



AGENDA

- 1. Call to Order** [Frame]
- 2. Approval of Minutes** | None
- 3. Communications and Announcements** [Frame]
- 4. Consent Agenda** | July 8, 2026 pp. 2-6
- 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 Carrie Perez as PCS representative to the Academic Senate (AY 2025-2027)**
 - 7.2. Appointment of Thomas Komer (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)**
 - 7.4. Faculty Appointments to Academic Senate Committees & Year-Round Operations Summer Workgroups** pp. 7-34
- 8. Adjournment** [Frame]



CAL POLY

Academic Senate

Executive Committee Meeting – July 8, 2026 | Consent Agenda

Date item must be removed by: July 1, 2026

The following courses have been put on the Consent Agenda for the July 8, 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 5584: Prestressed Concrete Design (3), 2 Lectures, 1 Laboratory (existing course, lessening prerequisite)	Reviewed and recommended for approval 5/29/2026.	On the 07/08/2026 consent agenda	-	-
ASCI 2008: Equine Care Enterprise (1), 1 Activity (existing course, lessening prerequisite)	Reviewed and recommended for approval 5/21/2026.	On the 07/08/2026 consent agenda	-	-
CM 3214: Residential Construction Management (4) 2 Lectures, 2 Laboratories (existing course, lessening requisites)	Reviewed and recommended for approval 6/2/2026.	On the 07/08/2026 consent agenda	-	-
CM 3314: Heavy Civil Construction Management (4) 2 Lectures, 2 Laboratories (existing course, lessening requisites)	Reviewed and recommended for approval 6/2/2026.	On the 07/08/2026 consent agenda	-	-
CM 4411: Specialty Contracting Construction (4), 2 Lectures, 2 Laboratories (existing course, lessening requisites)	Reviewed and recommended for approval 6/2/2026.	On the 07/08/2026 consent agenda	-	-
DATA 3301: Introduction to Data Science (4), 3 Lectures, 1 Laboratory (existing course, lessening requisites)	Reviewed and recommended for approval 5/21/2026.	On the 07/08/2026 consent agenda	-	-



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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
EE 2201: Electric Circuits for Non-Majors (2), 2 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/1/2026.	On the 07/08/2026 consent agenda	-	-
EE 2211: Electric Circuit Analysis I (3), 3 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/1/2026.	On the 07/08/2026 consent agenda	-	-
EE 3255: Electric Machines and Power Systems (3), 3 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/1/2026.	On the 07/08/2026 consent agenda	-	-
EE 3306: Electronics I (3), 3 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/1/2026.	On the 07/08/2026 consent agenda	-	-
EE 3308: Electronics II (3), 3 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/1/2026.	On the 07/08/2026 consent agenda	-	-
EE 3335: Electromagnetic Fields and Transmission (3), 3 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/1/2026.	On the 07/08/2026 consent agenda	-	-
EE 4314: Communication Systems (3), 3 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/1/2026.	On the 07/08/2026 consent agenda	-	-
MATH 4352: Partial Differential Equations (3), 3 Lectures (existing course, lessening requisite)	Reviewed and recommended for approval 5/15/2026.	On the 07/08/2026 consent agenda	-	-
PSY 2205: Personality (3), 3 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-



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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
PSY 2229: Research Methods in Psychology (3), 3 Lectures (existing course, lessening requisites).	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 2252: Social Psychology (3), 3 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 2256: Developmental Psychology (3), 3 lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 3310 (4), 4 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 3318: Psychology of Aging (3), 3 Lectures (existing course, lessening requisites).	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 3320: Health Psychology (4), 4 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 3324: Psychology of Gender (4) 4 lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 3325: Introduction to Positive Psychology (4), 4 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 3330: Behavioral Effects of Psychoactive Drugs (4), 4 lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-



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ITEMS TO BE CONSIDERED BY ACADEMIC SENATE EXECUTIVE COMMITTEE				
Program Name or Course Number & Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
PSY 3350: Teamwork (4), 4 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 3357: Cognition (4), 4 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 3370: Introduction to Clinical and Counseling Psychology (4), 4 Lectures (existing course, lessening requisites).	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 3375: Forensic Psychology (4), 4 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 4401: Special Problems: Experiential Learning (1-4) 1-4 Supervisions (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 4405: Adult Mental Health and Psychopathology (4), 4 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 4410: History and Systems of Psychology (4), 4 Seminars (existing course, lessening requirements)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 4432: Psychological Testing (4), 4 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 4440: Learning and Memory (4), 4 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-



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Program Name or Course Number & Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
PSY 4460: Child Abuse and Neglect (4) 4 Seminars (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
PSY 4465: Cross-Cultural International Psychology (4) 4 Seminars (existing course, lessening requisites)	Reviewed and recommended for approval 6/17/2026	On the 07/08/2026 consent agenda	-	-
STAT 3310: Probability and Random Processes for Engineers (3), 3 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 5/15/2026.	On the 07/08/2026 consent agenda	-	-
STAT 3540: Statistical Methods for Study Design and Analysis (4), 4 Lectures (existing course, lessening requisites)	Reviewed and recommended for approval 6/9/2026.	On the 07/08/2026 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."

FACULTY STATEMENTS OF INTEREST

Academic Senate Committees & YRO Summer Workgroups

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Anita Rathi	20
CLA REPRESENTATIVE	21
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Grace Yeh	25
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DISTINGUISHED SCHOLARSHIP AWARDS COMMITTEE

BCSM Representative (AY 2026-2028)

Clinton Francis, Professor in Biological Sciences (Tenured); 13 years at Cal Poly, San Luis Obispo – *Incumbent – Recipient of the DSA Award*

I am eager to continue serving on the DSA Committee, having greatly valued my 1.5 years of service and the opportunity to learn from and collaborate with colleagues across disciplines. Receiving the DSA in 2023 was a meaningful milestone in my career, and it deepened my appreciation for the standards of excellence and impact the award represents. Because my lab's activities spans several fields: ecology and evolutionary biology, social sciences, conservation science and pedagogical research, I feel well positioned to thoughtfully evaluate scholarship across diverse fields. Through my continued service on the DSA Committee, I hope to uphold the rigor, fairness, and interdisciplinary appreciation that define the award, while contributing constructively to discussions that recognize and celebrate excellence across the university.

GENERAL EDUCATION GOVERNANCE BOARD

Solano Campus Representative (AY 2026-2027)

Sarah Senk, Professor in English (Tenured); 10 years at Cal Poly, Solano – *Incumbent*

I have several years of experience working in General Education programs across multiple institutions. At Cal Maritime I was Chair of the Senate GE committee and Provost-Appointed Faculty Director of General Education where I led the development of our Teagle Foundation-funded Proteus Gen Ed program. I regularly attend

conferences on General Education and bring years of experience in assessment work and GE program review.

YRO SUMMER 2026 WORKGROUP – CALENDAR REVIEW

BCSM Representative

Megan Guise, Professor in School of Education (Tenured); 17 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the HIP workgroup.*

I would like to be on the workgroup for the calendar review because I am excited to learn more about the needs of programs and colleges at Cal Poly and brainstorm solutions to address these unique needs to ensure that each department/school and college is able to deliver high-quality programs for its students while keeping in mind faculty and staff wellbeing.

Based in the School of Education of Cal Poly, I feel like I can represent the unique interests and needs of post baccalaureate and graduate programs. In addition, all School of Education programs have robust field experiences; our credential students teach in K-12 schools throughout their program and our master's students have internships at a community college or 4-year university. These field experiences require a certain number of hours in the field dictated by external accreditation agencies. I am committed to ensuring that the calendar that Cal Poly determines for the 27/28 AY takes into consideration the needs of these collaborative education partners and ensures continued accreditation.

Beyond these interests, I have held numerous leadership positions at Cal Poly in my 17 years, including leading the semester transition in the School of Education, serving on both the department/school and college curriculum committees, serving on the College Peer Review Committee, serving as an internal reviewer for several departments for their program review, and advising students throughout the application and admission process for programs within the School of Education. Leading the semester transition allowed me to develop skills in problem solving within constraints and producing work under a short timeline. My experiences on a variety of curricular and personnel committees and advising students through admissions provided me with insight into the different aspects of university life that are impacted by decisions regarding academic calendars.

In terms of my research experience, I am a qualitative researcher and have much experience coding open-ended survey and interview data, identifying common themes and patterns, which I think would be useful in examining the feedback already received on the 27-28 calendar.

Themis Mastoridis, Professor in Physics (Tenured); 13 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the HIP workgroup.*

I am interested in serving on this workgroup because I care deeply about Cal Poly's successful implementation of year-round operations. During the quarter-to-semester transition, I led the redesign of both lower- and upper-division physics laboratory curricula, with an emphasis on creating high-quality, student-centered learning experiences. This work required balancing pedagogical goals with logistical, resource, and operational constraints, giving me a strong appreciation for the complexity of university-wide academic transitions.

I would welcome the opportunity to help review campus feedback, evaluate peer institution calendars, and contribute to thoughtful, evidence-based recommendations that support a sustainable and effective academic calendar for the Cal Poly community.

Steve Rein, Associate Professor in Statistics (Tenured); 28 years at Cal Poly, San Luis Obispo – *Committee preference: Would prefer to serve on the Calendar Review workgroup only.*

While I am not an expert on the curricular and instructional issues that need to be central to any discussion of the Academic Calendar at Cal Poly, my experiences as Cal Poly Academic Senate Chair, some 15+ years on the Cal Poly Senate Executive Committee, the Cal Poly Budget and Long Range Planning Committee (10+ years, 3 as Chair, plus being elected BLRP Chair for this coming year), the Academic Senate of the CSU (i.e. "Statewide Senate"), that body's Fiscal and Governmental Affairs Committee, and the Cal Poly Partners (formerly Corporation) Board of Directors, including discussions on Year Round Operations and associated Calendar challenges over the last two years provides me ample background to jump into the challenges at hand. I am pretty agnostic as to the best outcome or even whether there can be a universally accepted set of criteria to determine best, but I do believe that it is when faculty and administrators work together to probe into the challenges of an issue that we can get the level of understanding from all perspectives that will allow those who make the decision to have reasoned and thorough input. Life is a continual set of multi-dimensional challenges to be faced and at Cal Poly we can definitely face them head on, even when difficult, like with the Calendar.

If the workgroup is in-person only I will not be able to participate. Due to travel and Summer teaching, I would need to be zoom only for the first two weeks of the workgroup.

Sandra Ward, Associate Professor in Chemistry & Biochemistry (Tenured); 10 years at Cal Poly, San Luis Obispo – *Committee preference: Would prefer to serve on the Calendar Review workgroup only.*

I am interested in serving on the Calendar Review Summer Workgroup as an opportunity to contribute to an important university-wide initiative. I have been at Cal Poly since 2016 and have participated in department- and college-level service. I am interested in expanding my involvement in service at the university level.

My relevant experience includes serving on the Executive Committee for the Chemistry and Biochemistry Department's quarter-to-semester curriculum transition. In that role, I helped solicit input from client departments to better understand their curricular needs and inform curriculum redesign. For example, we explored whether there was demand for a combined general, organic, and biochemistry survey course and found there was not. Those conversations also helped inform revisions to the general chemistry curriculum. Within our own department, rather than pursuing a one-to-one conversion from quarters to semesters, the committee used the transition as an opportunity to create a more flexible curriculum that offered students additional pathways through the major. Building support for these changes required extensive discussion, careful consideration of concerns, and clear communication of the rationale and benefits.

I also bring a perspective informed by my undergraduate education at the University of Waterloo, a university with year-round operations. My experience there was very positive. The longer summer term allowed me to hold a full-time job for an extended period, providing meaningful financial support throughout the academic year. In addition, when I took summer courses after switching majors, they were offered as regular-length courses rather than compressed sessions, allowing for a more typical academic experience.

At the same time, I recognize that faculty and staff may have concerns about a transition to a year-round calendar. Building support for any significant change requires thoughtful evaluation of both benefits and drawbacks, clear communication, and strategies to address potential challenges. I would welcome the opportunity to help review campus feedback, evaluate peer institution models, and contribute to recommendations that are thoughtful, practical, and responsive to the needs of the Cal Poly community.

CAED Representative

Lonny Simonian, Professor in Construction Management (Tenured); 20 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the HIP workgroup.*

As a faculty member, I am interested in serving on this workgroup because the academic calendar has a direct impact on student learning, faculty teaching, research activities, and the overall effectiveness of university operations. The implementation of CAP 211 and the transition to year-round operations will shape the Cal Poly experience for years to come, and I would welcome the opportunity to contribute a faculty perspective to this important work.

Through my academic experience as a professor, and industry experience in project management, I have firsthand knowledge of how calendar structures influence course design, student engagement, advising, assessment, experiential learning opportunities, and faculty workload. I regularly work with students, colleagues, and campus partners whose needs and priorities may differ, and I value collaborative, evidence-based approaches to finding solutions that balance competing considerations. I believe these experiences would help me contribute thoughtfully to the review of campus feedback and the evaluation of potential calendar models.

I am particularly interested in helping the workgroup identify opportunities that support student success while maintaining academic quality and operational feasibility. I look forward to learning from peer institutions, examining the strengths and limitations of different approaches, and helping develop recommendations that are transparent, data-informed, and responsive to the needs of the broader Cal Poly community.

CAFES Representative

Lauren Garner, Professor in Plant Sciences (Tenured); 20 years at Cal Poly, San Luis Obispo – *Committee preference: Would prefer to serve on the HIP workgroup only.*

Based on the statement of interest forms for both summer working groups, it is not clear whether the groups' members should be currently in favor of going to YRO and if the working groups' activities and reports will need to be developed and executed within the framework of imminent adoption of YRO. If so, I respectfully ask that you disregard my application to each of these working groups.

If the purpose of these summer working groups is meaningful consultation and shared governance to ensure that the faculty and PCS have a voice in the expansion of high-impact practices and the development of the calendar, I would be happy to represent my college by serving on one or both working groups, as the growth of high-impact practices and the structure of the calendar will affect faculty workload, the curriculum,

and opportunities for student success, regardless of when or if we go to YRO.

I have 20 years of experience as a Cal Poly faculty member, many years of service on the Academic Senate, and the skillset to provide meaningful, collegial contributions to these discussions.

Susan Hawk, Professor in Food Sciences and Nutrition (Tenure-Track); 8 years at Cal Poly, San Luis Obispo – *Committee preference: Would like to serve on both workgroups, if possible.* (Note: Did not submit a separate statement of interest)

Our dietetic internship has ACEND accrediting requirements and I work closely with the internship and it would be valuable to have input in the High-Impact Practices specifically to help bridge gaps with ACEND and our program.

Sean Hurley, Professor in Agribusiness (Tenured); 24 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the HIP workgroup.*

As an individual who has chaired the Budget and Long-Range Planning committee and assisted the university with building its last strategic plan, I believe I can provide an important perspective to the Calendar committee. Through this committee, I was part of the discussions when YRO was first envisioned by President Armstrong. In a department that is planning to be one of the initial YRO adoptees, I have a vested interest in finding a system that works.

CENG Representative

Dale Dolan, Professor in Electrical Engineering (Tenured); 17 years at Cal Poly, San Luis Obispo – *Committee preference: Would like to serve on both workgroups, if possible.*

I was the Electrical Engineering Department Chair up until Fall 2025. As a result I had been involved in some extensive planning for YRO since Fall 2023 at which time EE was going to be one of the three CENG departments to begin with YRO starting summer 2024. YRO had the start delayed in early 2024 but we had already been dealing with issues surrounding calendar, cohorts, curriculum, course offerings, faculty assignments, faculty infrastructure, and staff work schedules. As I have been actively planning for YRO for nearly 3 years now I am likely more familiar with the issues than most faculty. YRO represents a significant change at Cal Poly and I want to contribute to ensure Cal Poly maintains both the academic rigor we are known for while still allowing operational feasibility at both the College and departmental levels. The calendar will be the foundation for the structure of YRO and ensuring it has appropriate perspectives

considered from the faculty and departments would be my key contribution.

I would be willing to serve on both workgroups with a modest preference to the High Impact Practices workgroup.

Seamus Jones, Assistant Professor in Materials Engineering (Tenure-Track); 3 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the HIP workgroup.*

As a relatively new assistant professor in a small major like Materials Engineering, I have learned that our ability to function as a department is strongly impacted by the administrative competence of our faculty and I personally have been interested in growing my own administrative capabilities in anticipation of performing a greater share of future scheduling and management in my department. While I do not bring experience in academic scheduling or campus planning, I have sought involvement in University-level service through my upcoming term in the Academic Senate and participation in the Teacher-Scholar Mini Grant Review panel. These experiences have shown me the value of working in University-level service and I want to continue to make an impact in shaping University-wide initiatives.

I am interested in helping review University feedback and coming up with solutions on how Cal Poly can develop an academic calendar that serves the needs of students, staff, and faculty. Although I bring less institutional knowledge to the table, I believe that I have a fresh perspective and willingness to learn and grow that could benefit the working group. I would welcome the opportunity to serve on the group and play a role in shaping the calendar.

Andrew Kean, Professor in Mechanical Engineering (Tenured); 22 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the HIP workgroup.*

I am writing you today to express interest in serving on the Calendar Review Working Group because it presents an opportunity to contribute to an important university initiative that will shape how Cal Poly implements year-round operations under CAP 211. I value collaborative, evidence-based decision making and would welcome the opportunity to help evaluate campus feedback, examine institutional constraints, and identify calendar models that best suit our multi-campus University.

Over the past several years, I have taken a particular interest in academic calendar design. I have conducted independent research on peer institutions that have implemented or explored calendars with three equal-length semesters, examining both the advantages and the challenges of different approaches. I have also been in communication with both the CENG Dean's Office and the Registrar's Office regarding

year-round calendar considerations. These experiences have given me a deeper appreciation for the many academic, operational, and logistical factors that must be balanced when designing a university calendar.

As a faculty member in the Mechanical Engineering Department, which now spans both the San Luis Obispo and Maritime campuses, I can also bring a perspective that reflects the needs of both locations. I will work closely with our Maritime colleagues to ensure that the unique operational and academic considerations of the Maritime campus are incorporated into the workgroup's discussions, including issues such as scheduling around the summer sail of the Training Ship Golden State (once it enters service as the replacement to the Training Ship Golden Bear).

I am a former CENG-caucus Academic Senator and played a significant role in the development of the approved Teacher-Scholar Model resolution. I can leverage my experience on that challenging topic to the similarly-challenging calendar development process. I believe I would bring a thoughtful and balanced perspective to this workgroup. As an engineer, I enjoy analyzing complex problems that require weighing competing priorities, identifying common themes, and developing practical recommendations. I also appreciate the importance of considering diverse stakeholder perspectives. I would enjoy the opportunity to contribute to work that will have a lasting impact on the university. Helping shape Cal Poly's future year-round operations calendar would be a meaningful way to apply my interest in this topic while working collaboratively with colleagues to develop thoughtful, well-supported recommendations for the campus community. Thank you for your consideration of my Statement of Interest.

Anita Rathi, Lecturer in Computer Science; 2 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the HIP workgroup.*

I am interested in serving on the workgroup tasked with reviewing feedback on the 2027-28 calendar and supporting the implementation of CAP 211 and year-round operations at Cal Poly.

As a faculty member in the Department of Computer Science with 10 years of experience in calendar planning and academic scheduling, I bring direct insight into how calendar structures affect teaching, advising, course sequencing, and student workload. I previously served on the calendar planning and academic scheduling teams at GAMREE (a tutoring center), where I helped with the annual calendar.

I am particularly interested in this workgroup because year-round operations will significantly affect my department's course planning, and I want to help ensure the transition is well-informed by faculty, staff, and student input. Additionally, I have a strong interest in benchmarking practices at peer institutions and identifying calendar

models that align with Cal Poly's planning needs.

My goals for this work would include:

- Ensure campus feedback themes are accurately captured, especially from my department and student population.
- Contribute to a thorough review of internal and external calendar constraints, drawing on my familiarity with processes at other state colleges.
- Help identify calendar models from peer institutions that could offer practical, sustainable solutions for Cal Poly.
- Support the workgroup in producing a clear, actionable report for the broader university community.

I welcome the opportunity to contribute to this important foundational work and am committed to dedicating the time needed to meet the workgroup's timeline and objectives.

CLA Representative

Aubrie Adams, Associate Professor in Communication Studies (Tenured); 9 years at Cal Poly, San Luis Obispo – *Committee preference: Would prefer to serve on the Calendar Review workgroup only.*

As a faculty member who teaches Communication Research Methods and has served two terms in the Academic Senate (2022-2026), I am interested in serving on the Calendar Review Summer Workgroup. The workgroup's charge to analyze stakeholder feedback, evaluate institutional constraints, and develop recommendations through collaborative problem solving aligns closely with my experience in research methods, shared governance, and university leadership.

First, my professional expertise and teaching experience focus on research methods that would serve the workgroup well. In my scholarship, I regularly conduct mixed-methods research drawing upon qualitative, quantitative, and content analysis approaches. I also teach COMS 3312 Communication Research Methods, where I help students identify themes, synthesize complex information, recognize patterns, and communicate findings. These skills align closely with the workgroup's charge to review and categorize campus feedback, identify patterns across stakeholder groups, and communicate findings and recommendations.

Second, in addition to my research and analytical background, I bring substantial governance and leadership experience. I currently serve as Chair of the COMS (1) Outreach Committee, (2) Department Peer Review Committee (DPRC), and (3) Scholarships & Awards Committee. I also serve on the Policies and Procedures Committee and previously chaired it. At the college and university levels, I have served on the Academic Senate since 2022, represented CLA on the University Data Science

Task Force, and currently serve on the Disability Access and Inclusion Committee (DAIC). I am also Chair of the CFA-SLO Disability Task Force, which has provided additional opportunities to engage with faculty concerns related to workload, accessibility, and institutional policy. Beyond Cal Poly, I served as Chair of the National Communication Association's Communication and the Future Division, where I was responsible for long-range planning, conference programming, and organizational leadership.

Third, I would bring a strong understanding of stakeholder conversations surrounding the semester conversion and year-round operations. I have participated in all three major calendar feedback opportunities since 2024 and followed ongoing discussions within my department. Through those conversations, I have engaged with issues related to faculty workload, grading timelines, instructional breaks, accessibility, student research and conference participation, childcare and school-system alignment, and the practical realities of implementing year-round operations. This sustained involvement has given me familiarity with concerns and perspectives being raised across campus, and I would welcome the opportunity to help organize these issues into meaningful themes so that the university can identify solutions that support students, faculty, and staff.

Finally, my work has given me a systems-level perspective on how calendar decisions affect different parts of the university. As Co-Director of the Media & Communication Research Initiative IRA, I regularly work with undergraduate researchers, faculty mentors, conference travel, and student professional development opportunities. I have also been involved in departmental discussions regarding enrollment growth and year-round operations planning. These experiences have reinforced for me that the academic calendar is more than a scheduling document. It shapes student research opportunities, conference participation, accessibility, faculty workload, departmental planning, and community well-being. A successful calendar must balance institutional goals with the practical realities of the people who live and work within it.

If selected, I would welcome the opportunity to help organize stakeholder feedback into meaningful themes, identify patterns across campus groups, and contribute to evidence-based recommendations to support Cal Poly's future academic calendar. Thank you!

Jay Bettergarcia, Associate Professor in Psychology & Child Development (Tenured); 10 years at Cal Poly, San Luis Obispo – *Committee preference: Would like to serve on both workgroups, if possible.* (Note: via email, they indicated a slight preference for the HIP workgroup.)

I am interested in serving as the CLA representative for the Calendar Review Summer Workgroup. Having spent 10 years at Cal Poly as a faculty member in the Psychology and Child Development department, I bring a deep understanding of our campus

culture, student needs, and the structural rhythms of our academic year.

My background in psychology equips me with strong qualitative and analytical skills, making me well-suited to review and synthesize campus feedback regarding the 2027-28 calendar. As a member of one of the departments that rolling out YRO in the CLA, I have been thinking strategically with my colleagues about how to structure calendars to best support students, faculty, and staff success.

I am eager to collaborate with colleagues to study peer institutions' year-round operations (YRO) and contribute to a rigorous, well-structured final report that effectively guides our campus transition.

Thanayi Jackson, Associate Professor in History (Tenured); 6 years at Cal Poly, San Luis Obispo – *Committee preference: Would prefer to serve on the Calendar Review workgroup only.*

I am interested in calendar review and have been active in semester conversion. I served in the semester conversion task force and served as curriculum chair of the History department when we began semester conversion and am now CLA Curriculum chair and sit on the Academic Senate Curriculum Committee. I have reviewed dozens of courses with special attention to expanded course content calendars. As a result, I have informally discussed diverse calendar preferences with faculty. I am interested in reviewing collected feedback as a means to implement year-round. Additionally, I have already studied some peer institutions' calendars and am prepared to continue. I am currently available through the summer to assist in the preparation of a report.

Leslie Nelson, Associate Professor in Communication Studies (Tenured); 8 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the HIP workgroup.*

I am interested in serving on this workgroup because I think I can contribute meaningfully to the review and analysis of campus feedback as Cal Poly continues planning for YRO. My research background involves collecting, analyzing, and synthesizing large amounts of qualitative and quantitative data, identifying themes across responses, and writing up reports that tell “the story of the data.” Given the workgroup’s charge, I believe those skills would be especially helpful as we review campus feedback, learn from the experiences of other institutions, and develop recommendations for the campus community. I also bring experience from several roles that have given me insight into how academic calendar decisions affect different parts of the university. I currently serve as Associate Chair of the Communication Studies Department and as a CLA Senator in the Academic Senate. I also serve on the CLA Curriculum Committee, chair the Communication Studies Curriculum Committee, and

coordinate the Communication Studies Semester Conversion Task Force. Through this work, I regularly engage questions related to scheduling, curriculum, advising, student progression, and institutional planning. Together, these experiences have given me a practical understanding of how university-wide decisions are implemented across departments, colleges, and the broader university. Finally, my work with the Honors Program Advisory Board, Cal Poly Alumni Association Board of Directors, Q+ through Extended Education, and my experience teaching major, Honors, and GE courses has given me insight into the experiences and needs of students from across the university. If selected, I would look forward to helping thoughtfully review feedback, examine constraints and opportunities, and consider what aspects of peer institutions' calendars may or may not work for us here at Cal Poly. My goal would be to help produce recommendations that are practical, informed by campus feedback, and reflective of the realities facing the many groups on campus affected by our calendar decisions. I look forward to hopefully serving on this committee.

Todd Pierce, Professor in English (Tenured); 21 years at Cal Poly, San Luis Obispo – *Committee preference: Would prefer to serve on the Calendar Review workgroup only.*

I am interested in serving on this workgroup because I think I can contribute meaningfully to the review and analysis of campus feedback as Cal Poly continues planning for YRO. My research background involves collecting, analyzing, and synthesizing large amounts of qualitative and quantitative data, identifying themes I'd be interested in joining the YRO Calendar committee.

The sample calendar proposals that I've seen look problematic for a number of reasons: (1) by creating three co-horts of students (the Fall/Spring cohort, the Spring/Summer cohort, and the Summer/Fall cohort) we will likely fracture the student community on campus and further fracture faculty community. There might be some ways in the calendar to minimize this or to have better connections between what may become discrete cohorts. (2) The sample YRO calendars I've seen have minimal breaks, which is going to place new burdens on faculty and students in terms of academic recovery between terms. Again, there may be ways in the calendar to minimize these problems, particularly in looking at semester length and the corresponding time length of individual class sessions. There almost might be a way to consider how mid-term academic breaks are arranged to minimize burnout. For example, some semester schools have a midterm "reading week," with student drop-in meetings for faculty. (3) I feel it's important to preserve traditional summer offerings (such as the current five week sessions) as these are attractive to students on break. I also think residential summer is going to be a very hard sell to upper-division students interested in summer internships. So I'd like to see this traditional summer course element preserved in the calendar. (4) I'm also wondering in terms of promoting inter-break recovery if there could be a Zero Week. Students, if they want, could be on campus, clubs could be open,

dining and dorms open. But the concept of a Zero Week would be to assign reading in an asynchronous format before the term begins in person on Week One. This might be a way to technically extend the semester by one week while also minimizing in-person meetings for that same week and also have students show up to Week One better prepared and informed about the class. This might be engaged instead of a midterm "reading week."

That is, overall, I'd be interested in exploring how within the limits of YRO the calendar might be arranged in the most humane way possible to support the actual needs of students, faculty, and staff. I also see those sample calendars--with their minimal breaks and the potential of further fractured community--as being another barrier in terms of faculty recruitment in the years ahead. So there might be a way to arrange the calendar so they look more inviting to faculty and also potential students.

For clarity and transparency, I am teaching 12 units over summer. But I assume there's still a way to have a four unit WTU stipend payout over summer for work on this committee. I'm guessing all WTUs need to be used or paid out before the shift to semesters in fall.

OCOB Representative

Benjamin Alexander, Associate Professor in Management, Human Resources, and Information Systems (Tenured); 11 years at Cal Poly, San Luis Obispo – *Committee preference: Would like to serve on both workgroups, if possible.*

As a tenured Associate Professor of Management beginning my 12th year at Cal Poly, I bring sustained engagement with the governance and operational work underlying our transition to semesters and year-round operations. During my years of service on the Academic Senate and its Executive Committee, as well as a member of various semester conversion committees and in different capacities supporting undergraduate (BSBA, MHR Concentration) and graduate programs (MBA program, graduate studies strategic planning), I have participated directly in numerous deliberations on these transformations, giving me practical familiarity with this work. I understand the constraints of CAP 211 (15-week term, 73-day minimum, instructional-day envelope, approval timelines) and the tensions a workgroup report will need to surface and address, from religious-holiday and licensure/sea-term accommodations to how workload is distributed across year-round term tracks. My background in qualitative methods and content analysis is directly applicable to organizing open-ended feedback into meaningful, grounded themes. I am also experienced in producing clear, well-evidenced reports framed around concrete, defensible findings and recommendations.

Jim Burleson, Associate Professor in Management, Human Resources, and Information Systems (Tenured); 12 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the HIP workgroup.*

I have served on the Academic Senate Instruction Committee for the past four years, working closely on calendar proposals and related policies. I have also served on the CAP 211 task force, helping establish rules for calendars. So, I feel like I can provide some guidance on how to develop calendars in the future, and how to sort through the feedback on current calendar proposals.

Barry Lieberman, Lecturer in Industrial Technology and Packaging; 7 years at Cal Poly, San Luis Obispo – *Committee preference: Would prefer to serve on the Calendar Review workgroup only.*

Introduction & Motivation

I am writing to express my strong interest in serving on the Academic Senate workgroup for Year-Round Operations, specifically focusing on Calendar Review. Having been intrigued by the potential of a year-round model at Cal Poly for years, I believe this transition represents a pivotal evolution for our campus. I am eager to contribute my unique blend of academic insight, deep institutional involvement, and extensive private-sector experience to ensure this exploratory process is thorough, strategic, and aligned with Cal Poly's Learn by Doing mission.

Academic & Institutional Perspective

Over my past seven years as a Lecturer, my focus has been deeply rooted in student-centric, experiential learning. I lead courses in entrepreneurship, complex technical/solution sales, integrated marketing, and senior projects. My roles extend far beyond the classroom, allowing me to see the operational flow of the university from multiple angles:

- **Student Support & Competitions:** I serve as the Business Advisor for the Cal Poly Marine Energy Collegiate Competition team (securing 2nd place in 2024 and 3rd place globally in 2026 in this Department of Energy-sponsored event).
- **Campus Centers:** I am actively involved as an Entrepreneur in Residence with the Center for Innovation & Entrepreneurship (CIE) and a Lead Advisor for the Small Business Development Center (SBDC).
- **Career Readiness:** I am heavily engaged in sourcing, vetting, and placing students into critical internship roles.

From this academic vantage point, a year-round calendar offers profound benefits. It provides students with superior scheduling flexibility, a wider variety of course offerings throughout the year, and minimized bottlenecks for graduation requirements. Furthermore, a restructured calendar offers faculty enhanced flexibility, opening new

pathways for research, industry consulting, and structured time off, ultimately driving long-term motivation and career satisfaction.

Business & External Perspective

Prior to my transition into higher education, I spent more than 45 years in the business sector. This background heavily influences how I view the operational efficiency of a university. Transitioning to year-round operations is a powerful mechanism to maximize Cal Poly's physical and digital resources, driving efficiency that directly benefits every college and department.

Crucially, a year-round calendar bridges the gap between academia and industry. It creates a continuous pipeline of talent, opening consistent, predictable windows for regional and national businesses to offer internships, co-ops, and part-time commercial-level positions.

Relevant Historical Insights

During my corporate career, I was highly involved with several other universities, some of which were actively studying or implementing transitions to year-round calendars at the time. I closely observed the challenges, logistics, and ultimate successes of those efforts. I hope to bring these historical, real-world case studies to our working sessions, helping the committee anticipate operational hurdles and leverage best practices.

Conclusion

With a deep commitment to Cal Poly's future, a strong understanding of our current student and faculty needs, and a 45-year business career, I am positioned to add value to the Calendar Review workgroup. I welcome the opportunity to collaborate with colleagues across the university to thoughtfully evaluate this impactful initiative.

Thank you for your time and consideration.

Katya Vasilaky, Associate Professor in Economics (Tenured); 9 years at Cal Poly, San Luis Obispo – *Committee preference: Would like to serve on both workgroups, if possible.*

I believe year-round operations present an opportunity to expand options for students while increasing flexibility for faculty. I am particularly interested in learning from other institutions that have implemented year-round or continuous academic models (Dartmouth College, University of Waterloo, and Northeastern University all have some element of year round operations), and identifying which elements could realistically be adapted to strengthen teaching, research, internships, and student success at Cal Poly.

Over the past several years I have served on both the University Planning Committee (including as Chair) and the Academic Senate Curriculum Committee (ASCC), where I have served two terms, including throughout the quarter-to-semester conversion process. With ASCC, I have reviewed curriculum proposals of about half of the

university's courses, giving me a broad understanding of how courses vary across colleges and the opportunities across colleges.

As part of ASCC, I have been creating a comprehensive comparison of studies comparing educational outcomes under quarter and semester systems, including condensed semester formats that we were considering based on peer reviewed research across many disciplines. As an active researcher who conducts primary field work I regularly review large volumes of research to produce policy recommendations that include my own studies.

During my upcoming sabbatical I will be collaborating with colleagues at the University of Alicante, Spain providing an opportunity to learn from an international institution's approach to academic organization and faculty engagement. I would welcome the opportunity to bring both that broader perspective and my experience with Cal Poly's governance and curriculum to this important work.

PCS Representative

Katie Jennings, Staff from Engineering Student Services; 12 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the HIP workgroup.*

After consulting with Beth Merritt Miller, we find it incredibly essential to have a PCS member from Academic Advising on this workgroup. As advisors we work with students to interpret processes and policies across the entire campus community. That perspective gives us valuable insight into student, staff, and faculty needs. Personally, I have a big interest in making sure our calendar works for our campus community. I have been involved in other similar committees and workgroups and have a strength in developing systems and analyzing data to help make informed decisions. I am currently on the CENG and Academic Senate Curriculum Committees and have helped our College of Engineering compile feedback and data pertaining to year round operations. Since CENG will be a highly impacted college by YRO and represents the largest student population, I feel like I would be a good representative on this group.

YRO SUMMER 2026 WORKGROUP – HIGH-IMPACT PRACTICES

No statements of interest were received for BCSM or PCS for the High-Impact Practices workgroup.

CAED Representative

Lonny Simonian, Professor in Construction Management (Tenured); 20 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the Calendar Review workgroup.*

As a faculty member, I am interested in serving on this workgroup because the transition to year-round operations presents an important opportunity to strengthen the educational experience for students while supporting faculty and staff success. I am particularly interested in understanding how peer institutions have structured their academic programs, support services, and institutional practices to maximize student engagement, retention, and achievement throughout the year.

My experience as a professor and academic researcher, and practitioner of the teacher-scholar model, has provided firsthand insight into the value of high-impact practices such as undergraduate research, project-based learning, internships, experiential education, and faculty mentoring. I am interested in examining how these opportunities can be effectively supported within a year-round operational model and how curricular and co-curricular infrastructure can be designed to enhance student success. Through my academic advisement I also regularly engage with students regarding academic planning, career preparation, and access to university resources, which provides a practical perspective on how institutional policies and support systems affect the student experience.

I would bring a collaborative, evidence-based approach to the workgroup and a commitment to evaluating peer institution practices through the lens of Cal Poly's Learn by Doing mission. I look forward to contributing to recommendations that support academic excellence, expand opportunities for students, and ensure that faculty and staff have the infrastructure needed to thrive in a year-round environment.

CAFES Representative

Lauren Garner, Professor in Plant Sciences (Tenured); 20 years at Cal Poly, San Luis Obispo – *Committee preference: Would prefer to serve on the HIP workgroup only.*

Based on the statement of interest forms for both summer working groups, it is not clear whether the groups' members should be currently in favor of going to YRO and if the working groups' activities and reports will need to be developed and executed

within the framework of imminent adoption of YRO. If so, I respectfully ask that you disregard my application to each of these working groups.

If the purpose of these summer working groups is meaningful consultation and shared governance to ensure that the faculty and PCS have a voice in the expansion of high-impact practices and the development of the calendar, I would be happy to represent my college by serving on one or both working groups, as the growth of high-impact practices and the structure of the calendar will affect faculty workload, the curriculum, and opportunities for student success, regardless of when or if we go to YRO.

I have 20 years of experience as a Cal Poly faculty member, many years of service on the Academic Senate, and the skillset to provide meaningful, collegial contributions to these discussions. Additionally, I am familiar with the general structure of cooperative education programs and am interested in the expansion of international opportunities for students and faculty.

CENG Representative

Dale Dolan, Professor in Electrical Engineering (Tenured); 17 years at Cal Poly, San Luis Obispo – *Committee preference: Would like to serve on both workgroups, if possible.*

I was the Electrical Engineering Department Chair up until Fall 2025. As a result I had been involved in some extensive planning for YRO since Fall 2023 at which time EE was going to be one of the three CENG departments to begin with YRO starting summer 2024. YRO had the start delayed in early 2024 but we had already been dealing with issues surrounding calendar, cohorts, curriculum, course offerings, faculty assignments, faculty infrastructure, and staff work schedules. As I have been actively planning for YRO for nearly 3 years now I am likely more familiar with the issues than most faculty. YRO represents a significant change at Cal Poly and I want to contribute to ensure Cal Poly maintains both the academic rigor we are known for while still allowing operational feasibility at both the College and departmental levels. I have been discussing and planning for dealing with faculty infrastructure and curricular infrastructure issues for the past 2.5 years at the departmental and CENG levels in my capacity as both a faculty member and a department chair. We have also been very engaged in identifying impacts on students and how to support them during YRO. Faculty, staff and student morale and outcomes will be significantly impacted if these issues are not considered carefully. Ensuring these issues are considered and addressed taking into account the varied perspectives considered from the faculty and departments would be my key contribution.

I would be willing to serve on both workgroups with a modest preference to the High Impact Practices workgroup.

Jennifer Mott, Associate Professor in Mechanical Engineering (Tenured); 12 years at Cal Poly, San Luis Obispo – *Committee preference: Would like to serve on both workgroups, if possible.* (Note: Did not submit a separate statement of interest)

I am interested in this working group as someone who has been looking at the YRO student needs in the mechanical engineering department and CENG. I have been a member of the CENG dean's council for the last two years and have been a part of many discussions with all of the CENG department chairs about concerns with YRO and what will be needed to make it successful. As a member of one of the largest departments on campus and a high-demand program, we need robust solutions to ensure all students are successful if we are expected to grow by 20 to 30% in the next 5 years.

Anita Rathi, Lecturer in Computer Science; 2 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the Calendar Review workgroup.*

I am writing to express my interest in serving on the workgroup researching peer institution practices, policies, and activities in preparation for year-round operations at Cal Poly.

As a faculty member in the Department of Computer Science with experience in curriculum development and student support services at my earlier job, I bring a working knowledge of high-impact teaching practices.

This workgroup's charge resonates with me because year-round operations will require Cal Poly to rethink how we structure curricular pathways and student opportunities in the job market to remain competitive with peer institutions already operating on similar models. I'm especially interested in:

- Examining how peer institutions structure high-impact practices and curricular infrastructure to support continuous student engagement across an expanded calendar.
- Identifying models for sustaining student access to career services, financial aid, and other support systems year-round.
- Understanding how peer institutions have adapted faculty and staff infrastructure workload and scheduling to support non-traditional academic calendars.

My goals for this work would include:

- Conducting thorough, comparative research into peer institutions with established year-round models.
- Identifying practices that are both effective and feasible for Cal Poly's specific context and culture.
- Contributing to clear, well-supported recommendations that anticipate practical

implementation challenges.

- Helping produce a report that gives the university community an honest, actionable picture of what year-round operations could look like.

I am committed to contributing the time and effort needed to support this workgroup's research and reporting timeline, and I welcome the opportunity to help shape Cal Poly's approach to this transition.

CLA Representative

Farah Al-Nakib, Associate Professor in History (Tenured); 8 years at Cal Poly, San Luis Obispo – *Committee preference: Would prefer to serve on the HIP workgroup only.*

I am very interested in this working group, as I would like to ensure that by transitioning to year-round operations we are not only focused on enrollment growth but on tangible benefits to all students, faculty, and staff. I am committed to promoting high-impact practices for students, and previously served on the CLA Dean's Virtual Exchange "think tank" to enhance global engagement opportunities for students beyond study abroad. I am also actively involved in promoting student research and project-based learning through regular participation in BEACoN, SURP, and other grant opportunities at Cal Poly, and I would like to be involved in brainstorming how we can enhance such opportunities for high-impact and experiential learning among our students under YRO. I also think it is important to have diverse representation on this working group. I am a member of the CLA's first DEI cluster hire cohort, and have been actively involved in promoting equity and inclusive practices at Cal Poly in various capacities over the past eight years. For instance, in 2022 and 2024 I served as a DEI faculty fellow to the Kennedy Library, during which I helped create and begin implementing the Library's DEI Action Plan. Through my own personal experiences as a faculty of color, through my research and teaching on systemic inequalities in institutional practices, and through my DEI-focused work at Cal Poly, I am acutely aware of how administrative practices and operations variously impact our students, faculty, and staff from historically and currently marginalized backgrounds. I think this perspective will be essential to this working group. While YRO can bring significant benefits to BIPOC, first-generation, low-income, transfer, and parenting students, there are also serious risks that can potentially harm students from those very backgrounds (financial and otherwise). We must therefore pay special attention to and invest heavily in equity-focused infrastructure to support students, faculty, and staff of diverse backgrounds as we make this transition, and I believe my experience, perspective, and commitment in these areas will benefit this working group.

Jay Bettergarcia, Associate Professor in Psychology & Child Development (Tenured); 10 years at Cal Poly, San Luis Obispo – *Committee preference: Would like to serve on both workgroups, if possible.* (Note: via email, they indicated a slight preference for the HIP workgroup.)

I am excited to submit my statement of interest to serve on the High-Impact Practices Summer Workgroup as a representative for the College of Liberal Arts. As an Associate Professor in the Psychology and Child Development department—one of the first CLA departments navigating the YRO transition—I have been active in the process of helping our department adapt our academic infrastructure to support year-round high-impact practices. As part of our own planning for YRO, I've already begun the process of exploring other programs and their approach to supporting student engagement. My leadership across the university directly aligns with the core pillars of this workgroup's charge in the following ways:

1. High Impact Practices & Curriculum: My commitment to student mentorship and engagement with high impact practices stems from my own experiences as a Cal Poly alum with plentiful opportunities for community involvement, leadership, and experiential learning activities during my time at Cal Poly. As a professor, I actively mentor numerous student researchers across many projects, presentations, and manuscripts. I also supervise students as part of our department's extensive, mandatory two-quarter community-based internship program, research internship, and intensive senior projects. Supporting and mentoring students engaging in high impact practices has given me a deep understanding of these robust experiential learning opportunities.

2. Student & Faculty Infrastructure: My commitment to equity and supporting faculty is reflected in my role as the CIX Faculty Fellow leading The Collective (a mentorship community for thriving, retention, mentorship, and career advancement for underrepresented faculty at Cal Poly) and as the campus mentor for the CSU Pre-Professor Program (PREPP) for doctoral candidates considering applying for tenure-track positions in the CSU. These experiences take me out of my department and into the academic lives and experiences of faculty in other departments, colleges, and universities who engaged in creative and innovative interdisciplinary high impact practices. In addition to my mentorship and support of faculty across the university, I also serve as the IRB chair and am well versed in institutional policy, compliance, and administrative infrastructure.

Having served on numerous department, college, and university committees over the past 10 years, I understand how to collaborate across departments and colleges to explore scaleable frameworks for high impact practices at Cal Poly that build on the amazing experiences already offered while also developing new and innovative opportunities. I look forward to contributing to this foundational benchmarking research, ensuring that Cal Poly's year-round model offers equitable, well-supported

opportunities for students while maintaining a sustainable, thriving infrastructure for our faculty and staff.

Alicia Doyle, Professor in Music (Tenured); 4 years at Cal Poly, San Luis Obispo –
Committee preference: Would prefer to serve on the HIP workgroup only.

I am very interested in serving on the High-Impact Practices Summer Workgroup because I believe year-round operations will have a significant impact on the student experience in the performing arts, particularly in Music. While I originally expressed interest in the Calendar Review workgroup, I have come to believe that the High-Impact Practices workgroup is where I can make the greatest contribution.

As Chair of the Music Department, I work closely with approximately 80 music majors and oversee programming that engages more than 800 student musicians from across the university each year. Year-round operations will influence not only curriculum and scheduling, but also ensembles, performances, internships, community engagement, and the many high-impact educational experiences that are central to our students' success.

As California Polytechnic State University, we also have an opportunity to think creatively about the role of technology in music education and professional preparation. Music technology encompasses recording, production, digital media, audio engineering, immersive performance technologies, and interdisciplinary collaboration, all of which align naturally with Cal Poly's polytechnic identity and Learn by Doing philosophy. I am especially interested in exploring how year-round operations can expand access to these kinds of high-impact, technology-enabled learning experiences while strengthening partnerships across disciplines and better preparing students for today's creative industries.

I am particularly interested in examining how peer institutions support experiential learning, professional development, faculty infrastructure, and student opportunities within year-round academic models. I hope to help identify practices that preserve and strengthen Cal Poly's Learn by Doing philosophy while ensuring that disciplines with performance-based, collaborative, and technology-rich learning experiences are well supported. I would bring both an administrative perspective and a commitment to representing the needs of students and faculty as the university plans for this important transition.

Thanayi Jackson, Associate Professor in History (Tenured); 6 years at Cal Poly, San Luis Obispo – *Committee preference: Would prefer to serve on the Calendar Review workgroup only.*

I am interested in calendar review and have been active in High-Impact Practices Summer Workgroup. I served in the semester conversion task force and served as curriculum chair of the History department when we began semester conversion and am now CLA Curriculum chair and sit on the Academic Senate Curriculum Committee. I am interested in the examination of peer institution practices, particularly as it pertains to curriculum and financial support for students.

Colleen Twomey, Professor in Graphic Communication (Tenured); 15 years at Cal Poly, San Luis Obispo – *Committee preference: Would prefer to serve on the HIP workgroup only.*

I am interested in serving on the High-Impact Practices Summer Workgroup because the topics under consideration align closely with my professional experiences as a faculty member, department leader, and advocate for experiential learning.

Throughout my career, I have focused on creating opportunities that connect academic learning with professional development, industry engagement, and global experiences. As Department Chair of Graphic Communication for six years, I worked extensively on curriculum planning, student success initiatives, industry partnerships, and strategic program development. These experiences have provided me with a broad understanding of how curricular structures, co-curricular experiences, and administrative support systems work together to create meaningful student outcomes.

International education has been a particularly important part of my teaching and service. I have completed two quarter-long teaching assignments at Munich University of Applied Sciences in Germany and have developed and taught virtual international exchange courses with both Munich University of Applied Sciences and Hochschule der Medien (HdM) in Stuttgart. These experiences have given me firsthand insight into how international institutions structure study abroad opportunities, global collaborations, and experiential learning programs. More importantly, they have allowed me to compare different approaches to student engagement, curriculum delivery, and institutional support for international experiences.

I have also been deeply involved in connecting students with professional opportunities. For many years, I have taken students to major industry conferences, where they interact directly with employers, attend educational sessions, and develop professional networks. Within Graphic Communication, we also host an annual industry-specific career fair that connects students with employers from across the printing, packaging, publishing, and graphic communication industries. These activities have reinforced my

belief that high-impact educational experiences often occur at the intersection of classroom learning and professional engagement.

As Cal Poly explores year-round operations, I believe there is tremendous opportunity to expand access to internships, study abroad experiences, industry projects, and other forms of experiential learning. I am particularly interested in understanding how peer institutions structure these opportunities throughout the year and how faculty, staff, and administrative systems support student participation. I would welcome the opportunity to contribute perspectives from international education, industry engagement, curriculum development, and academic leadership to help identify practices that could strengthen student success at Cal Poly.

I am excited about the possibility of helping the university explore innovative approaches that enhance learning, increase flexibility for students, and further Cal Poly's Learn by Doing mission within a year-round academic model.

Grace Yeh, Professor in Ethnic Studies (Tenured); 19 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the Calendar Review workgroup.*

I'm interested in having the opportunity to explore with colleagues across the university the kinds of high-impact practices that we might be able to implement at Cal Poly, especially those practices and structures that increase opportunities and postgraduate preparation for low-income or underrepresented students. I'm particularly interested in how we can align YRO with frameworks and initiatives like the CSU Student Success Framework, AANHPI Initiatives, Black Student Success Initiatives, and HSI Initiatives.

My experiences prepare me to be able to contribute meaningfully to this working group. This past year, I served as the APIDA Center Faculty Fellow, funded by the CSU AANHPI (Asian American, Native Hawaiian, Pacific Islander) Student Achievement Program grant whose purpose is "to enhance student educational experiences and promote higher education success for low-income, underserved and first-generation AANHPI students and other underrepresented students." I organized programs and events focused on creating networks of support and opportunity for students through the APIDA Center. This included creating an "AMA" series for students to meet with mentors both on campus and in the community focused on different professional fields like public health or entrepreneurship.

Last year, I served as interim Associate Dean of Operations for the college, which along with serving as Academic Senator, has allowed me to understand existing university structures and policies. My experience in the Dean's office, as well as my participation in College Council as former department chair for Communication Studies, have given me the opportunity to learn about the exciting work of my colleagues across the college as

departments, especially as CLA began discussions of potential opportunities for students under YRO.

I am the current advisor for three different Instructionally Related Activities, having worked with four different University Interest IRAs to get IRA recognition and funding. Each of these IRAs are examples of different high-impact practices--from place-based learning to learning by doing performing groups--with student leadership and development goals.

This is only a partial list of my past experiences and of my interest in high impact practices. Over the past 19 years, I have learned about and tried different ways for students to have more meaningful experiences at Cal Poly, and my hope is that serving with this workgroup will provide a venue for me to share my experience and learn from others.

As a note: I'm teaching in July for EOP's Summer Institute. I believe I'm still eligible for WTUs, but there would be a couple weeks of overlap. However, I am available during the meeting times listed.

OCOB Representative

Benjamin Alexander, Associate Professor in Management, Human Resources, and Information Systems (Tenured); 11 years at Cal Poly, San Luis Obispo – *Committee preference: Would like to serve on both workgroups, if possible.*

As a tenured Associate Professor of Management beginning my 12th year at Cal Poly, I bring sustained engagement with the governance and operational work underlying our transition to semesters and year-round operations. During my years of service on the Academic Senate and its Executive Committee, I have participated directly in numerous deliberations on these transformations, giving me practical familiarity with both the constraints shaping this work and the campus tensions a workgroup report will need to surface and reconcile. I have also engaged with these changes as a member of various semester conversion committees and in different capacities supporting undergraduate (BSBA, MHR Concentration) and graduate programs (MBA program, graduate studies strategic planning).

I have extensive experience advising student internships and supporting undergraduate research, and I am committed to advancing high-impact practices under a year-round calendar in ways that support our Learn by Doing ethos. Having guided the integration of a collaborative industry project into the MBA program's semester curriculum, I am enthusiastic about extending such opportunities, including internships, co-ops, capstones, and project-based experiences across other programs. My background in qualitative methods and content analysis is directly applicable to organizing open-ended feedback into meaningful, grounded themes. I am also experienced in producing clear,

well-evidenced reports framed around concrete, defensible findings and recommendations.

Jon James, Professor in Economics (Tenured); 12 years at Cal Poly, San Luis Obispo – *Committee preference: No preference / Did not submit a statement of interest for the Calendar Review workgroup.*

I am a labor and education economist whose research centers on understanding educational outcomes. From a student success perspective, I believe a year-round model offers a lot of opportunities for students to get greater value out of their educational experience. I would like to bring my experience and expertise to the workgroup to help discover how best this can be implemented at Cal Poly.

Katya Vasilaky, Associate Professor in Economics (Tenured); 9 years at Cal Poly, San Luis Obispo – *Committee preference: Would like to serve on both workgroups, if possible.*

I would like to be considered for the High-Impact Practices Workgroup. I have also applied for the Calendar Review Workgroup, as there is overlap in my interests and experience.

I am excited by the opportunity to help shape year-round operations in ways that benefit both students and faculty. A year-round model could increase opportunities for undergraduate research, internships throughout the year, and more flexible degree pathways.

As an applied economist, my work involves designing and evaluating policies through quantitative analysis, primary data collection, randomized controlled trials, and close collaboration with universities, governments, nonprofits, and industry partners. Over the past fifteen years, I have led multidisciplinary research projects, secured external funding from federal agencies, foundations, and international organizations, and translated research into practical recommendations for policymakers and organizational leaders. The majority of these projects have involved undergraduate and graduate student researchers, giving me the opportunity to mentor students as they prepare for careers in academia, industry, and public service. These experiences have strengthened my ability to evaluate programs systematically, organize evidence from diverse sources, and understand the experiences that best prepare students for careers and graduate study.

At Cal Poly, I have also developed extensive institutional experience through service on the University Planning Committee (including as Chair) and two terms on ASCC during quarter-to-semester conversion. Through that work, I have had the opportunity to collaborate with colleagues across colleges, evaluate policies from multiple

perspectives, listen to differing viewpoints, and work toward consensus-based solutions.

I would welcome the opportunity to bring both my institutional experience and an evidence-based approach to identifying practices that could strengthen year-round operations at Cal Poly.