

SECTION FOUR: FACULTY AND STAFF

STANDARD 4: Establish and implement policies for the recruitment, retention, promotion, and development of qualified faculty.

Briefly, describe how the Degree Program complies with the above standard.

The Cal Poly Construction Management (CM) program hires and retains a highly qualified, industry-engaged, and student-centered faculty aligned with the policies and criteria established at the institutional, college, and departmental levels for recruitment, retention, evaluation, and professional development. All of the Academic Personnel documents are available at <https://academic-personnel.calpoly.edu/content/policies/criteria>.

In AY 2025-2026, The CM Department has 13 tenure-line faculty, 7 full-time lecturers, and 11 part-time lecturers with a Student-Faculty Ratio at 16. Faculty are based on a combination of academic credentials, professional industry experience, and demonstrated teaching effectiveness aligned with Cal Poly's "Learn by Doing" philosophy. The program actively supports faculty growth through mentoring, professional development funding, industry engagement, and scholarly activities. A structured evaluation and workload system ensures high-quality instruction, continuous improvement, and alignment with program mission and objectives.

4. REQUIREMENTS

4.1. FACULTY QUALIFICATIONS

4.1.1. Describe the academic qualifications, professional experience, and scholarly/creative activities of the faculty and provide curricula vitae for all faculty members in the program on the ACCE OneDrive at:

**Semester - Institution - Self-Study Documents /
Standard 4 – Faculty and Staff / Faculty Vitae**

The CM program requires a minimum of a master's degree in construction management, engineering, architecture, or a closely related discipline for all tenure-line faculty and full-time lecturers. Many faculty hold doctoral degrees or are actively engaged in advanced scholarly work aligned with their areas of expertise.

A defining strength of the CM faculty is their extensive industry experience across a wide range of sectors, including commercial construction, heavy civil infrastructure, specialty contracting, project management, and emerging areas such as virtual design and construction (VDC). This professional background enables faculty to integrate real-world practices, current industry standards, and practical problem-solving into the classroom, consistent with Cal Poly's "Learn by Doing" philosophy. Industry engagement is further maintained through consulting, collaboration with industry partners, and participation in professional organizations.

CM Faculty members actively contribute to scholarly and professional practice through applied research, industry collaboration, curriculum innovation, and dissemination of knowledge. Areas of focus include building information modeling (BIM), modular construction, construction technology, sustainability, project delivery methods, transfer pathways, and interdisciplinary collaboration. Faculty regularly present at academic and industry conferences, participate in externally funded projects, and develop new instructional materials that enhance student learning.

These activities align with the teacher-scholar model and support continuous improvement of the curriculum.

The CM program values both academic preparation and professional experience equally in evaluating faculty qualifications, recognizing the applied nature of construction education. Faculty expertise is aligned with their teaching responsibilities to ensure that students receive instruction grounded in both theory and practice

4.1.2. Describe how the faculty have demonstrated expertise in the areas for which they have teaching responsibilities and possess adequate background in the supporting disciplines from which their area of specialty draws major concepts and principles.

At Cal Poly, Tenure line faculty are expected to teach 36 weighted teaching units (WTUs) per year and full-time lectures are expected to teach 45 WTUs. A WTU is a unit of workload measures used by the CSU System to more fairly determine the actual workload of a faculty member than would be the case if only credit units or contact hours were used.

The CM faculty possess a strong combination of academic preparation and industry experience, which is essential to delivering a professional, hands-on construction education. Faculty qualifications include advanced degrees (Ph.D., M.S.) in construction management and related disciplines, as well as significant professional experience in areas such as commercial construction, residential construction, heavy civil construction, and project management.

The CM Department Head is responsible for assigning teaching responsibilities that are determined based upon the teaching and industry experience as well as the educational background of the faculty members. The Department Head develops annual teaching load projection in summer and holds individual meetings with each of the CM faculty to review teaching performance and discuss current and future teaching interests.

The CM Department Head carefully reviews faculty background to make sure that faculty possess adequate industry experience to teach assigned courses. All full-time lecturers have master's degrees related to construction, as well as professional experience in the construction industry.

Faculty maintain and further develop their expertise through professional development activities aligned with the Teacher-Scholar Model. It includes industry collaboration, participation in professional organizations, applied research, and curriculum development activities. This ongoing professional and scholarly involvement ensures that instruction remains current, relevant, and aligned with the evolving needs of the construction industry.

In addition to teaching and professional development activities, faculty further demonstrate their expertise through service activities that directly improve student learning and professional preparation. These activities include coaching student competition teams (e.g., ASC, DBIA, MCAA, NAHB), advising student clubs, mentoring interdisciplinary projects, and facilitating industry engagement opportunities. A summary of CM faculty assignments is available in Table 4.2.1.

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Research	Principal Investigator. Collaborative Research: Providing Engineering Community College Students Opportunities for Research, Leadership, Mentoring, and Community Development. NSF IUSE ITYC Award 2412927 (\$185,000). This collaborative \$500,000 project with Fresno City College in Fresno, CA is a three-year program designed to enhance the engineering academic experience of community college students and help prepare them for transfer success by providing mentoring, technical training, and leadership and research opportunities. Adams, Elizabeth, Grace Arrison, Kylie Parrotta, and Stacy Kolegraff. (2026) Understanding Student Expectations for Internships: Conversations with Students. Annual Associated Schools of Construction International Conference, San Luis Obispo, California. April 15 – 17, 2026. Brown, Lily K. and Elizabeth Adams. (2026) The Construction Superwoman: Navigating Success and Challenges in MEP Field and Project Management. Annual Associated Schools of Construction International Conference, San Luis Obispo, California. April 15 – 17, 2026. Ivers, Enrique, David VanMuyden, and Elizabeth Adams. (2026) Connecting Classroom and Industry through Project-Based Learning in Construction Management Education. American Society for Engineering Education Annual Conference and Exposition, Charlotte, North Carolina. June 21 – 24, 2026. Dancz, Claire, Nihal Orfi, Elizabeth Adams, Maryam Kouhirostami, Kelsey Ginori, and Emily Evans. (2026) Launching the Engineering Ambassador Program: First Year of an NSF ITYC Project. American Society for Engineering Education Annual Conference and Exposition, Charlotte, North Carolina. June 21 – 24, 2026. Adams, Elizabeth, Maryam Kouhirostami, Kelsey Ginori. (2026) “Collaborative Research: Providing Engineering Community College Students Opportunities for Research, Leadership, Mentoring, and Community Development (NSF #2412926/2412927)” Dean’s Leadership Council, College of Architecture and Environmental Design, Cal Poly, San Luis Obispo, May 1, 2026. Pineda, Tiffany, Angelina Guardado, and Elizabeth Adams. (2025) “Development of an Activity and Instructional Materials for Using Arduino Uno to Measure and Display Temperature” Research Poster. California Central Coast Community College Collaborative (C6) Research Symposium. Cal Poly, San Luis Obispo, October 10, 2025. Saavedra, Xavier, Samira Covarrubias, and Princess Moua. (2025) “Rain Resilience in Glulam: Do different drying methods impact structural integrity?” Research Poster. Research Mentors: Dr. Elizabeth Adams, Dr. Maryam Kouhirostami, Dr. Kelsey Ginori. California Central Coast Community College Collaborative (C6) Research Symposium. Cal Poly, San Luis Obispo, October 10, 2025. Alvarez, Liana, Roozbeh Vakhtiari, Zar Jalhayan, and Omar Silva. (2025) “The Influence of Moisture Content on Sound Transmission in Mass Timber” Research Poster. Research Mentors: Dr. Elizabeth Adams, Dr. Maryam Kouhirostami, Dr. Kelsey Ginori. California Central Coast Community College Collaborative (C6) Research Symposium. Cal Poly, San Luis Obispo, October 10, 2025. Porter, Cal, Ethan King, and Victor Cervantes. (2025) “Mass Timber and Effects of Weather Extremes During Storage” Research Poster. Research Mentors: Dr. Elizabeth Adams, Dr. Maryam Kouhirostami, Dr. Kelsey Ginori. California Central
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	year program designed to enhance the engineering academic experience of community college students and help prepare them for transfer success by providing mentoring, technical training, and leadership and research opportunities. Cal Poly will lead the four-week summer undergraduate research experience for the student cohorts each summer, which includes two weeks at Cal Poly and two weeks at Fresno City College. The undergraduate research focus is analysis of building performance utilizing microcontroller technology. (September 2024 – December 2027) Research Experiences for Undergraduates Research adopted from NSF REU, 2025–in progress Research overview: Studies the long-term impact of undergraduate research, mentorship, and cross-campus collaboration on student confidence, belonging, and professional identity. Outcome: • In progress: Adams, Elizabeth; Maryam Kouhirostami, Ginori, Kelsey, “Investigating a Research Experience for Undergraduate Engineering Students on Long Term Educational Path”, Journal of College Science Teaching, 2026. • Abstract submitted: Dancz, Claire; Orfi, Nihal; Adams, Elizabeth; Maryam Kouhirostami, Ginori, Kelsey; and Evan, Emily, “Launching the Engineering Ambassador Program: First Year of an NSF ITYC Project”, American Society for Engineering Education Annual Conference and Exposition, Charlotte, North Carolina, June 21–24, 2026. Integrating Design Build Competition into Construction Curriculum Collaborative Research adopted from Gateway Decathlon, 2025–in progress Research overview: Explores how integrating a design-build competition into coursework enhances experiential learning, collaboration, and sustainability awareness in construction. Outcome: • In progress: Kouhirostami, Maryam; Adams, Elizabeth, “Integration of Design-Build Competition into Construction Management Program: Lesson Learned from Gateway Decathlon”, International Journal of Construction Management, 2026. • Submitted paper: Kouhirostami, Maryam; Kolegraff, Stacy, “Learn by Doing: Using the Gateway Decathlon to Enhance Experiential Learning in a Residential Construction Course”, 8th Residential Building Design & Construction Conference, State College, PA, 2026. • Submitted paper: Kouhirostami, Maryam; Kumar, Shantanu, “Life Cycle Assessment and Cost Analysis of a Prefabricated Mass Timber Residential Unit: A Design-Build Study at Cal Poly”, CRC & CI Joint Conference, San Antonio, TX, 2026. Mass Timber Construction Challenges and Benefit Collaborative Research with Dr. Vineeth Dharmapalan, University of Hawaii at Manoa, 2024–in progress Research overview: Investigates the practical challenges and benefits of using mass timber in construction through industry perspectives and student engagement. Outcome: • Published paper: Kouhirostami, Maryam; Dharmapalan, Vineeth, “Investigation of the Mass Timber Construction Challenges”, CRC 2025, Montreal, CA, 2025. • Submitted paper: Kouhirostami, Maryam; Dharmapalan, Vineeth, “Construction Challenges and Benefits of Mass Timber Tall Buildings: An Industry Perspective”, CRC & CI Joint Conference, San Antonio, TX, 2026.
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Research	Recently awarded grants - Analyzing the contractual clauses' negative impacts on cash flows for electrical contractors. ELECTRI. Amount: \$30,000. Improving A&E efficiency on SB1 projects. MTI. Amount: \$75,000. Grants awarded in 2025: Wildland-Urban Interface (WUI) Vulnerability Index Creation for WUI Fires. PI: Shantanu Kumar, Co-PIs: Adrienne Greve and Andrew Fricker; USFS; Total Funding Awarded: \$172,000.; Engineering Science for the Fire Service: Advanced Training Topics in WUI Fire Risk; Assessment & Mitigation. PI: Lonny Simonian, Co-PIs: Frank Frievault, Margot McDonald, Shantanu Kumar, Chris Pascual, and Denny O'Neil; SFPE, Total Funding Awarded: \$50,000. Advancing Clean Mobility: Preparing Transit Agencies for the Hydrogen Fuel Cell Electric Vehicle Workforce. PI: Manideep Tummalapudi, Co-PI: Shantanu Kumar; California State University Transportation Consortium (CSUTC), Total Funding Awarded: \$75,000. Creating a Curriculum for Concrete Masonry Construction. PI: Manideep Tummalapudi, Co-PIs: Shantanu Kumar, and Patrick Brittle; Concrete Masonry Association (CMA), Total Funding Awarded: \$25,000. Internal grants 1 CAED Universal Travel Grant - MEP Contracting Summit; 1 CAED Hearst Teacher Scholar Grant Recent publications: Olszak, E., Kumar, S., Mehany, M. (2026). "Assessment of the effectiveness of mental health programs in construction." Construction Research Congress Proceedings. Singh, J., Tummalapudi, M., Kumar, S. (2026). "Systematic literature review of knowledge, skills, abilities for hydrogen fuel cell buses workforce." Construction Research Congress Proceedings. Rourbough, E., Mai, B., Hammel, L., Kouhi, M., Kumar, S. (2026). " Life cycle assessment and costing of mass timber buildings." Construction Research Congress Proceedings. Kumar, S., Ginori, K., and Cleary, J. (2025). " The Impact of Attending a Specialty Contractor Panel Discussion on Students' Perceptions of Specialty Contracting Careers." Associated Schools of Construction Conference Proceedings. Timilsena, P., Tummalapudi, M., Smith, M., Gunderson, D., Kumar, S., and Vijayeta M. (2025). "Attracting the Younger Generation to Architecture, Engineering, and Construction: A Perspective on How Workshops Create Interest Among 4th to 6th Graders." Associated Schools of Construction Conference Proceedings
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Part-Time Lecturer

Course Number

EnrollPrep.

TA?

F25W26S26

WTU
total

CM 334CM 113CM 3352.62.5.2

10

10.4

Counseling activities

None

Admin activities

None

Committee assignments

None

Competition coaching

None

Continuing education

Research

None

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[illegible][illegible][illegible]

	Amount: \$61,923 4. <i>Construction Employers' Association University Grant, 2022</i> Principal Investigator Amount: \$36,500 5. <i>RELUI (Real Estate and Land Use Institute) Grant, 2022</i> Co-Principal Investigator Amount: \$15,500 Title: 2023 Cal Poly Real Estate Student Competition 6. <i>Construction Management Education Sponsorship Act Grant, 2022</i> Principal Investigator Amount: \$64,615 7. <i>RELUI (Real Estate and Land Use Institute) Grant, 2021</i> Principal Investigator Amount: \$12,909 Title: Cal Poly Real Estate Student Competition 8. <i>Construction Employers' Association University Grant, 2021</i> Principal Investigator Amount: \$36,500 9. <i>Construction Management Education Sponsorship Act Grant, 2021</i> Principal Investigator Amount: \$45,279 10. <i>Cal Poly Strategic Research Initiatives Year Two, 2021</i> Co-Principal Investigator Amount: \$25,161 Title: BIM-based Digital Twin for Facility Management
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4.2.2. Compare the program's faculty size to that of comparable academic programs within the Institution, including number of faculty member, number of courses offered, number of students enrolled, and type of instruction.

A summary of faculty and student size of comparable academic programs is provided in Table 4.2.2a and 4.2.2b. Cal Poly uses FTEF (Full Time Equivalent Faculty) to calculate the estimated number of faculty equivalent to the number of faculty carrying a full workload. FTES (Full Time Equivalent Student) is used as a standard measure of student enrollment equivalent to the number of students carrying a full load of course work. All of the departments in CAED use both face-to-face and online instruction modes. WTUs are used as a standard measure of faculty workload. A more detailed description of Wtu is provided in Section 4.3.2.

Table 4.2.2a Summary of faculty size of comparable academic programs

Degree	CM		ARCE		ARCH		LA	
Academic Year	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
FTEF	21.10	19.8	11.30	10.7	35.70	36.68	12.20	13.2
Tenure or Tenure Track	10.68	10.25	7.70	8.0	19.75	19.44	7.80	8.8
Temporary	10.43	9.51	3.50	2.7	15.94	17.24	4.40	4.5
Assigned Adm. Release Time for Department Heads	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75
WTU average	14.35	14.93	13.70	13.5	13.90	13.82	14.57	14.35

Table 4.2.2b Summary of student size of comparable academic programs

Degree	CM		ARCE		ARCH		LA	
Academic Year	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
FTES	477	488	285	300	695	692	230	235
Majors	509	505	303	309	719	708	238	247
Graduates	144	140	50	57	149	155	41	28

4.2.3. Describe the process used to determine when new or additional faculty members are needed and how other responsibilities and services are used in the determination of faculty needs.

The hiring of new faculty members must be approved by the Dean and Provost prior to opening a job requisition or placing job advertisements. This approval is based on a faculty

workload and course demand analysis prepared by the Department Head, which considers student enrollment trends, instructional needs, faculty capacity, and program priorities. Faculty searches within the CM department follow university policies and procedures designed to attract highly qualified candidates from a wide range of backgrounds and experiences. Search committee members complete training on equitable hiring practices and inclusive evaluation processes, and position announcements are developed to encourage broad and diverse applicant pools.

In addition to teaching, CM faculty contribute significantly to academic advising outcome assessment activities, research, and industry engagement. When these responsibilities exceed sustainable levels or impact instructional quality, the department initiates requests for additional faculty positions. Hiring decisions are aligned with the program's strategic priorities and are developed in consultation with faculty and college leadership, with final approval through university processes. While part-time lecturers are used to addressing short-term demand, the program prioritizes maintaining a strong presence of full-time faculty to ensure program continuity and academic excellence.

Evolving curriculum needs, including emerging areas such as modular construction, BIM, digital construction technologies, real estate development, and interdisciplinary learning, are evaluated to determine whether existing faculty expertise and availability are sufficient or if new hires are necessary.

In addition, plans for expansion or growth of the program are taken into account. A search committee is formed to initiate pre-recruitment processes, recruit viable candidates to apply, conduct candidate screening, identify the finalists for on campus interviews, and recommend for appointment.

4.3. FACULTY WORKLOAD

4.3.1. Describe the process by which the faculty workload is distributed.

The faculty workload is decided according to the guidelines of Article 12, Workload of the University Faculty Personnel Policies available at <https://academic-personnel.calpoly.edu/content/policies/criteria>.

The distribution of faculty workload is determined by the Department Head based upon the educational and professional background of the faculty, in conjunction with the need of the Department. The teaching load for the upcoming school year is discussed with the faculty during the annual review process. Professional development and service activities assigned by the Department may also be discussed during the annual review process. Below is the general guideline by which the faculty workload is distributed:

- Full-Time Tenured and Probationary faculty will be assigned a maximum of 12 WTUs of direct instructional assignments and 3 WTUs of indirect instructional activities per quarter.
- Full-Time Lecturers will be assigned a maximum of 15 WTUs of direct instructional assignments per quarter.
- The department supports the goal of Tenured and Probationary faculty teaching one elective course of their choosing each year contingent on staffing and budget constraints associated with mounting the required curriculum. This goal supports students' ability to meet curriculum requirements for

professional electives while simultaneously providing a way for faculty to integrate their scholarship or expertise into their teaching.

Faculty members are encouraged to meet the indirect instructional activities requirement through participation in Department, College, and University-level Committees. Lists of committees are available through the Department, College, and Academic Senate. Typical indirect instructional activities include but are not limited to:

- Outcomes Assessment Committee
- Scholarship Committee
- Curriculum Committee
- Senior Project Task Force
- Off-Campus/International Programs Committee
- Strategic Planning Committee
- Promotion & Tenure Committee
- Technology & Facilities Committee
- Recruitment, Promotion and Tenure (RPT) Process Committee
- Write out...CCCE Executive Committee
- Sabbatical & Difference-In-Pay (DIP)
- Search Committee
- Course Champion (Coordinator)
- Student Committee or Club Advisor
- ASC Competitions Committee/Coach
- Construction Management Minor Coordinator
- Heavy-Civil Minor Coordinator
- Real Property Development Minor Coordinator

4.3.2. Describe how number of lecture hours, number of laboratory hours, number of separate preparations, class size, availability of teaching assistants, counseling and advising activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities are considered when assigning workload.

According to the Collective Bargaining Agreement between the CSU and the CFA, a full-time faculty load in the CM Department is 15 weighted teaching units (WTUs) that represents the effort and value assigned to instructional faculty work considering lecture hours, laboratory hours, number of separate preparations, class size, availability of teaching assistants, counseling activities, advising activities, administrative activities, committee assignments, continuing education, and research activities.

Twelve (12) WTUs per quarter is considered a full-time teaching load for tenured and tenure-track faculty. An additional three (3) WTUs (20% of the total workload) is allotted to full-time tenured and tenure-track faculty for responsibilities in indirect

instructional activities such as advising, service, and professional growth activities. Fifteen (15) WTUs is considered a full-time teaching load for lecturers.

In the event a faculty member is engaged in administrative duties, funded research or other activities beyond their normal assignments, the faculty member may receive release time or assigned time in place of the normal instructional load as appropriate to the task and the need of the department. For example, the department head is given .75 (.75 X 12 WTUs = 9 WTUs) assigned time per quarter for administrative duties. Part-time teaching loads for lecturers are determined by assuming the faculty member has no duties to the department other than teaching. Teaching load, and therefore pay, is determined as a fractional part of 15 WTUs. For example, a 1/5 load would be .20 X 15 WTUs = 3 WTUs.

A WTU is determined by the following formula:

WTU = Course credit units x k Factor where k equals:

- 1 for a lecture unit (meeting 1 hour per unit per week)
- 1.3 for an activity unit (meeting 2 hours per unit per week)
- 2.0 for a laboratory unit (meeting 3 hours per unit per week)
- 1 WTU per 3 students enrolled in supervision courses (independent study, co-operative education, etc.).

Courses that include both a lecture and lab or activity component are calculated accordingly.

4.4. ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT

- **List the administrative and technical support staff for the program and their assignments. Include clerical staff, technicians, and non-teaching graduate assistants. Indicate the percentage of full-time employment.**

A list of department administrative staff members and CAED staff is provided in Table 4.4. The CM Department has three full-time staff members that provide administrative support for the department. All other administrators and support staff share with other departments in the College of Architecture and Environmental Design.

Table 4.4. Summary of Administrative and Technical Support Personnel

Name	% Full Time	Assignment
Department Staff		
Emma Blair, Administrative Coordinator II	100%	12-month
Jenay Reynolds-Sibbach, Administrative Coordinator I	100%	12-month
Kelsey Ginori, CCCE Program Manager	100%	12-month
College Staff		
Marc Swackhamer, Dean Carmen Trudell, Associate Dean for Student Success and Inclusion Claire Grezemkovsky, Asst. Dean for Advancement Mariam Emyan, Asst. Dean for Finance, Personnel and Data Assessment Justine Gentilini, Administrative Services Analyst Mitra Nafisi, Director, CAED Advising Center	CAED	CAED

Jessica Todd, Academic Advisor Alex Clupper, Associate Director of Development Cathy Miles, Development Coordinator Ioan Hategan, Computer Technician Josef Kasperovich, Photographer David Kempken, Shop Manager Tim Dieu, Shop Technician Vince Pauschek, Shop Technician		
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- **Compare the program's support to that of Degree Programs of similar size and function within the Institution.**

The CM program receives a level of administrative support that is comparable to or exceeds that of degree programs of similar size and function within the institution. It is notable that the CM department has a CCCE Program Manager, which is fully funded by CMAC. This additional administrative position enables the CM program to maintain strong connections with industry while providing a high level of service to students. More details about CCCE are available in Section 8 of this report.

- **Construction Management Department**
 - o Staff - 3 Positions
 - o Staff Titles – (1) Administrative Support Coordinator II; (1) Administrative Support Coordinator I; (1) CCCE Program Manager
 - o Students – 580 Undergraduates
 - o FTES (Full-Time Equivalent Student) – 378.3
- **Architecture Department**
 - o Staff - 2 Positions
 - o Staff Titles – (1) Administrative Support Coordinator II; (1) Administrative Support Coordinator I
 - o Students – 831 Undergraduates
 - o FTES (Full-Time Equivalent Student) – 573.5
- **Architectural Engineering Department**
 - o Staff - 2 Positions
 - o Staff Titles – (1) Administrative Coordinator II; (1) Administrative Coordinator I
 - o Students – 317 Undergraduates
 - o FTES – 218.1

4.5. EMPLOYMENT POLICIES

4.5.1. Provide program faculty salaries and comparable faculty salaries within like educational units within the institution for the current year. Data that would reveal individual salaries may be omitted and provided directly to the visiting team. Indicate the average 9-month salaries by rank. Convert all 12-month salaries to 9-month salaries. Indicate the conversion factor from 12-month to 9-month salaries.

Table 4.5.1a Construction faculty salaries by rank are provided in Table 4.5.1a and average 9-month salaries by rank of similar educational units are provided in Table 4.5.1b.

Table 4.5.1a Construction faculty salaries by rank

Faculty Rank		Contract Period	FTE	9-month Salary
Professor				
	Professor - PB	9	1	\$136,740
	Professor - SK	9	1	\$131,316
	Professor - LS	9	1	\$133,764
	Professor – JW (DH)	12	1	\$143,832
	Average			\$136,413
Associate Professor				
	Associate Professor - JC	9	1	114,762
	Associate Professor – SK	9	1	\$114,762
	Associate Professor - PW	9	1	\$121,716
	Average			\$117,080
Assistant Professor				
	Assistant Professor – LA	9	1	\$109,152
	Assistant Professor – AK	9	1	\$99,204
	Assistant Professor – MK			\$106,944
	Assistant Professor – SK			\$106,054
	Assistant Professor – KB	9	1	\$105,000
	Assistant Professor – JM	9	1	\$105,000
	Average			\$105,226
Full-time Lecturer				
	Full-time Lecturer – MB	9	1	\$94,416
	Full-time Lecturer – EB	9	1	\$104,808
	Full-time Lecturer – BK	9	1	\$108,084
	Full-time Lecturer – DK	9	1	\$107,592
	Full-time Lecturer – TK	9	1	\$104,052
	Full-time Lecturer – DV	9	1	\$89,772
	Average			\$101,454

Table 4.5.1b Average 9-month salaries by rank within like educational units

Rank	CM Faculty-Average Salary	ARCH Faculty-Average Salary	Architectural Engineering Faculty-Average Salary	Civil Engineering Faculty-Average Salary
Lecturer	\$89,772.	\$84,471	\$85,432	\$71,890
Assistant Professor	\$105,226.00	\$103,654	112,008	\$94,266
Associate Professor	\$117,080	\$113,172	\$117,474	\$101,502
Professor	\$136,413.	\$128,922	\$140,562	\$115,144

* Includes one or more salaries converted from varied to 9-month interval.

4.5.2. List the current faculty of the construction unit, including part-time and graduate student instructors. List the full-time faculty first, grouped alphabetically within rank. Indicate the rank at the head of each group. Show the full-time equivalence (FTE) for each part-time faculty member (e.g., 0.25 for quarter-time). Indicate years on staff as of the end of the current academic year. Indicate tenure status and whether an academic year (9 mo.) or fiscal year (12 mo.) appointment.

Name	FTE	Highest Degree	Years on Staff	Tenured	Tenure Track	Non-Tenure Track	9 Month	12 Month
Professor								
Barlow, Philip	1	Ph.D.	20	Yes			Yes	
Kelting, Scott	1	Ed.D.	19	Yes			Yes	
Simonian, Lonny	1	M.S.	21	Yes			Yes	
Woo, Jeong	0.25	Ph.D.	7	Yes				Yes
	0.75	Administrative Duties - Department Head						
Associate Professor								
Weber, Paul	1	Ph.D.	27	Yes			Yes	
Cleary, Joe	1	Ph.D.	8	Yes			Yes	
Kolegraff, Stacy	1	Ph.D.	12	Yes			Yes	
Assistant Professor								
Adams, Liz	1	Ph.D.	3		Yes		Yes	

Name	FTE	Highest Degree	Years on Staff	Tenured	Tenure Track	Non-Tenure Track	9 Month	12 Month
Bennett, Brian "Kevin"	1	Ph.D.	1		Yes		Yes	
Kline, Andrew	1	Ph.D.	9		Yes		Yes	
Kouhirostami, Maryam	1	Ph.D.	3		Yes		Yes	
Kumar, Shantanu	1	Ph.D.	2		Yes		Yes	
Miller, Jason	1	DBA	1		Yes		Yes	
Full-time Lecturer								
Brennan, Michael	1	MBA	6			Yes	Yes	
Brinkman, Eric	1	M.S.	8			Yes	Yes	
Knakiewicz, Bryan	1	Ph.D.	7			Yes	Yes	
Knight, Daniel	1	B.S.	11			Yes	Yes	
Kommer, Thomas	1	J.D.	9			Yes	Yes	
VanMuyden, David		MBA	1					
Part-time Lecturer								
Badal, Jaqueline	0.4	B.S.	3			Yes		
Montoya, Mark	0.9	B.S.	4			Yes		
Pollin, Andy	0.9	MBA	2			Yes		
Robbins, Grant	0.7	B.S.	6			Yes		
Roy, Terry	0.2	B.S.	10			Yes		
Ivers, Enrique	0.9	B.S.	3			Yes		
Clark, Jacob	0.2	B.S.	5			Yes		
Duran, Enrique	0.2	B.S.	4			Yes		

4.6. PROFESSIONAL DEVELOPMENT POLICIES

4.6.1. Describe the professional development opportunities provided to faculty members.

CM Faculty are required to create a Professional Development Plan to establish guidelines by which faculty can develop a program for maintaining currency and achieving excellence in their teaching, engaging in professional and academic growth activities, and defining their commitment to service. The CM faculty have access to various professional development opportunities through the University, the College, and the Department levels.

Cal Poly defined and adopted the “Teacher-Scholar Model” in 2011. While continuing to recognize Cal Poly as a predominantly undergraduate university committed to high quality teaching, this model includes an emphasis on research, scholarship, and creative activities (RSCA) as part of the responsibilities for its tenured and tenure track faculty.

This emphasis on the Teacher-Scholar Model is occurring within a context where Professional Growth and Achievement has traditionally been used as one of the three areas of responsibility (along with Teaching and Service) for tenured and tenure track faculty members. Professional Growth and Achievement is defined as “the faculty member’s educational background and further academic training, related work experience and consulting practices, scholarly and creative achievements, participation in professional societies, publications, presentation of papers at professional and scholarly meetings, and external validation of scholarly activities.”

On the University level, sabbatical leaves may be granted to eligible full-time faculty if the research, scholarly activity, instructional improvement, or faculty retraining provides a benefit to the University. The Center for Teaching and Learning Technology (CTLT) offers numerous courses and workshops for the enhancement and improvement of teaching. The Grants Development Office assists faculty in identifying and obtaining external funding for research and instructional projects. The Statistics Department provides a statistical consulting service for faculty, staff, and students to facilitate research design and data analysis in any discipline.

On the College level, the CAED offers the CAED Teacher-Scholar Fund every year. The CM Department provides financial support for the activities related to Professional Growth and Achievement. CM faculty are encouraged to attend professional conferences and workshops sponsored by such organizations as Associated Schools of Construction.

Financial support is also provided by the Department to help faculty attend at least one external professional event per year. The Department also provides financial resources for summer salary, release time, conference attendance, faculty and student travel, student research assistants, consultants, equipment, etc. These funds are allocated through internal funding requests with approval by the Department Head.

4.6.2. Describe how the faculty are encouraged to perform consulting work, the consulting work conducted by faculty members, and the process for balancing consulting with assigned duties and responsibilities.

Faculty members may be private consultants outside the university, provided this activity does not interfere with the faculty members' obligations to the university. Any outside employment as a consultant that might create a conflict of interest or would engage more than 20% of a full-time faculty member's time must be reported to the University and the College. The university also permits payment (in excess of regular salary of the basic assignment) for activities of a substantially different nature from that of primary employment.

The departmental policy on consulting does not differ substantively from the university policy. Faculty report on relevant consulting activities in their annual Professional Development Plans and list these engagements on their report of activities concluded during the year. If this activity does not interfere with the faculty member's teaching and other commitments to the department, then consulting is considered a positive contribution to the professional growth and development of the department's faculty.

In addition, the department's California Center for Construction Education (CCCE) supports faculty consulting by connecting CM faculty with industry partners, who are looking for faculty expertise or technical consulting. It also assists with coordination, contracting, and administrative processes so that faculty conduct consulting activities aligned with university policies. More details about CCCE are available in Section 8 of this report. For a full list of faculty consulting activities, please see [Table 4.2.1](#).

4.7. FACULTY EVALUATION

4.7.1. Describe the process used in faculty evaluation and how this is used to maintain high quality instruction. Include samples of any instruments or forms used.

Faculty evaluation at Cal Poly is governed by university-wide policies and procedures that involve multiple roles, including self-evaluation by faculty, Department Peer Review Committees, Department Chair/Heads, College Peer Review Committees, and administrators such as Deans and the Provost. The University Faculty Personnel Policies (UFPP) establish the overarching framework, outlining responsibilities and evaluation criteria (https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/criteria_university.pdf).

The Construction Management (CM) Department further refines these expectations through its Department Appointment, Retention, Promotion, and Tenure (ARPT) document, which specifies additional responsibilities and procedures at the department level. Standardized evaluation forms are used across all levels of review

to ensure consistency in assessing faculty for retention, tenure, and promotion (<https://academic-personnel.calpoly.edu/content/forms>).

Aligned with these institutional policies, the CM program employs a comprehensive and systematic faculty evaluation process to ensure high-quality instruction and continuous improvement. Faculty performance is assessed through multiple measures, including student course evaluations, classroom observations, departmental peer reviews, and evaluations by the Department Head. Student evaluations, collected at the end of each academic term, provide both quantitative and qualitative feedback that informs teaching effectiveness and instructional improvement. Classroom observations and departmental peer reviews further assess course content, delivery methods, and alignment with program learning outcomes. In addition to teaching, tenure-line faculty are evaluated on their scholarly and professional activities, including research, industry engagement, and contributions to curriculum development, as well as service to the department, college, and profession. The evaluation process follows Cal Poly and CSU policies, including annual reviews for all faculty and the Retention, Promotion, and Tenure (RPT) process for tenure-track faculty. The outcomes of these evaluations are used to guide professional development, support continuous improvement, and ensure alignment with the program's mission and Cal Poly's Teacher-Scholar Model.

For Performance Reviews for reappointment, candidates are reviewed and evaluated by the Department Peer Review Committee, the Department Head, the College Dean, and the Provost. Faculty who are subject to Periodic Evaluations are only reviewed and evaluated by the Department Peer Review Committee, the Department Head, and the College Dean. The only exception is for post-tenure reviews and consideration of candidates for promotion to full professor where members of the Department Peer Review Committee must be full, tenured professors. When fewer than three departmental faculty are eligible and available to serve on any Department Peer Review Committee, faculty from other related departments are elected to serve on the committee.

In addition, the evaluations provided for in the ARPT documents, the Collective Bargaining Agreement and the Campus Administrative Manual, provide guidelines for Student Evaluations of faculty. The Academic Senate established the official procedure for online student evaluation of instruction (See the senate resolution at <https://digitalcommons.calpoly.edu/senateresolutions/824/>). The primary purpose of this student evaluation program is to assist in improving the quality and effectiveness of the instructional program at Cal Poly. All Cal Poly courses with enrollments of five or more students are evaluated using the online course evaluation system. Courses with an enrollment of less than five students and independent study courses are not eligible for evaluation. All results of these evaluations are placed in the faculty member's Personnel Action File (PAF). The results of the student evaluation program are used for both the improvement of instruction and in substantiation of recommendations in appointment, retention, tenure, and promotion decisions. They also are considered during the periodic evaluation process. Written student questionnaire evaluations are required for all faculty who teach. Recent changes to the policies governing Student Evaluations of courses require that they be conducted

in all regularly scheduled classes in every quarter. Student evaluations are anonymous and comprised of a quantitative and a qualitative (i.e., student comments) section.

4.7.2. DESCRIBE THE EDUCATIONAL INSTITUTION'S FACULTY EVALUATION CYCLE.

Cal poly's faculty evaluation cycle is summarized in the Retention, Promotion, and Tenure Evaluation timetable (https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/rpt_timetable.pdf). The faculty evaluation is conducted based upon the RPT timetable published by Academic Personnel. The CAED Administrative Services Analyst initiates the evaluation process by sending a memo to the faculty who is subject to be reviewed. All reviews are conducted via an online evaluation tool called Interfolio.

At Cal Poly, periodic evaluations are generally non-actionable, annual reviews aimed at providing feedback and guidance to faculty, whereas performance reviews (RTP actions) are high-stakes evaluations held in specific years to make official decisions on retention, tenure, or promotion. Periodic evaluations typically involve fewer levels of review compared to the multi-stage performance evaluations.

When this Section is complete, upload it to the appropriate sub-folder within your institution's folder on the ACCE internet-accessible file space:

Semester - Institution - Self-Study Documents / Section 4 - Faculty and Staff