

During this period senators, department heads/chairs from across the university, and the CLA College Council (i.e. dept chairs, dean, associate deans) engaged in a mix of email and direct in person consultation on the policy revisions. Nearly all opinions about the revisions already had been considered in FAC deliberations that led to the development of the policy revisions as FAC had offered to the Senate.

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

At the 1/13/26 Senate meeting, after some senators and the ASI representatives expressed concerns, while other senators expressed support, and the FAC chair directly engaged with all this feedback, senators moved the proposal to second reading, implemented some amendments to the resolution that imposed some additional clarity on matters about the meaning and subsequent publication of the