CAL POLY Academic Senate

Academic Senate Executive Committee Meeting
Tuesday, November 17, 2026 | 3:00 – 4:50 p.m.
01-409 and https://calpoly.zoom.us/j/84355066208

AGENDA

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

2. **Approval of November 3, 2026, meeting minutes** ..... pp. 2-4

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

4. **Reports**
   - **4.1. Academic Senate Chair** [Frame]
   - **4.2. President's Office** [Haft]
   - **4.3. Provost** [Liddicoat]
   - **4.4. Statewide Senate** [Inoue, Navarro, Rein, & Stegner]
   - **4.5. CFA SLO & Solano** [Kawamura, Sinha]
   - **4.6. ASI** [Schinderle, Short]

5. **Business Items**
   - **5.1. Academic Senate Meeting in Solano (Spring 2027)**
   - **5.2. Appointment of Silvia Marijuan (WLC) as substitute for Anuraj Dhillon (COMS) on Academic Assessment Council for Spring 2027**
   - **5.3. CBF Academic Mission Advisory Council Appointments**
   - **5.4. Faculty Committee Appointments** ..... pp. 5-8
   - **5.5. Resolution on Year-Round Operations: Justification, Transparency, and Shared Governance** ..... pp. 9-14
     Ben Ruttenberg, BCSM Senator
   - **5.6. Resolution on YRO Implementation and Shared Governance** ..... pp. 15-20
     Samuel Frame, Academic Senate Chair
   - **5.7. [Time Certain: 4:25 p.m.] Approval of Diversity Committee's ATESS Review Process** ... pp. 21-24
     Jorge Moraga, Diversity Committee Chair
   - **5.8. [CLOSED SESSION] [Time Certain: 4:35 p.m.] 2027 Honorary Degree Nominations**[1]
     Jen Haft and Amy Morris, Office of the President

6. **Discussion Items |** None

7. **Adjournment** [Frame]

[1] *This agenda item is for voting members of the Executive Committee only.*

CAL POLY Academic Senate

Academic Senate Executive Committee Meeting
Tuesday, November 3, 2026 | 3:00 – 4:50 p.m.
UU 220 and Zoom

ATTENDEES

Executive Committee Members

Benjamin Alexander OCOB Caucus Chair**; Fairbanks, Matthew** Cal Poly Maritime Academy Senate Council; **Samuel Frame** Academic Senate Chair; **Lauren Garner** CAFES Caucus Chair; **Jerusha Greenwood** Immediate Past Senate Chair; **Kara Hitchcock** PCS Caucus Chair; **Jen Haft** Office of the President; **Sean Hurley** Vice Chair; ~~**Taiyo Inoue** CSU Statewide Senator;~~ **Kris Jankovitz** BCSM Caucus Chair; **Lisa Kawamura** CFA-SLO Chapter President; **Stacy Kolegraff** CAED Caucus Chair; **Al Liddicoat** Provost and Executive Vice President; **Allison Myers** CLA Caucus Chair; **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; **Aparna Sinha** CFA – Solano; **Dustin Stegner** CSU Statewide Senator

Guests

Simone Aloisio; Ginger Davidson Keller; Rachel Fernflores; Cheryl May; Mary Pedersen; Shannon Sullivan-Danser; Tad Walters

MINUTES

1. **Call to order**: Samuel Frame, Academic Senate Chair, called the meeting to order at 3:03 p.m.

2. **Approval of October 20 and October 23, 2026, Meeting Minutes:** The minutes from the October 20, 2026, meeting were approved. The minutes from the October 23, 2026, meeting were approved with an amendment to reflect Matthew Fairbanks's Executive Committee membership and attendance status.

3. **Communications and Announcements:** Samuel Frame reported that the transition to a 14-week calendar has been delayed until the 2029-2030 academic year, while Year-Round Operations (YRO) planning will continue. He requested preliminary feedback from Senate committees on YRO impacts and plans to convene a small Executive Committee group later in the fall to consider Senate operations. He also reported that Curriculum Committee chairs are coordinating a curriculum-review process focused on semester-conversion final reviews, the Cal Maritime integration, and planning for future 14 + 1 curriculum.

4. **Reports**
   - **4.1. Academic Senate Chair:** No additional report.
   - **4.2. President's Office:** Jennifer Haft reported that a YRO website with detailed information and answers is now available (https://www.calpoly.edu/year-round-opportunities). She also reported that the strategic planning team is engaging the campus community, including the Solano Campus, through conversations and breakout groups.
   - **4.3. Provost**: Al Liddicoat reported on ongoing college and department visits related to YRO planning. He noted that the Academic Support and Operations Strategic Focus Team will serve as a steering group, with workgroups supporting implementation. Rachel Fernflores

CAL POLY Academic Senate

Academic Senate Executive Committee Meeting Agenda
Tuesday, November 3, 2026 | 3:00 p.m. – 4:50 p.m.

provided an update on curriculum guidance and planning for the 2029 summer and 14 + 1 calendar transition.

4.4. Statewide Senate: Steve Rein and José Navarro reported that it was plenary week and that they would provide an update after the meeting.

4.5. CFA SLO & Solano: Tad Walters reported that CFA's strike-authorization vote remains open through November 19. CFA expects to schedule formal meet-and-confer discussions regarding YRO and is considering an offer from the Chancellor's bargaining team to resume discussions. Matthew Fairbanks added that a Maritime training-crews memorandum of understanding is being negotiated.

4.6. ASI: Tanner Schinderle announced a financial literacy workshop series; more information about this can be found on the ASI blog.He also provided an update on Unity Night, and encouraged folks to vote today if they have not already. Olivia Short reported that the ASI Board of Directors approved the ASI election timeline and Maritime Academy Council operating rules, shared upcoming student projects, and a reminder for the November 18 Board meeting.

5. Business Items

5.1. Appointment of Samuel Frame as Sustainability Committee Chair: The Committee discussed the Sustainability Committee's limited membership, its curriculum review responsibilities, and the need to maintain the committee's SUSCAT course-review workflow. M/S/P to appoint Samuel Frame as Sustainability Committee Chair for the 2026–2027 academic year.

5.2. Faculty Committee Appointments: M/S/P to approve the following faculty appointments to Academic Senate and university committees.

Nipoli Kamdar	*Distinguished Teaching Award Committee, Solano (AY 2026-2027)*
Kareesa Kron (CENG)	*Fairness Board (AY 2025-2027)*
Daniel Frishberg	*Disability Access and Inclusion Committee (AY 2026-2028)*
Ryan G. Miller	*Campus Parking and Transportation Advisory Committee (AY 2025-2027)*
Grace Yeh	*University Union Advisory Board (AY 2026-2027)*
Bonnie Hall (BCSM)	*Athletics Advisory Board (AY 2026- 2029)*
Susan Hawk	*Campus Dining Advisory Committee (AY 2025-2027)*

6. Discussion Items

6.1. Global Perspectives Curricular Pathway Workgroup: Samuel Frame, Academic Senate Chair, introduced this discussion item with a reminder as to when this proposal was originally presented in May 2026. At the time, the Executive Committee supported the formation of the workgroup and charged the next Senate Chair with developing the

CAL POLY Academic Senate

Academic Senate Executive Committee Meeting Agenda
Tuesday, November 3, 2026 | 3:00 p.m. – 4:50 p.m.

membership. Chair Frame indicated that he thought this proposal required further review and discussion about the proposed workgroup's charge, timeline, curriculum scope, and membership. Members raised concerns about the pathway's feasibility for students with substantial completed GE credit, the availability of study-abroad and other global-learning opportunities, adequate representation from colleges and the Solano Campus, and whether the work should begin this year. Chair Frame will share the feedback with the International Advisory Council for reconsideration.

6.2. Resolution on YRO Implementation and Shared Governance: The Committee discussed revising the resolution in light of the President's calendar announcement. Members emphasized transparency, access to financial and consultant information, faculty governance over curricular matters, sufficient advising and evaluation resources, and clear communication about implementation. Chair Frame will seek Faculty Affairs input, revise the resolution, and return it to the Executive Committee for review before it is agendized.

6.3. DRC Software Update: Ginger Davidson Keller, Assistant Director of the Disability Resource Center, described the department's transition to Accommodate, the new DRC software system. Committee members reported concerns regarding repeated or "phantom" notifications, testing-agreement workflow, document uploads, the clarity of reminders, and academic integrity issues related to testing. They also commended DRC staff for their responsiveness and professionalism. DRC will incorporate the feedback into its Academic Senate presentation and continue working with the software developer on improvements.

7. Adjournment: Samuel Frame, Academic Senate Chair, adjourned the meeting at 4:52 p.m.

Minutes submitted by

Uniyah Loya

Uniyah Loya
Academic Senate Student Assistant

FACULTY STATEMENTS OF INTEREST

Academic Senate Committees

AD HOC WORKGROUP ON INTERNSHIP/CO-OP POLICY 1

BCSM REPRESENTATIVE 1
Jean Davidson *1*
Javin Oza *2*
CLA REPRESENTATIVE 2
Megan Lambertz-Berndt *2*
OCOB REPRESENTATIVE 2
Danielle Epstein *2*
SOLANO REPRESENTATIVE 3
Tony Lewis *3*

DISTINGUISHED TEACHING AWARD COMMITTEE – SOLANO (AY 2026-2027) 3

Amy Parsons *3*

FAIRNESS BOARD – SOLANO REPRESENTATIVE (AY 2026-2027) 3

David Satterwhite *3*

ACADEMICS SENATE COMMITTEES

Ad Hoc Workgroup on Internship/Co-op Policy

BCSM Representative

Jean Davidson, Associate Professor in Biological Sciences (Tenured); 8 years at Cal Poly, San Luis Obispo

I am interested in serving on the Academic Senate Ad Hoc Workgroup on Internship and Co-op Policy. My teaching and research in genomics and bioinformatics rely extensively on partnerships with industry and other external collaborators, and I have developed a strong network of internship and work-integrated learning opportunities during my time at Cal Poly.

I have initiated a year-long paid internship with Sarepta Therapeutics, incorporated industry collaborations into my Bioinformatics Capstone course, and regularly seek ways for students to apply their learning in authentic professional settings. Through this work, I have seen both the value of these experiences and the importance of clear, feasible structures that support faculty, students, departments, and external partners. I would welcome the opportunity to work with colleagues to formalize and expand these opportunities, increase student access and equity, and ensure that campus practices meet current CSU requirements.

My perspective is also informed by my roles as Faculty Consensus Group Representative for Cal Poly at CSU BIOTECH, as Director of the Center for Applications in Biotechnology, and as a

member of the Center for Health Research, all of which involve ongoing consideration of internships, partnerships, and student professional development. Many thanks for your consideration!

Javin Oza, Associate Professor in Chemistry and Biochemistry (Tenured); 10 years at Cal Poly, San Luis Obispo

I'm actively engaged in supporting undergraduate research experiences and many of my students go onto external internships. I would like to further support the university in helping our students in these activities.

CLA Representative

Megan Lambertz-Berndt, Associate Professor in Communication Studies (Tenured); 10 years at Cal Poly, San Luis Obispo

I have served as the internship coordinator for the Communication Studies Department at Cal Poly for the past 7 years. During this time, I have helped students network with local organizations to acquire internships in areas from HR to sales to Sports media.

I have also used my COMS 4413: Training and Development class as a way of partnering with local, regional, and national businesses to help students develop tangible skills with potential employers. Specifically, my class analyzes, designs, develops, implements, and evaluates a training program through the creation of several assignments including a needs assessment, client training proposal, and final deliverable which they present to their client. The group projects from this class have led to countless internships and job opportunities for Cal Poly students.

I would love to share my experiences with this working group on how I've formed local, regional, and national partnerships with my students. I am also eager to learn how others have found ways to enhance community engagement with their students.

Our motto of learn by doing is paramount to the experience students deserve therefore I would be grateful to gain more knowledge in strategies for developing more talent pipelines between the skills our students are acquiring and the skills necessary for various industries.

OCOB Representative

Danielle Epstein, Lecturer in Marketing; 12 years at Cal Poly, San Luis Obispo

Prior to my current role as a FT lecturer in OCOB, I spent seven years working in Employer Development at Career Services. In that role, I was responsible for expanding employer engagement through outreach, partnerships with faculty, student clubs, and institutes, resulting in increased internship and FT job opportunities for Cal Poly students. In addition, I served as the Career Services point person for the Small Business Development Center, leading to frequent consultations with local businesses who were interested in creating internships and recruiting Cal Poly students and grads. I feel that my experience in both Student Affairs and as a faculty member offers a perspective that may be beneficial to the work of the committee. Thank you for your consideration.

Solano Representative

Tony Lewis, Professor in Management, HR, and Information Systems (Tenured); 13 years at Cal Poly, Solano

I am writing to express my interest in serving as the Solano Campus faculty representative on the Ad Hoc Workgroup on Internship and Co-op Policy. As a Professor of Management, I have taught the business department's summer internship course for the past two years and work closely and frequently with Career Services to manage our internship program, among other career readiness efforts. For example, I recently served as a student mentor in the student resources room supporting Solano undergraduates navigating the 2026 Career Fair. These experiences have given me a practical view of how internship policy affects students, the wider campus community, and employers.

I have also led our department's career readiness curriculum, including teaching two courses focused on career readiness and two first-year seminars that emphasize it. In addition, I serve as faculty advisor for the Solano chapter of the Propeller Club, an international organization that supports career readiness in the maritime industry through education and networking events. This work keeps me closely connected to the industry partners who support our students.

As Cal Maritime integrates with Cal Poly, I would welcome the chance to help develop clear, consistent policies that distinguish co-op from internships, meet CSU requirements and support students at both campuses. I would bring the Solano Campus perspective, with its maritime industry partnerships, to that work.

Thank you for your consideration.

Distinguished Teaching Award Committee – Solano (AY 2026-2027)

Amy Parsons, Professor in English (Tenured); 13 years at Cal Poly, Solano; Recipient

I work with extraordinary colleagues here on the Solano campus, and would love to work toward officially recognizing their accomplishments. I also value our interdisciplinary spirit, and look forward to seeing pedagogical practices in action across departments.

Fairness Board – Solano Representative (AY 2026-2027)

David Satterwhite, Associate Professor in Engineering Technology (Tenured); 7 years at Cal Poly, Solano – *Incumbent*

I am interested in serving on the Fairness Board because I would bring relevant hearing experience and a perspective grounded in maritime education. As a licensed faculty member who participates in Summer Sea Term, I understand its operation and how STCW requirements apply to our program. I strongly believe the Board should include a member who understands that context when considering cases involving maritime courses and assessments.

For the past six years, I have served on the Solano campus Academic Integrity Committee (AIC), including three years as chair. The AIC hears both academic misconduct cases and student-

originated grade-change requests. We listen to the parties, review evidence, make determinations, and recommend a course of action. This experience has prepared me to consider cases impartially, apply established standards, and ensure that both sides are heard.

I would contribute that experience to the Board's review of grade appeals by helping provide relevant context about our curriculum, STCW requirements, and Summer Sea Term when those matters bear on a case. My goal is to support fair, evidence-based deliberations that respect both students' due-process rights and faculty members' academic responsibilities.

Adopted: TBD

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

AS-XXXX-XX

RESOLUTION ON YEAR-ROUND OPERATIONS: JUSTIFICATION, TRANSPARENCY, AND SHARED GOVERNANCE

WHEREAS, Cal Poly is pursuing a phased Year-Round Opportunities (YRO) rollout, with some program-specific recruitment or admission decisions potentially preceding expanded enrollment tracks in 2028-29 and an anticipated shift to three academically equivalent 14+1-week semesters in 2029-30; and

WHEREAS, the proposed changes would have substantial consequences for curriculum, student pathways, academic and student services, staffing, facilities, housing, and university finances, while semester conversion and the integration of the CSU Maritime Academy are still being implemented; and

WHEREAS, the University has identified expanding access, creating additional opportunities, and strengthening its financial future as reasons for YRO, but the objectives and criteria for success, and the incremental merits of rotating cohorts and symmetric terms, require clear justification; and

WHEREAS, the underlying enrollment, financial, educational, and operational analyses needed to evaluate the proposal and its alternatives have not been made sufficiently available for independent review by the university community; and

WHEREAS, the University's YRO website states that "the core YRO model has been established," and a request for the underlying information from the Chair of the Academic Senate on October 16, 2026, has received no response; therefore, be it

RESOLVED: That the Academic Senate affirm that the Administration, as proponent of this major institutional change, bears responsibility for demonstrating through evidence that its expected benefits justify its costs, risks, and disruption relative to feasible alternatives; and be it further

RESOLVED: That the Academic Senate request that the President release the analyses, assumptions, and records used to select YRO, including comparable evaluations of (1) improving the current semester model, (2) expanded voluntary or targeted summer instruction, (3) rotating cohorts under an asymmetric calendar, and (4) three symmetric terms, addressing student demand, educational feasibility, state- and self-supported funding, full costs and revenues, financial aid, staffing, housing, and downside risks, as further detailed in Attachment A; and be it further

RESOLVED: That the Academic Senate request that the President provide a written response and existing supporting records within 60 calendar days, and for information not yet available identify the responsible office, reason for unavailability, and a specific schedule for completion or release; and be it further

RESOLVED: That the Academic Senate urge the Administration to pause additional binding or difficult-to-reverse YRO commitments, including any admissions offers requiring a summer-inclusive track, until the requested information has been provided and meaningfully evaluated through shared governance, while allowing continued analysis, consultation, and planning; and be it further

RESOLVED: That this resolution and its attachments be transmitted to the CSU Chancellor, CSU Board of Trustees, Academic Senate of the California State University, and CSU campus Academic Senate chairs.

Proposed by: TBD

Date: November 13, 2026

ATTACHMENT A

Questions and supporting records for YRO review

Companion to draft AS-XXXX-XX | Faculty discussion draft, 10 November 2026

Purpose. This attachment specifies information needed to assess the proposed model. The central sequence is: define the objectives; compare feasible approaches; disclose the assumptions and analyses; then permit meaningful evaluation. Requests for existing decision records should be distinguished from studies not yet completed.

1. Objectives, constraints, and success criteria

Before evaluating a strategy, state the institutional problem and the standard for choosing a solution.

- What numerical targets are sought for annual distinct students, funded enrollment, graduation and time to degree, educational quality, and net fiscal contribution? Distinguish total students from student-term enrollments and funded FTES.
- Which constraints prevent those objectives from being achieved under the current model? What are the tradeoffs if enrollment growth, student costs, academic quality, and financial results conflict?
- What measures and thresholds would demonstrate success, trigger revisions, or justify scaling back the rollout?
- Who will collect and publish those measures, how often, and what happens if a threshold is missed?

2. Compare the choices, not just YRO with no growth

The incremental case for rotating cohorts is different from the incremental case for equal-length terms.

- Provide a common-baseline comparison of (A) improving current fall and spring operations, (B) voluntary or program-specific summer expansion, (C) rotating cohorts with an asymmetric summer term, and (D) rotating cohorts with three symmetric terms. Model feasible enrollment growth and capital expansion when relevant.
- For each option, report the same assumptions for program demand, student-term capacity, state funding, tuition, staffing, academic support, housing, operating costs, and transition costs over the full implementation period and a meaningful period thereafter.
- Identify the incremental educational or financial benefit attributable specifically to shortening fall and spring and making all three terms symmetric. What evidence rules out less disruptive alternatives? Explain any relevant financial-aid or academic-calendar requirements rather than assuming they mandate symmetry.

3. Student demand, admissions, and off-term experiences

Physical capacity does not establish that students will select or persist in the proposed tracks.

- By program and pathway, provide projected applicants, offers, yield, enrollment, persistence, switches between tracks, and an explicit downside case. Explain whether assignments are voluntary, how preferences are used, and how students can change pathways. Clarify the timing and obligations of any early Orfalea cohorts recruited or admitted in 2027-28 for summer 2028, separately from the later symmetric-calendar change.

- Provide the surveys, sampling frames, questionnaires, response rates, and analyses used to estimate willingness to enroll in a summer-inclusive pathway; distinguish current-student opinions from behavior of prospective applicants.
- Identify the actual scale and funding of internships, co-ops, research, study abroad, paid work, and other opportunities for students whose off-semester is fall or spring. Which opportunities exist independently of the calendar, and which require new partnerships or staffing?
- Provide the plan and budget for work-integrated learning at the scale proposed: employer-relations and co-op staffing, projected placement capacity by program, faculty supervision, student cost, and the academic alternative when no placement is available.
- Describe the financial-aid model for each track, including Pell, Cal Grant, and Middle Class Scholarship eligibility in summer and during the off semester, and students' enrollment status, access to services, and health coverage while away.

4. Financial model, state support, and self-support

Request the underlying model and assumptions, not only a summary of projected net revenue.

- Provide annual and term-by-term revenue, incremental and continuing instructional and administrative costs, one-time conversion costs, aid, debt service, and break-even conditions. Disaggregate by college, program, pathway, and funding mode where feasible; include downside scenarios for weak summer demand and delayed implementation.
- For any self-support scenario, specify unit fees, expected enrolled students and units, estimated total and net student costs, aid eligibility, cost-recovery budgets, overhead allocations, projected net contribution, and applicable approvals. Supply the analysis addressing possible supplanting of state-supported instruction under the relevant CSU framework.
- Explain the assumptions behind state-supported enrollment capacity and funding limits, and any claimed connection between YRO and Teacher-Scholar Model funding or additional faculty hiring. Identify which commitments are necessary under each calendar alternative.

5. Housing, facilities, and operations

A full classroom or housing calendar is not automatically an economically feasible annual occupancy pattern.

- Provide housing beds, occupancy, pricing, housing revenue, operating costs, and projected debt-service coverage by term and fiscal year under each alternative, with sensitivity to lower summer occupancy and differing enrollment mixes.
- Explain how track rotations interact with off-campus annual leases, student moves, commuting, and the ability to reuse housing between cohorts. Identify any net additional on-campus beds that are actually available for summer demand.
- Identify the implications for laboratories, facilities maintenance, utilities, classroom availability, faculty and staff offices, and support-service staffing throughout the year.

6. Academic feasibility, personnel, and student equity

Students on different tracks are owed the same education, and the effect on faculty and staff workload is not yet understood.

- Show program-by-program degree maps, prerequisites, bottleneck courses, shared GE and service courses, and staffing plans for the proposed pathways. What happens if a required course cannot be offered in a student's assigned term?
- Explain how any shortened instructional term would maintain academic expectations, laboratory access, contact-hour requirements, and program accreditation. Quantify the curricular redesign and review work required.
- Describe financial aid, advising, disability services, health and counseling, library support, student organizations, and research support for each term; consult appropriate bargaining representatives on affected working conditions.
- Provide the instructional days and class meetings in each proposed term, compared with the current calendar, and laboratory, studio, and field capacity by term, including seasonal constraints and time for maintenance, calibration, and repair.
- Provide the hiring plan: tenure-line, lecturer, and staff positions by program and year, with funding sources and hiring deadlines.
- Describe the faculty workload and compensation model, including any proposed 12-month appointments, and the funding and assigned time for curricular review.
- Explain how retention, tenure, and promotion will work for faculty teaching in different terms: review calendars, committee availability, classroom observations, and access to evaluative evidence.
- Explain how departmental and Senate functions will operate across three terms, including hiring, advising, curriculum review, the Fairness Board, the Distinguished Teaching Award process, and Senate officers and committees, and what assigned time or compensation is planned for off-term service.
- Provide any analysis of the cumulative effect of YRO, semester conversion, and the Maritime integration on faculty and staff, and identify which elements the Administration regards as subject to collective bargaining and the status of those discussions.

7. Peer experience and the institutional decision record

Peers should be chosen for relevance to the specific Cal Poly design, not merely for having summer classes.

- What features of the proposed Cal Poly model make the expected outcomes plausible? Compare the most relevant peer programs on student choice, assigned tracks, tuition, off-term employment, staffing, support infrastructure, faculty governance, and calendar length; include institutions that modified or discontinued comparable approaches. Attachment C offers a starting comparison with sixteen institutions.
- Provide the 2020 YRO Task Force report and referenced budget attachment, subsequent university and consultant analyses, assumptions used to select the current model, and a list of consultant deliverables and fees. Distinguish material actually considered by decision-makers from later implementation planning.
- Identify the criteria for choosing three symmetric terms, the analyses comparing alternative calendars, and the decision points at which those choices were evaluated. The request is for the model-selection rationale, not a separate attribution of blame for past expenditures.

8. Delivery, independent review, and decision checkpoints

A response is most useful when source material can be independently inspected.

- Provide existing models in usable form with dated assumptions, scenario definitions, and any relevant notes on uncertainty. For missing or unfinished work, state whether the analysis exists, its responsible office, and a realistic release date.
- Propose a schedule for Senate review and for revisiting projected demand, costs, teaching capacity, and academic outcomes before commitments become difficult to reverse.
- Later-stage operational standards (faculty evaluation, co-op administration, Senate committee schedules, service parity) and the Senate's review process are set out in Attachment B, which the Senate may adopt or strike separately.

Reference points for document requests

These are starting points, not substitutes for the University's underlying studies:

Cal Poly YRO public overview and current implementation timeline:
https://www.calpoly.edu/year-round-opportunities

Academic Senate resolution AS-982-24 (2024):
https://digitalcommons.calpoly.edu/senateresolutions/983/

2020 Presidential YRO Task Force final report:
https://content-calpoly- edu.s3.amazonaws.com/academicsenate/1/images/YRO_Task_Force_Report.pdf

CSU Executive Order 1099 (self-support instruction): https://content-calpoly-edu.s3.amazonaws.com/academicprograms/1/documents/Policies/EO-1099-revised.pdf

Adopted: TBD

ACADEMIC SENATE
Of
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AS-XXXX-XX

RESOLUTION ON YRO IMPLEMENTATION AND SHARED GOVERNANCE

WHEREAS, Cal Poly is implementing significant changes to its academic calendar and academic operations in support of Year-Round Opportunities (YRO); and

WHEREAS, the President's Year-Round Operations Task Force previously convened Action Teams focused on Curriculum/Concept, Budget, and Operational Continuity and identified potential benefits as well as substantial costs, challenges, and unresolved questions associated with YRO, including operational impacts classified as "Critical/Potentially Critical" involving staffing and workload, space utilization, infrastructure and utilities, and academic and student support services; and

WHEREAS, on May 17, 2022, Cal Poly's Academic Senate adopted the recommendations of the Ad Hoc Quarter to Semester Committee, including approval of semester terms with 15 weeks of instruction; and

WHEREAS, the Cal Poly Academic Senate Executive Committee subsequently adopted the "Resolution on the Proposed 14-Week Trimester Calendar and Year-Round Operations" (AS-982-24), opposing a 14-week term and raising concerns regarding shared governance in the planning of Year-Round Operations; and

WHEREAS, in an October 27, 2026, memorandum to the Academic Senate Executive Committee, President Armstrong approved 15 weeks of instruction plus finals week for fall and spring and a 13-week summer term for both 2027-2028 and 2028-2029, anticipated three 14+1 symmetrical semesters in 2029-2030, and stated that additional admissions in selected programs would begin in fall 2028; and

WHEREAS, implementation of YRO represents a significant institutional change with broad implications for the academic mission and operations of the university, including curriculum, course sequencing and availability, and students' progress to degree; and

WHEREAS, Cal Poly has successfully undertaken substantial institutional transformations, including semester conversion coupled with a new GE template and the integration of the CSU Maritime Academy; and

WHEREAS, the effects of simultaneous and sequential implementation of major institutional change, including the semester conversion and the integration of the Maritime Academy, have not been identified and shared with the campus community; and

WHEREAS, many university processes have developed around the traditional academic-year cycle, and insufficient information is presently available to determine the challenges necessary to support YRO while maintaining the integrity of existing academic operations for the students we currently serve; and

WHEREAS, as previous Year-Round Task Force reports have highlighted that distributing faculty, staff, and students across different combinations of academic terms may create significant challenges for university operations, shared governance, and cohesive academic communities; and

WHEREAS, the effects of YRO on faculty and staff workload and working conditions remain uncertain, and some matters affecting represented faculty and staff are appropriately addressed through collective bargaining and consultation with their bargaining representatives; and

WHEREAS, the history of cooperative education in the United States demonstrates that successful large-scale programs require sustained resources, faculty involvement, and integration into academic programs, and that efforts to expand such programs rapidly across an institution without these conditions have often failed, particularly when undertaken without meaningful faculty consultation and involvement (Sovilla & Varty, 2011); and

WHEREAS, the viability of YRO also depends upon sufficient student demand for enrollment patterns that may differ substantially from traditional academic year calendars, including students' willingness to enroll during summer terms, participate in alternative academic-year pathways, or new work-integrated learning experiences; and

WHEREAS, much of the faculty consultation to date has focused on the university's capacity to deliver instruction and operate across a longer academic year, constituting principally a supply-side analysis of YRO; and

WHEREAS, the financial viability of YRO depends upon assumptions that the university community has not had sufficient opportunity to review; and

WHEREAS, external consultants have played a substantial role in the development of YRO, making it important that the analyses and recommendations informing institutional decisions be available for review by the university community, and

that neither disclosure alone nor participation in implementation planning be treated as faculty endorsement or a finding of readiness; therefore, be it

RESOLVED: That the Academic Senate express serious concern that YRO implementation commitments may outpace demonstrated academic, operational, and financial readiness, and that the revised calendar, while a constructive response to faculty concerns, does not by itself resolve those concerns; and be it further

RESOLVED: That the Academic Senate request that the President provide the demand-side analyses and underlying assumptions informing YRO planning, disaggregated by program, enrollment pathway, and funding model, including survey methods, sample sizes, response rates, projected enrollment and yield, student costs and financial aid, and sensitivity to lower-than-projected participation; and be it further

RESOLVED: That the Academic Senate request that the President provide the financial analyses comparing implementation of YRO with continuation of the existing operating model, and a slower phased alternative, including annual revenues, full incremental and recurring costs, funding sources, enrollment and financial-aid assumptions, break-even conditions, and downside scenarios over at least five years; that the analyses separately identify state-support and self-support enrollment and explain the asserted dependence of Teacher-Scholar Model funding on YRO; and be it further

RESOLVED: That the Academic Senate request that the President provide any consultant reports and recommendations, their analysis and evidence, and assumptions derived from their work; and be it further

RESOLVED: That implementation of YRO ensure that three substantially equivalent academic terms provide reasonable parity in course availability, instructional modalities, academic and student support services, and access to Learn by Doing experiences, so that students assigned to different enrollment pathways are provided similar educational opportunities; and be it further

RESOLVED: That implementation of YRO include sufficient funding and assigned time to support necessary curricular review and development, including work to evaluate course sequencing, curriculum, prerequisites, progress to degree, and the availability of courses across multiple enrollment pathways; and that each readiness plan identify funded faculty and staff positions, discipline-specific teaching and technical expertise, hiring deadlines, laboratory access, and protected periods for maintenance, calibration, repair, and preparation before affected instruction begins; and be it further

RESOLVED: That implementation of YRO and any associated expansion of work-integrated learning be supported by substantial and sustained institutional investment, including sufficient staffing and resources for employer relations, internship and

cooperative education development and coordination, and other infrastructure necessary to provide meaningful and sustainable work-integrated learning opportunities at the scale currently proposed under YRO; and that projected placement capacity, faculty supervision, student access and affordability, and academic alternatives when placements are unavailable be documented before such experiences are promised or required; and be it further

RESOLVED: That implementation of YRO ensure equitable retention, tenure, and promotion processes for faculty teaching across all three academic terms, including equitable opportunities for classroom observations, through a documented plan addressing review calendars, committee availability, access to evaluative evidence, and workload consistent with applicable policies and collective bargaining agreements; and be it further

RESOLVED: That implementation of YRO ensure sufficient resources and structures to support equitable and effective departmental and Academic Senate operations across all three academic terms, including but not limited to hiring, advising, curriculum review, the Fairness Board, Distinguished Teaching Award process, Academic Senate Chair, and other Senate committees, officers, and functions whose responsibilities extend throughout the academic year; and that responsibilities, participation arrangements, and any associated assigned time or compensation be documented without presuming uncompensated off-term service ; and be it further

RESOLVED: That responsibility for the curricular and academic components of YRO, including the academic oversight and coordination of internships and cooperative education, remain appropriately situated within Academic Affairs and established faculty governance processes; and that administrative project coordination and Strategic Focus Teams supplement, rather than replace, those processes; and be it further

RESOLVED: That subsequent YRO planning explicitly address the cumulative effects of YRO, semester conversion, and CSU Maritime Academy integration, recognizing that the impacts of YRO on faculty and staff workload, schedules, responsibilities, and working conditions are not understood and must be evaluated in consultation with faculty and staff and, where applicable, through appropriate collective bargaining processes and that Senate review neither substitute for bargaining nor waive bargaining rights; and be it further

RESOLVED: That the Academic Senate urge the President to honor the earlier commitment to delay implementation of a 14-week academic term until at least the 2028–2029 academic year to provide sufficient time for additional planning, curricular revision and review, and meaningful consultation through established shared-governance processes and restore faculty confidence in the process; or, if the administration determines that implementation must occur earlier, provide the

university community with a clear justification for accelerating that timeline, including the anticipated negative consequences of delaying implementation until the 2028–2029 academic year; and be it further

RESOLVED: That the Academic Senate urge the President not to proceed further with implementation of YRO until the information and analyses requested in this resolution have been provided and the university community has had sufficient time and opportunity to evaluate them through established shared-governance processes; and be it further

RESOLVED: That the Academic Senate call upon the President to reaffirm his commitment to shared governance by providing sufficient time and information for meaningful consultation and by allowing major institutional changes to be fully considered before proceeding with additional initiatives that depend upon or compound those challenges; and be it further

RESOLVED: That the Academic Senate Executive Committee coordinate review through relevant standing committees, affected-program faculty, and Senate-selected independent reviewers with disclosed conflicts, no responsibility for the analyses under review, and sufficient access to supporting data and methods; and be it further

RESOLVED: That reviewing committees publish findings on compliance with this resolution, including deficiencies and remedies; and that the full Senate determine by recorded vote whether academic and operational feasibility and sustainable funding under baseline and reasonable downside assumptions have been demonstrated before recommending release of the halt for any phase or program; and be it further

RESOLVED: That the President provide a written response within 30 calendar days addressing the requested halt and review process, responsible administrators, and completion dates; and publicly explain any decision to proceed contrary to Senate findings, including how unresolved concerns will be addressed; and be it further

RESOLVED: That, before recommending implementation, the Senate endorse a monitoring plan with published baselines, measurable targets, and corrective-action thresholds covering the academic, operational, financial, and student-equity requirements of this resolution; that results be reported each term; and that missed thresholds pause further affected-program expansion until the Senate finds deficiencies corrected, while protecting enrolled students; and be it further

RESOLVED: That the Academic Senate reaffirm its commitment to expanding access to a Cal Poly education while maintaining academic quality, Learn by Doing, and the educational and co-curricular experiences that contribute to student success.

Proposed by: Academic Senate Executive Committee, Academic Policies Committee, General Education Governance Board, Academic Senate Curriculum Committee

Date: ###

Reference:

Sovilla, E. S., & Varty, J. W. (2011). Cooperative and work-integrated education in the US, past and present: Some lessons learned. In R. K. Coll & K. E. Zegwaard (Eds.), *International Handbook for Cooperative & Work-Integrated Education* (2nd ed., pp. 3–15). World Association for Cooperative Education.

CAL POLY
Academic Senate

Academic Senate
Office: 805-756-1258
academic-senate@calpoly.edu
academicsenate.calpoly.edu

October 30, 2026

Re: Assigned Time for Exceptional Service to Students application review & recommendations

Per one of the charges determined by the Academic Senate Executive Council for AY 2026-27, the Academic Senate Diversity Committee (ASDC) submits its review and recommendations for the Assigned Time for Exceptional Service to Students (ATESS) application cycle. We hope these recommendations will be considered and implemented for the 2027-28 academic year.

For the last decade, the Collective Bargaining Agreement (CBA) has guaranteed that CSU faculty who may be experiencing "cultural taxation" be provided a workload relief for their "exceptional service to students." Cultural taxation functions as an "unique burden [that] faculty of color and other underrepresented faculty face in carrying out responsibilities to the university" (CFA, 2026). Article 20.37 further states that exceptional service awards be intended for faculty who have "a demonstrated commitment to working on issues faced by our diverse student population"; typically, faculty service includes advising, mentoring, and outreach to "support underserved, first-generation, and/or underrepresented students and other practices in support of such students."

At Cal Poly, ATESS has allocated assigned time for faculty across the university. With every passing academic year, there are signs that ATESS remains a vital resource for faculty seeking opportunities for workload relief. For example, during the last two application cycles, we have witnessed a modest uptick in the number of faculty applicants. In 2024-25, there were 22 faculty applicants, and a total of 29 applications in 2025-26, with each college represented, yet some more than others. It is also quite possible that recent unit and university-wide efforts to recruit and hire more faculty of color will reflect a need for more assigned time, given that underserved, first-generation, and/or underrepresented students may reach out to faculty who share similar backgrounds, experiences, or identities. Additionally, following the University's integration with the Maritime Academy, faculty at the Solano Campus who serve underrepresented students, often in experiential learning environments with greater demands on faculty time and resources, may contribute to an increase in applications. It is imperative, then, that with the potential for more faculty experiencing "cultural taxation" and therefore an increase in applications

CAL POLY
Academic Senate

Academic Senate
Office: 805-756-1258
academic-senate@calpoly.edu
academicsenate.calpoly.edu

seeking "workload relief" that clarity in the review process be provided prior to the start of this year's cycle.

In sum, the Academic Senate Diversity Committee, in its role as the Exceptional Student Service Committee (ESSC), argues for a "shift" in how individuals and units across the university understand the purpose of 20.37. **ATESS is primarily aimed at providing parity for faculty who support underserved campus populations. It is not meant to support programs, projects, clubs, etc. on an ongoing basis, though it may be used to support pilot, startup, or exploratory initiatives. Accordingly, ATESS does not generally support ongoing programs, clubs, or projects.**

Additionally, over the last couple of years, several past and current members of the ASDC have expressed concern over the annual review of ATESS. These concerns drew a handful of efforts over the last two ATESS cycles to which ASDC submitted a series of suggestions to Academic Personnel to enhance the application process. We are grateful to the Office of the Provost for previously considering these requests and allowing us the opportunity to collaborate on the application form itself; as you will glean, there are still some gaps that require further consideration and action steps.

The central concerns listed below emanate from an overarching question regarding the current allocation of assigned time through Article 20.37 -- does ATESS award time to faculty *retroactively* who have had their time taken by cultural taxation, thereby "giving back" time; Or, does ATESS award time to faculty who are *presently* providing service beyond usual expectations of either tenured, tenure track, or lecturer faculty; or, is it a catch all umbrella? This quandary has shaped the bulk of our applicant reviews and discussions, and may likely continue to do so which is why we'd like to draw attention to two interrelated issues/questions regarding the ways faculty interested in securing assigned time through ATESS have been reviewed, including:

(1) Does/Can ATESS function as a retro-active mechanism by which culturally taxed faculty may apply for "banked" service?

(2) If ATESS is designed to supplement over-extended faculty whose central efforts target historically disenfranchised students and communities, how do we – as a University, yet namely as a committee which services a predominantly white

CAL POLY Academic Senate

Academic Senate
Office: 805-756-1258
academic-senate@calpoly.edu
academicsenate.calpoly.edu

population – guarantee that applicants who are prioritizing Cal Poly's underrepresented students are equitably being recognized and supported?

By addressing these questions, we believe ASDC will be able to further ensure that the process, reasoning, and metrics by which ATESS operates remains a meritorious, equitable, and fair system for current and future cycles.

In conclusion, our recommendations below should be read as an ongoing commitment to better serve our deserving faculty colleagues by streamlining the ATESS application for them. We build from our previous efforts and offer five recommendations that we believe will clarify, elevate, and sustain the purpose of ATESS as detailed in Article 20.37 -- the need to address cultural taxation for faculty -- as well as complete one of our committee's charges this year which is to "recommend revisions to improve clarity, consistency, and equitable consideration of [ATESS] applications." We will remain attentive to your feedback and look forward to further collaborating once again.

Thank you.

ASDC (2026-27)

Recommendation # 1 – Faculty are encouraged to continue and/or begin seeking ways to actively support our underserved, first-generation, and/or underrepresented students. Applications that highlight new and promising faculty service that supports underserved, first-generation, and/or underrepresented students may be prioritized, particularly efforts that demonstrate how the "quality of students' education experience could not have been maintained without an increase in the faculty member's workload" (CBA, Article 20.37). This is to ensure parity among previously awarded projects and promising new applicants.

Recommendation # 2 – Faculty are recommended to describe no more than two (2) service assignments (i.e., advisor for a registered student organization; organizer for an extracurricular event, workshop, conference, etc.). This is to encourage clarity, scope, intention, and significance of the service, project, etc.

Recommendation # 3 – Faculty that center enrolled Cal Poly underserved, first-generation, and/or underrepresented students (either in the San Luis Obispo or Solano campuses) will be given priority. This is to maximize the efforts of faculty who work with our

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Office: 805-756-1258
academic-senate@calpoly.edu
academicsenate.calpoly.edu

current underserved, first-generation, and/or underrepresented students (internal) as opposed to non-Cal Poly students such as the various surrounding communities that may or may not be directly connected to the University (external).

Recommendation # 4 – Faculty who seek to justify how the incorporation of a teaching element as a part of their exceptional service to underserved, first-generation, and/or underrepresented students must demonstrate how it goes above and beyond the normal expectations of a faculty member (e.g., an IRA grant; training ship responsibilities). This is to ensure that the ATESS remains a resource for faculty members who uphold Cal Poly's "learn by doing" guiding philosophy, whether inland or offshore.

Recommendation # 5 – Faculty are encouraged to submit independent applications. For any group submissions for faculty performing similar service, applications must reflect how the individual faculty member's service commitment is representative of their own cultural taxation. This is to ensure that the ATESS can primarily remain a resource for faculty working with underserved, first-generation, and/or underrepresented students from across Cal Poly's diverse, historically marginalized communities. Department- and college-specific service projects that may have been awarded in the past through ATESS are encouraged to find ways to support long-term initiatives that typically solely support unit-wide projects.

Lastly, in addition to the recommendations listed above, we also believe it may be beneficial for faculty who are awarded assigned time to be able to spread the earned WTU's throughout the academic year (i.e., if awarded 4 units, opt to take 2 units each term). This may allow some faculty members the opportunity to better balance cultural taxation throughout the academic year.