



AGENDA

- 1. Call to Order [Frame]**
- 2. Approval of July 8, 2026, Minutes pp. 2-4**
- 3. Communications and Announcements [Frame]**
- 4. Consent Agenda | August 14, 2026 pp. 5-13**
- 5. Reports**
 - 5.1. Academic Senate Chair [Frame]**
 - 5.2. President's Office [Haft]**
 - 5.3. Provost [Liddicoat]**
 - 5.4. Statewide Senate [Inoue, Navarro, Rein, & Stegner]**
 - 5.5. CFA SLO & Solano [Kawamura, Sinha]**
 - 5.6. ASI [Schinderle, Short]**
- 6. Discussion Items | None**
- 7. Business Items**
 - 7.1. Appointment of John Pan (IME) as CENG representative to the Academic Senate (AY 2026-2028)**
 - 7.2. Appointment of Patrick Lin (PHIL) as CLA representative to the Academic Senate (AY 2026-2027)**
 - 7.3. Appointment of Rodrigo Manjarin (CAFES) as Chair of the Research, Scholarship, and Creative Activities Committee (AY 2026-2027)**
 - 7.4. Faculty Appointments to Academic Senate Committees pp. 14-19**
- 8. Adjournment [Frame]**



ATTENDEES

Executive Committee Members

Benjamin Alexander OCOB Caucus Chair; **Samuel Frame** Academic Senate Chair; **Lauren Garner** CAFES Caucus Chair; **Jerusha Greenwood** Immediate Past Senate Chair; **Kara Hitchcock** PCS Caucus Chair; **Sean Hurley** Vice Chair; **Taiyo Inoue** CSU Statewide Senator; **Kris Jankovitz** BCSM Caucus Chair; **Lisa Kawamura** CFA-SLO Chapter President; ~~**Al Liddicoat** Provost and Executive Vice President~~; **Steffen Peuker** CENG Caucus Chair; **Steve Rein** CSU Statewide Senator; **José Navarro** CSU Statewide Senator; **Tanner Schinderle** ASI President; **Olivia Short** Board of Directors Chair; **Dustin Stegner** CSU Statewide Senator; **Ava Wright** CLA Caucus Chair; **Vacant**: Solano and CAED Caucus Chairs

Guests

Rachel Fernflores; Cheryl May; Mary Pedersen; Shannon Sullivan-Danser

MINUTES

1. **Call to Order:** Samuel Frame, Academic Senate Chair, called the meeting to order at 11:01 am.
2. **Approval of Minutes:** The Executive Committee minutes from May 19, 2026, were approved electronically in June.
3. **Communications and Announcements:** Samuel Frame, Academic Senate Chair, reminded the members that the Executive Committee acts on behalf of the Academic Senate. He also shared that the deadline for voting on the Academic Senate Constitution referendum is July 14th at 11:59 p.m. A reminder is forthcoming for this deadline. Additionally, the Senate materials from the 2025-2026 academic year are being archived by Digital Commons.
4. **Consent Agenda:** There being no objections, all consent agenda items, found [here](#), were approved.
5. **Reports**
 - 5.1. **Academic Senate Chair:** None.
 - 5.2. **President's Office:** None.
 - 5.3. **Provost:** None.
 - 5.4. **Statewide Senate:** Steve Rein, SLO Statewide Senator, reported that the committee assignments have been made.
 - 5.5. **CFA SLO & Solano:** Lisa Kawamura, CFA SLO President, reported that CFA continues to meet-and-confer about how the semester transition will impact faculty. CFA has also been bargaining for the past year and a half and continues to go without raises or contract solidifications during this time. Management has proposed multiple takebacks of previously stated contract rights and rejected the majority of CFA's proposals. Kawamura implored faculty to be union members, as Cal Poly's union membership is below the average of CFA



members in the total CSU. She noted the importance of increasing union membership to make advocacy more effective and avoid striking during the coming year and encouraged faculty to review CFA's proposals at cfabargaining.org.

5.6. ASI: None.

6. Discussion Items: None.

7. Business Items

7.1. Appointment of Carrie Perez as PCS representative to the Academic Senate (AY 2025-2027): M/S/P to approve the Appointment Carrie Perez as PCS representative to the Academic Senate (AY 2025-2027).

7.2. Appointment of Thomas Kommer (Construction Management) as CAED representative to the Academic Senate (AY 2026-2028): M/S/P to approve the Appointment of Thomas Kommer (Construction Management) as CAED representative to the Academic Senate (AY 2026-2028).

7.3. Appointment of Bret Betnar (Landscape Architecture) as part-time CAED representative to the Academic Senate (AY 2026-2027): M/S/P to approve the Appointment of Bret Betnar (Landscape Architecture) as part-time CAED representative to the Academic Senate (AY 2026-2027).

7.4. Faculty Appointments to Academic Senate Committees & Year-Round Operations Summer Workgroups: M/S/P to approve the following slate of Faculty Appointments to Academic Senate Committees & Year-Round Operations Summer Workgroups.

Clinton Francis (BCSM)
Sarah Senk (Solano)

Distinguished Scholarship Awards Committee (AY 2026-2028)
General Education Governance Board (AY 2026-2027)

Sandra Ward (BCSM)
Sean Hurley (CAFES)
Andrew Kean (CENG)
Aubrie Adams (CLA)
Jim Burleson (OCOB)
Katie Jennings (PCS)
Lonny Simonian (CAED)

YRO Summer 2026 Calendar Review Workgroup
YRO Summer 2026 Calendar Review Workgroup
YRO Summer 2026 Calendar Review Workgroup
YRO Summer 2026 Calendar Review Workgroup
YRO Summer 2026 Calendar Review Workgroup
YRO Summer 2026 Calendar Review Workgroup
YRO Summer 2026 Calendar Review Workgroup
YRO Summer 2026 High-Impact Practices Workgroup
YRO Summer 2026 High-Impact Practices Workgroup
YRO Summer 2026 High-Impact Practices Workgroup

Lauren Garner (CAFES)
Dale Dolan (CENG)



Grace Yeh (CLA)

YRO Summer 2026 High-Impact Practices Workgroup

Benjamin Alexander (OCOB)

YRO Summer 2026 High-Impact Practices Workgroup

8. Adjournment: Samuel Frame, Academic Senate Chair, adjourned the meeting at 11:52 am.

Minutes submitted by

Zora Sowinska



The following items have been put on the Consent Agenda for the August 14, 2026, Executive Committee meeting. As per Senate bylaws, the Executive Committee acts on behalf of the Academic Senate during the summer (VI.B).

These proposals are exceptions to the catalog review cycle.

Courses Submitted by the Academic Senate Curriculum Committee

2026 – 2027 Review				
ITEMS TO BE CONSIDERED BY ACADEMIC SENATE EXECUTIVE COMMITTEE				
Program Name or Course Number & Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
ARCE 2211: Structural Principles II (3), 3 lectures (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 2212: Structural Principles II Laboratory (1), 1 Laboratory (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 2222: Structural Systems Laboratory (2), 2 Laboratories (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 3301: Introduction to Structural Systems (4), 4 Lectures (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 3311: Structural Analysis (3), 3 Lectures (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 3353: Soil Mechanics and Foundation Design (4) 3 Lectures, 1 Laboratory (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-



2026 – 2027 Review				
ITEMS TO BE CONSIDERED BY ACADEMIC SENATE EXECUTIVE COMMITTEE				
Program Name or Course Number & Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
ARCE 4411: Structural Dynamics (3), 3 Lectures (existing course adjusting requisites)	Reviewed and recommended for approval 6/2/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 4412: Structural Dynamics Computing Laboratory (1), 1 Laboratory (existing course adjusting requisites)	Reviewed and recommended for approval 6/2/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 4462: Senior Project - Reinforced Concrete and Masonry Laboratory (2) 2 Laboratories (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
BUS 4424: Advanced Data Analytics in Accounting (3) 3 Lectures (existing course adjusting requisites)	Reviewed and recommended for approval on 7/6/26.	On the 08/14/2026 consent agenda	-	-
BUS 4473: Senior Project: Auditing Analytics (3) 3 Lectures (existing course adjusting requisites)	Reviewed and recommended for approval on 7/6/26.	On the 08/14/2026 consent agenda	-	-
Educational Leadership and Administration, MS (modality change)	Reviewed and recommended for approval 7/16/2026.	On the 08/14/2026 consent agenda	-	-
MATH 5203: Linear Algebra and Module Theory (3) 3 Lectures (existing course removing formerly statement)	Reviewed and recommended for approval on 7/6/26.	On the 08/14/2026 consent agenda	-	
ANT 3318: Archaeology of the Nile: Egypt, Nubia, and Aksum (3) 3 lectures	Reviewed and recommended for approval 7/20/2026.	On the 08/14/2026 consent agenda		



2026 – 2027 Review				
ITEMS TO BE CONSIDERED BY ACADEMIC SENATE EXECUTIVE COMMITTEE				
Program Name or Course Number & Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
CHEM 4436: Field Studies in Marine Chemistry II (2) 1 Lecture, 1 Laboratory	Reviewed and recommended for approval 7/20/2026.	On the 08/14/2026 consent agenda		
EDUC 2207: Children’s Learning and Development in Education Settings (3) 2 Lectures, 1 Activity (existing course proposed to be offered online)	Reviewed and recommended for approval 7/20/2026.	On the 08/14/2026 consent agenda		
EDUC 3300 Historical, Philosophical, and Social Foundations of Public Education (3) 1 Activity, 2 Seminars (existing course proposed to be offered online)	Reviewed and recommended for approval 7/20/2026.	On the 08/14/2026 consent agenda		

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

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



Degree Designation (e.g., BA, MS)	MS
Campus Specific Degree Title	Educational Leadership and Administration
CSU Degree Title	Educational Administration, Leadership
CSU Code / CIP Code (APP provides)	8271 / 13.0401
CIP Code Degree Title (APP provides)	Educational Leadership and Administration, General
Existing Degree Modality ¹ (In-person, hybrid, fully online)	Hybrid
Revised Degree Modality	Fully Online
Start Term	Fall 2026
College	Bailey College of Science and Mathematics
Department, Program	School of Education, Educational Leadership and Administration
Contact Name(s), Position(s), and Email(s)	Andrea Somoza-Norton, Co-Coordinator of the Educational Leadership and Administration Program; asomozan@calpoly.edu Natasha Neumann, Co-Coordinator of the Educational Leadership and Administration Program; naneuman@calpoly.edu
Program Website Link	https://soe.calpoly.edu/content/educational-leadership-and-administration
Proposal Date	April 17, 2026

¹ For CSU reporting purposes (CMS/ERS/IPEDS), the primary degree modalities are defined by the Chancellor's Office as follows:

- **In Person:** The degree program does not require online courses (asynchronous or synchronous) to complete degree requirements, and the program can be completed entirely through traditional face-to-face courses.
- **Hybrid:** The degree program requires both traditional face-to-face courses and online courses (asynchronous or synchronous) to complete degree requirements.
- **Fully online:** The degree program is designed and approved by the Chancellor's Office as fully online (asynchronous or synchronous), and all instruction is expected to be completed through this mode. Instruction in the program does not require traditional face-to-face courses to complete degree requirements.

Instructions (~~Delete~~ before circulating for signatures):

1. Curricular changes will require that this be submitted as part of a catalog cycle. Please reach out to the Office of the Registrar (catalog@calpoly.edu) to discuss your modality changes. If the curriculum is changing, the CO will need to review the changes.
2. Reach out to APP to obtain the CSU Generic Degree and Subprogram Titles and CIP codes.
3. Upon completion of this form, please submit it for preliminary review by the college and by the Office of Academic Programs and Planning (APP). APP will get feedback from Academic Innovations and Programs and the Senior Vice Provost. Make sure to update the names of the people signing for the college.
4. Once reviewed by APP and requested revisions are made, submit the unsigned change of modality proposal form as a “supporting document” in the Program Management portal contained in the Curriculum Management System. In addition, identify the new modality at the top of the ***Program Description for the Catalog*** area.
5. The proposal can then be submitted to the department, college, and senate curriculum committees for approval, following the curricular process.
6. Once approved by the college curriculum committee, circulate for department chair/head and dean/associate dean approval signatures in the college.
7. Send the signed PDF proposal to APP, including a copy of the Microsoft Word version.
8. APP will ask to have the modification reviewed by the Academic Senate. Depending on the type of modification, this may involve review by the Academic Senate Curriculum Committee. Modifications of names and CIP codes will usually be on the consent agenda, but an objection will result in a review by the full Senate.
9. Once the ASCC has provided approval, this will go on the Academic Senate consent agenda. Once it is approved by consent, APP will circulate this proposal for approval signatures as indicated at the end of the form.
10. The campus will notify WSCUC and APP will submit the form to the Chancellor’s Office.

Proposal elements:

1. What is the rationale for the proposed modification? (This may address issues of access, equity, pedagogy, recruitment, employer concerns, workforce demand, etc.)

The rationale for the proposed modification to an online modality centers on three core dimensions: equity, pedagogy, and workforce demand.

First, this shift will increase equitable access, especially for candidates in rural areas and those from BIPOC communities, who may face geographic barriers to on-campus participation.

Second, pedagogical flexibility is enhanced; online delivery will allow us to leverage AI tools and modern digital pedagogy, providing flexibility that aligns with the current demands on working professionals. As AI use in graduate education is still evolving, we will continue researching and refining best practices while remaining committed to thoughtfully incorporating AI into the program. Modern digital pedagogy practices include the use of Canvas as the learning management system, alignment of all courses with Cal Poly's application of the CSU Quality Learning & Teaching (QLT) rubric, and regular use of asynchronous learning modules paired with synchronous seminars. Courses incorporate scaffolded assignments, moderated discussion forums, and formative assessments to ensure continuous progress toward program learning outcomes.

Third, from a workforce standpoint, expanding the reach of our Educational Leadership and Administration program will meet regional workforce demand. By offering a fully online program, we will recruit a broader base of candidates, supporting the pipeline of educational leaders needed across diverse communities.

2. Explain any changes in the curriculum or degree requirements that result from the change in modality. If there are no changes, how will you ensure that the program learning outcomes can be fully achieved in the new modality (course design, interaction, assessments)?

There are no changes to the curriculum or degree requirements needed as a result of the modality change. The MS Educational Leadership and Administration curriculum was recently revised for Cal Poly's coming Fall 2026 transition to semesters, and all program learning outcomes (PLOs) remain fully aligned with university standards.

Both primary instructors hold quality online teaching certificates and have extensive experience in online delivery. We ensure the learning outcomes are fully achieved through intentional online course design, robust interaction strategies, and comprehensive online assessment tools, ensuring equivalency in outcome attainment. All online courses are designed, reviewed, and delivered using Canvas and are aligned with Cal Poly's implementation of the CSU Quality Learning & Teaching (QLT) rubric to ensure instructional quality, accessibility, and consistency across the program. Regular and substantive interaction is ensured through instructor-initiated direct instruction, weekly faculty-moderated discussions, timely individualized feedback on assignments, required virtual office hours, and proactive outreach to students based on monitoring of engagement and academic progress.

3. What evidence demonstrates sufficient student demand specifically for this new modality (e.g., enrollment projections, market analysis)?

Our market analysis has demonstrated clear student demand for the online modality, particularly among educators outside our immediate region. We have observed increased interest from rural teachers, nonprofit professionals, and higher education candidates who reside beyond our geographic area. We expect approximately a 30% increase in applications per academic year starting in AY 2026–27, with a corresponding increase in admissions and enrollment as cohort capacity allows.

Additionally, we must remain competitive as other university programs are aggressively expanding online recruitment. This modality shift will allow us to capture a broader audience of aspiring educational leaders who otherwise would not be able to participate in an on-campus format. Peer institutions within the CSU system—including CSU East Bay, San Diego State University, CSU San Marcos, and CSU Sacramento (through extended education)—offer fully online master’s degrees in educational leadership or educational administration. In contrast, many other CSU programs remain hybrid or in-person. Expanding Cal Poly’s MS in Educational Leadership and Administration to a fully online modality is essential to remain competitive, meet statewide workforce demand, and provide equitable access for working professionals across California and beyond.

Within the next 3-5 years, the MS program anticipates targeting cohorts of approximately 25-30 students, consistent with current instructional and advising capacity, allowing for expected growth while maintaining cohort quality and individualized support.

4. What academic and student support services (advising, library access, tutoring, writing support, tech support) will be available and accessible for students in the new modality?

Students in the new online modality will have full access to Cal Poly’s established academic and support services. This includes comprehensive advising, library access (online services), and technical support. Beyond these, our program specifically requires regular office hours and offers personalized tutoring, recognizing that our master’s students often require individualized support. We ensure these services are fully accessible remotely and proactively communicated to students in the online format.

5. Will 50% or more of the program be offered at locations (including out-of-state online arrangements or learning sites) that must be reported to the U.S. Department of Education for Title IV purposes?

No.

6. Describe the structured teach-out plan for currently enrolled students, including timelines, available completion pathways (e.g., original modality, transition to new modality), and how required courses will be offered to ensure timely degree completion. Include how advising,

communication, and student support will facilitate the transition, particularly for students who may be disproportionately impacted.

Current students are on track to complete their degrees within their existing cohort structure. As our program operates on a one-year cohort model, we expect the current in-person cohort to graduate by July 2026, prior to the online modality launch. Thus, no currently enrolled students will need to shift modalities. If exceptional circumstances arise, such as a leave of absence, students would be allowed to re-enter through the online format, but this is not anticipated. Nevertheless, we will communicate the modality timeline and any implications for current or prospective students through email announcements, updates to the program website, and individualized advising as needed.

7. WSCUC substantive change screening is required for modality changes. Please include a copy of the response to the WSCUC Substantive Change Screening form.

On April 14, 2026, WSCUC determined that no substantive change review will be necessary for the proposed modality change. (Please see attached email.)

We all confirm that the proposed degree modification aligns with the mission and strategic plan for the college and university.

Megan Guise, Director, School of Education	Date
Joyce Lin, Associate Dean, BCSM	Date

Campus Approval

This proposal was approved by the Academic Senate via the consent agenda on _____. The signatures below represent campus support of this proposal.

John Walker, Chair, Academic Senate Curriculum Committee	Date
Amanda Lathrop, Dean, Graduate Education	Date
Andrew Morris, Executive Director, Academic Programs and Planning	Date
Samuel Frame, Chair, Academic Senate	Date
Mary Pedersen, Interim Senior Vice Provost	Date

FACULTY STATEMENTS OF INTEREST

Academic Senate Committees

DIVERSITY COMMITTEE	1
CENG REPRESENTATIVE (AY 2026-2028)	1
<i>Jean Lee</i>	1
GENERAL EDUCATION GOVERNANCE BOARD	2
OCOB REPRESENTATIVE (AY 2026-2029)	2
<i>Joseph Keuhn</i>	2
GRANTS REVIEW COMMITTEE	3
BCSM REPRESENTATIVE (AY 2026-2028)	3
<i>Philip Costanzo</i>	3
<i>Katherine Watts</i>	3
CAED REPRESENTATIVE	4
<i>Stacy Kolegraff</i>	4
<i>No preference in term length.</i>	4
CENG REPRESENTATIVE	4
<i>Puneet Agarwal</i>	4
<i>Interested in serving from AY 2026-2027</i>	4
CLA REPRESENTATIVE	5
<i>Ryan Jenkins</i>	5
<i>Interested in serving from AY 2026-2027</i>	5
OCOB REPRESENTATIVE	5
<i>Joongmin Shin</i>	5
<i>Interested in serving from AY 2026-2027</i>	5
<i>Cindy Wang</i>	5
<i>Interested in serving from AY 2026-2027</i>	5
SOLANO REPRESENTATIVE.....	6
<i>Tomas Oppenheim</i>	6
<i>Interested in serving from AY 2026-2027</i>	6

DIVERSITY COMMITTEE

CENG Representative (AY 2026-2028)

Jean Lee, Associate Professor in Materials Engineering (Tenured); 12 years at Cal Poly, San Luis Obispo

I am passionate about supporting diversity, equity, and inclusivity (DEI) at Cal Poly to foster a healthy and supportive academic and professional environment for all members of the Cal Poly community.

I have previously served on the Academic Senate Diversity Committee (ASDC), including as the ASDC's chair in 2024 – 2025. My accomplishments on the ASDC include work on

the following projects:

- Leading the evaluation of Assigned Time for Exceptional Service to Students (ATESS) applications, and presenting recommendations from the ASDC to the Provost's Office for changes in the language of the ATESS call and changes in the ATESS evaluation process to more clearly identify DEI-related service to students. (These recommended changes were accepted by the Provost's Office.)
- Leading the discussion of the impact of Q2S conversion on DEI policy and procedures and drafting revised plans as needed.
- Leading the discussion of the proposed Year-Round Operations calendar and administrative structure on campus DEI initiatives as well as Diversity Committee bylaws, policies, and procedures, and drafting revisions as needed.
- Leading the discussion of the impact of the integration with the Cal Maritime campus on Cal Poly campus DEI initiatives and progress toward its goal of being more representative of the population of the state of California.

Many of these projects are ongoing, with the goal of greater infusion of DEI into the policies and culture of Cal Poly. I believe that these projects are important in fostering a healthy DEI climate at Cal Poly, and because these projects are ongoing, I would like to continue my service on the ASDC to build upon the work I have already completed on these projects.

GENERAL EDUCATION GOVERNANCE BOARD

OCOB Representative (AY 2026-2029)

Joseph Keuhn, Associate Professor in Economics (Tenure-track); 4 years at Cal Poly, San Luis Obispo

I'm interested in serving on this committee because I think it's important for students to gain broad knowledge beyond their particular major. As a faculty member in Economics, I have previously taught a GE course (Econ 1101: Microeconomics) and then will start teaching Econ 2001: Survey of Economics this fall. I have also taught similar classes at CSUEB and UCLA, so I am pretty familiar with the area.

I recognize that this service requires attention to CSU GE standards and Title 5 requirements, including the structure and objectives of CSU General Education, the American Institutions requirement, and Cal Poly's ongoing GE 2026 transition. I would welcome the opportunity to contribute to reviewing the GE curriculum, as well as assessment and implementation while representing the perspective of OCOB.

GRANTS REVIEW COMMITTEE

BCSM Representative (AY 2026-2028)

Philip Costanzo, Professor in Chemistry & Biochemistry (Tenured); 19 years at Cal Poly, San Luis Obispo – *Incumbent*

(First Statement of Interest) 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.

(Second Statement of Interest) I have served on this committee for several years and enjoy this service work. The past year I have served as Chair and serve as a faculty fellow for the office of research.

Katherine Watts, Associate Professor in Chemistry & Biochemistry (Tenured); 12 years at Cal Poly, San Luis Obispo

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.

CAED Representative

Stacy Kolegraff, Assistant Professor in Construction Management (Tenured); 16 years at Cal Poly, San Luis Obispo

No preference in term length.

I have had the pleasure of serving on this committee, and I have been inspired by the diverse talents of my colleagues. As a former RSCA recipient, I understand the impact that internal grants have on supporting faculty work, research, and retention. Reading the work of others excites me, and I approach this with enthusiasm, knowing that what I discover may connect to other areas of interest.

I have served on numerous teams, both in academia and industry, and I am action-oriented, focusing on completing tasks within required timelines while respecting and welcoming input from the entire team. I enjoy collaborating with others and learning about the various types of work being done on campus. I hope to continue in this role to recognize and support exceptional scholarship and activities that impact different departments, the university, and our students. I am excited about the prospect of being part of a committee that advances our community.

Thank you again for considering me for this committee. I look forward to hearing from the selection team.

CENG Representative

Puneet Agarwal, Assistant Professor in Industrial & Manufacturing Engineering (Tenure-track); 5 years at Cal Poly, San Luis Obispo

Interested in serving from AY 2026-2027

I currently serve as the CENG representative on the Academic Senate Research, Scholarship, and Creative Activities (RSCA) Committee for the 2025–2027 term.

In this role, I have had the opportunity to review RSCA grant proposals. It has been a valuable experience to learn more about the review process and to help identify strong

proposals for internal funding. I have enjoyed serving on the committee and would like to continue contributing as a member of the Grants Review Committee.

CLA Representative

Ryan Jenkins, Professor in Philosophy (Tenured); 12 years at Cal Poly, San Luis Obispo

Interested in serving from AY 2026-2027

I served in selecting TSMG grants in spring 2026 and found it smoothly run and a rewarding form of service.

OCOB Representative

Joongmin Shin, Professor in Industrial Technology & Packaging (Tenured); 9 years at Cal Poly, San Luis Obispo – *Incumbent*

Interested in serving from AY 2026-2027

I want to be part of the GRC because I believe I have the experience that can help it fulfill its mission of helping Cal Poly advance scholarship and promote research. I have been a faculty member for over 15 years and have considerable experience reviewing research manuscripts and competitive grant proposals. At Cal Poly, I have attracted over \$750,000 in external research money meaning I know well what goes into writing a winning grant and what the grants review process is. I hope my experience as a GRC member can help provide fair, reasoned, kind, thought through and constructive review, as well as strengthening the university's research output.

Cindy Wang, Associate Professor in Marketing (Tenured); 7 years at Cal Poly, San Luis Obispo

Interested in serving from AY 2026-2027

I greatly appreciate the opportunities that Cal Poly's internal research funding provides for advancing faculty research, and I am interested in serving on the Grants Review Committee. Over the past few years, my involvement with Cal Poly's internal research funding has included serving on the RSCA Committee (2023–2025), receiving a 2024–2025 RSCA grant, and receiving a 2025–2026 Teacher-Scholar Maker Grant. These experiences have allowed me to engage with the university's research funding process as a committee member, grant applicant, and grant recipient. Serving on the committee would also provide a great opportunity to learn more about the diverse research taking place across the university and broaden my understanding of the many forms of impactful work pursued by Cal Poly faculty.

If selected, I look forward to contributing to a fair, thoughtful, and constructive review process that supports high-quality research, scholarship, and creative activities across disciplines. I value the careful stewardship of the university's internal research funding and would be committed to helping ensure that these resources support projects with strong scholarly merit while advancing faculty research and meaningful student engagement.

Solano Representative

Tomas Oppenheim, Associate Professor in Mechanical Engineering (Tenure-track);
11 years at Cal Poly, Solano
Interested in serving from AY 2026-2027

I have served on the Cal Poly SLO/Solano RSCA Grants Review Committee for the past year, reviewing RSCA grant proposals for the College of Engineering. In addition, I stepped in to review Teacher-Scholar Mini Grant proposals during the past academic year. I have enjoyed serving in this role and would welcome the opportunity to continue as a member of the Grants Review Committee. I value contributing to our research community by supporting and promoting faculty scholarship and research.