

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE

FILE COPY

Academic Senate Executive Committee  
Tuesday, March 26, 1996  
UU 220, 3:00-5:00pm

2.20.96  
minutes  
were  
removed

- I. Minutes: Minutes of the Academic Senate Executive Committee meeting of February 20, 1996 (p. 2).
- II. Communication(s) and Announcement(s):
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Vice President for Academic Affairs:
  - D. Statewide Senators:
  - E. CFA Campus President:
  - F. Staff Council representative:
  - G. ASI representatives:
  - H. IACC representative:
  - I. Other:
- IV. Consent Agenda:
- V. Business Item(s):
  - A. **Committee vacancies:** (p. 3).
  - B. **Formation of an ad hoc committee to review the Library Committee.**
  - C. **Resolution on Department Name Change for the Agricultural Engineering Department:** Bermann, Department Chair for Ag Engr Dept (pp. 4-7).
  - D. **Resolution on Curricular Structure:** Williamson, Chair of the Curriculum Committee (p. 8).
  - E. **Resolution on Policy and Review Procedures for Discontinuance of an Academic Program:** Gowgani, Chair of the Long-Range Planning Committee (pp. 9-17).
- VI. Discussion Item(s):

**TIME CERTAIN 4:30pm**

  - A. **Review of the Academic Calendar:** Freberg, Chair of the Instruction Committee (pp. 18-23).
  - B. **The Cal Poly Plan:** ongoing discussion.
- VII. Adjournment:

03/26/96

## ACADEMIC SENATE/COMMITTEE VACANCIES for 1995-1996

### ACADEMIC SENATE COMMITTEE VACANCIES

CAED	Budget Committee Constitution & Bylaws Committee
CLA	Budget Committee
CSM	Constitution and Bylaws Committee Instruction Committee
PCS	General Education and Breadth

### UNIVERSITY-WIDE COMMITTEE VACANCIES

Public Safety Advisory Committee	one vacancy
Nominations:	Alypios Chatziioanou (Civ Engr) Stuart Goldenberg (Math) Carl Lutrin (Poli Sci) Anthony Mason (Ind Engr) Shien-Yi Meng (Elec Engr)
Student Affairs Council	one vacancy

Adopted:

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

**AS- -96/AE  
RESOLUTION ON  
DEPARTMENT NAME CHANGE FOR THE  
AGRICULTURAL ENGINEERING DEPARTMENT**

WHEREAS, The Agricultural Engineering Department has requested the name of its department be changed to the BIORESOURCE AND AGRICULTURAL ENGINEERING DEPARTMENT to better reflect the program the department is currently offering; and,

WHEREAS, The request for this name change has been approved by the College of Agriculture Council, the College of Agriculture Academic Senate Caucus, and the Dean for the College of Agriculture; therefore, be it

RESOLVED: That the name of the Agricultural Engineering Department be changed to the BIORESOURCE AND AGRICULTURAL ENGINEERING DEPARTMENT.

Proposed by the Agricultural Engineering  
Department  
March 13, 1996


State of California  
Memorandum

**CAL POLY**

SAN LUIS OBISPO  
CA 93407

To: Harvey Greenwald, Chair  
Academic Senate

Date: March 13, 1996

From: Paul J. Zingg   
Interim Vice President for Academic Affairs

Copies: Joseph Jen

Subject: **Request for Department and Program Name Change--  
Agricultural Engineering**

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This is to inform you that at its meeting on Monday, March 11, the Academic Deans' Council unanimously approved of the departmental name change of Agricultural Engineering to "BioResource and Agricultural Engineering," based upon the following motion: "It was moved and seconded to approve the name change with the understanding that the curricular content reflect that similar to the programs and departments with that departmental name at other comparable colleges and universities, and based on the expectation that the Department will proceed with the implementation of the plan noted on Page 2 of their revised proposal dated March 6, 1996" (copy attached).

As a result of the action taken by the Deans' Council, I would appreciate the Academic Senate reviewing this matter as soon as possible. If you have any questions, please do not hesitate to contact either me or Dean Joseph Jen. Thank you.

MAH 6 1996

Cal Poly, S.L.O.

**CAL POLY**

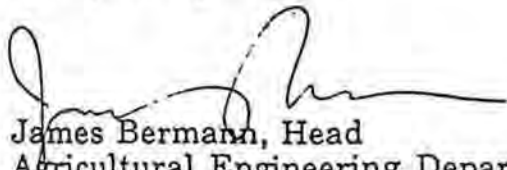
San Luis Obispo  
California 93407

## Memorandum

To : Joe Jen, Dean  
College of Agriculture

Date : March 6, 1996  
(Revised)

Copies :

From :  James Bermann, Head  
Agricultural Engineering Department

Subject : Department and Program Name Change

The Agricultural Engineering Department requests to change its department name to "BioResource and Agricultural Engineering", effective with the 1997-98 University catalog. This change was initiated at the Agricultural Engineering Industry Advisory Council meeting in December 1994.

The Agricultural Engineering Department also requests to change the name of the "Agricultural Engineering" program to "BioResource and Agricultural Engineering", effective with the 1997-98 University catalog.

Engineering is the application of mathematics, physics, chemistry and other sciences for the utilization of resources to meet human needs. The field of agricultural engineering has traditionally applied the art and science of engineering to solve problems related to the production and use of agricultural products, i.e., food, fiber and feed stocks. While agricultural engineering has served this niche, it is also recognized that a different perspective is needed to adequately serve the demands of industry. BioResource Engineering provides the new paradigm. BioResource Engineering incorporates the use of quantitative biology for engineering design. The BioResource Engineer uses quantitative biology along with mathematics, physics, chemistry and other sciences in the analysis of problems and the design of solutions related to food, water, soil, environment and plant and animal production and use.

Our department faculty proposes the changes (department name and program name) for the following reasons:

1. The name more closely matches the subject material taught.
2. The name more closely matches the career choices of many of our graduates. For example, many graduates work in the field of "BioResource" rather than in the field of "Agriculture."
3. The department will maintain the word "Agricultural" in its title to place emphasis on the ability of its graduates to address traditional Agricultural Engineering problems in industry.
4. The new name will appeal to prospective students. Our pool of students no longer comes from traditional high school and junior college agricultural programs. Rather, our students come from typical "college prep" tracks in high schools which emphasize math and science courses. We feel that prospective students will identify more closely with the new "BioResource and Agricultural Engineering" name.



Page 2

The name change is consistent with recent name changes at other Agricultural Engineering (AE) programs throughout the U.S. About 63% of the traditional AE programs in the U.S. have modified their Department title to incorporate some concept of Bio, Biological, or Bio-systems in addition to or in lieu of Agricultural Engineering. Within California, the Agricultural Engineering Department at the University of California at Davis has changed its name from Agricultural Engineering Department to Biological and Agricultural Engineering Department. Their program has specializations in agricultural engineering, aquacultural engineering, forest engineering and food engineering. The name of BioResource or Biological Engineering is in compliance with ABET accreditation.

The Cal Poly AE faculty has carefully considered the name, curriculum, and direction of the AE Department (proposed as the BioResource and Agricultural Engineering Department) and has developed the following plan:

1. Update the present Agricultural Engineering program curriculum to:
  - a. Bear the name of BioResource and Agricultural Engineering.
  - b. Improve the freshman classes to provide new students with a better view of the field of BioResource and Agricultural Engineering as you can see in our '97 curriculum package.
  - c. Modify some courses, add a few, and remove a few others, to provide more emphasis on current, pertinent topics.
  - d. Maintain ABET accreditation, as an approved engineering program.
  - e. Provide students the opportunity to select specialty areas during their senior year with a choice of approximately 10 units. At the present, courses have been designated for the following specialty areas:
    - Agricultural Engineering
    - Water
    - Mechanical Systems
    - Biological Systems
    - Food Engineering
  - f. The faculty is contemplating additional options in other possible areas.
2. Maintain and strengthen the Agricultural Systems Management (ASM) major.
3. Promote the existing Water Engineering (M.S.) program, presently offered jointly with the Dept. of Civil and Environmental Engineering, through the College of Engineering.
4. Promote the M.S. in Agriculture program, with students specializing in BioResource, Ag Systems Management and Agricultural Engineering topics.
5. Maintain and strengthen the Minor in Water Science, with a specialty in Irrigation.

**APPROVED**  
**2 / 16 / 96**

**VISIONARY PRAGMATISM RESOLUTION # 2**

**Resolution on Curricular Structure**

**WHEREAS**, a major is defined as a program of study that provides students with the knowledge, skills and experiences necessary to pursue a specific career or advanced study and leads to a degree in that subject; and

**WHEREAS**, Title 5 specifies the maximum units in a degree and the minimum units in a major, but does not specify a maximum number of units for the major; and

**WHEREAS**, major courses are:

- required courses having the prefix of the major program or college;
- required prerequisite courses
- courses from any other prefix or discipline which are required in the major field of study
- required courses that count toward the major g.p.a., and

**WHEREAS**, in the past, the limit on units in the major caused some programs to require additional units in the Support component, but recent changes in University policy have alleviated this circumstance; and

**WHEREAS**, changes in campus policy regarding the counting of units in the major and support components of the curriculum have faded the distinction between the two; and

**WHEREAS**, the major department determines which courses are required in the major and support components; and

**WHEREAS**, support courses are often viewed as prerequisites to major courses; and

**WHEREAS**, campus policy requires a 2.0 g.p.a. in major courses, a requirement that does not account for major and/or concentration courses in the support component; and

**WHEREAS**, because they are exempt from the 2.0 requirement, support courses are often interpreted as being less important than major courses;

therefore, be it

**RESOLVED**: that the major and support courses be merged into a single component of the curriculum titled "major."

Adopted:

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

**AS- -96/LRPC  
RESOLUTION TO  
APPROVE POLICY AND REVIEW PROCEDURES FOR  
DISCONTINUANCE OF AN ACADEMIC PROGRAM**

**RESOLVED:** That the Academic Senate of Cal Poly approve the attached Policy and Review Procedures for Discontinuance of an Academic Program; and, be it further

**RESOLVED:** That the attached Policy and Review Procedures for Discontinuance of an Academic Program be forwarded to the President and Vice President for Academic Affairs for approval and implementation.

Proposed by the Academic Senate Long-  
Range Planning Committee  
February 15, 1996



**DRAFT (following the meeting of February 15, 1996)**

**POLICY AND REVIEW PROCEDURES  
FOR DISCONTINUANCE OF AN ACADEMIC PROGRAM**

Many CSU campuses, including Cal Poly, San Luis Obispo, may find it necessary to reduce faculty, support, and administrative positions due to enrollment declines or financial support reductions. When financial support is reduced, the discontinuance of programs or departments sometimes emerges as the alternative which does the least harm to the quality of remaining programs. Program and department discontinuance are valid ways of responding to reductions in resources; however, program discontinuance can and must be accomplished with minimal impact. Program discontinuance decisions must be made in a reasoned way which will minimize damage to institutions and to the majority of their programs.

The following procedures have been developed in response to Ep&R 79-10, January 26, 1979, Chancellor Dumke to Presidents, "Interim Policy for the Discontinuance of Academic Programs," and EP&R 80-45, June 12, 1980, Vice Chancellor Sheriffs to Presidents, "Clarification of Interim Policy for Discontinuance of Academic Programs." These documents outline general procedures for program discontinuance and request that campuses submit local discontinuance procedures.

**I. PROCEDURES**

**A. Initiation of a discontinuance proposal.**

A proposal to discontinue an academic program will ordinarily be the result of regular program review but a request for special review may be initiated at any time by any of the following:

- A majority of the tenured and tenure track faculty of the affected department(s)
- The dean of any of the schools involved in the program.
- The Vice President for Academic Affairs.
- The President of the University.

The proposal shall clearly indicate that the proposed discontinuance is to be permanent. The proposal shall be submitted to the Vice President for Academic Affairs for review.

**B. Review of a discontinuance proposal.**

The Vice President for Academic Affairs will review the proposal for discontinuance and accept or reject the proposal within three calendar weeks. If the request for review is approved, a Discontinuance Review Committee will be appointed within three calendar weeks after approval, to conduct a review in accordance with the procedures outlined in this document and make recommendations to the Vice President for Academic Affairs, as required by the CSU Chancellor's Office.

**C. Appointment of a Discontinuance Review Committee.**

The discontinuance review committee will consist of two groups.

The first group will include six persons (one non voting):

1. A representative from the Academic Program office (nonvoting) nominated by the Vice President of Academic Affairs
2. Two members of the Deans Council representing colleges not involved in the program and nominated by the chair of the Academic Senate.
3. One student not involved in the program, nominated by the ASI President
4. Two faculty representatives from colleges not involved in the program, nominated by the Chair of the Academic Senate

The second group will include five persons:

1. The Dean of the college(s) involved in the program (or a representative nominated by the Dean).
2. The heads of departments or the coordinators of areas involved in the program
3. One student involved in the program, nominated by the ASI President
4. Faculty representatives involved in the program, nominated by the tenured and tenure track faculty involved in the program. The number of faculty representatives shall be such that the group is made of five persons.

#### D. Recommendations from the committee.

The ultimate decision to discontinue a program rests with the Chancellor's office. The purpose of the Discontinuance Review Committee is to create a report for the President or Vice President for Academic Affairs on the merits or lack of merit of the program under review. If there is no opposition to the proposed discontinuance within the committee, the proposal will be forwarded to the Vice President for Academic Affairs, with a report indicating that there is no opposition. If any of the committee members oppose the discontinuance, the Discontinuance Review Committee will generate a report, using the following two step process.

In the first step, each group will elect its own chair and create a document describing the strengths and weaknesses of the program under review, and a justification of why the program should or should not be terminated. The documents must be generated within sixteen weeks after the committee has been appointed. The merits of the program shall be assessed using the elements described in sections II and III below, and in the Academic Program Review and Improvement Guidelines. If appropriate, the document shall include what remedies could be taken to address weaknesses, including a precise statement of goals and a time table to reach those goals.

The chair of each group shall make the document available to all faculty members for comments for four weeks. A written request for comments must be sent to all the faculty and staff directly affected by the potential discontinuance at the start of the period for comments.

In the second step, immediately following the four weeks of comments, the two groups will exchange documents and provide a critique of the arguments presented in the document from the other group within six weeks.

The two groups will then merge into a single group of eleven members (one non voting), and within four weeks elect a chair and jointly discuss and amend the documents produced. The final version of the two analyses, with the comments from the other groups, and with all the information deemed relevant, shall be bound in a single document (which, at this point, should have a format similar to what is produced by the state analyst to assist voters). A tally of how many committee members are in favor or against discontinuance shall be part of the final document sent to the Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate for their review and recommendation.

E. Final decision on discontinuance of the program.

The Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate will forward their recommendations to the President within six weeks, and the president will make his final recommendation to the Chancellor's Office.

**II. CONSIDERATIONS IN PROGRAM DISCONTINUANCE REVIEW**

Considerations for program discontinuance will be similar to those for initiation of new programs. *In addition to the program review criteria*, the elements that must be considered in a final recommendation must also include, but will not be limited to:

1. The University Strategic Plan and Mission statement.  
~~The impact of discontinuance on student demand~~  
~~The impact of discontinuance on Statewide or regional human resources needs~~
2. The effectiveness of the program to meet the identified needs.
3. The existence of programs within the CSU which could enroll students in this program.
4. A three year history of the total cost per FTEF and per FTES for the program at Cal Poly and at other institutions offering comparable programs.
5. The effects of enrollment shifts on other instructional areas at Cal Poly.
6. The current or expected *statewide or regional* demand for graduates of the program.
7. The contributions of the program to the general education and breadth of students.
8. The effects of discontinuance on facilities:
9. The financial effects of discontinuance, including an estimate of the yearly *costs or savings* for the three years following discontinuance.
10. The effects on faculty and staff, including a description of what career opportunities the CSU will offer them: *agreements to transfer to other departments or to other branches of the CSU, retraining, etc.*

**III. INFORMATION FOR PROGRAM DISCONTINUANCE REVIEW**

The information considered during the evaluation of an academic program for discontinuance will contain all the information that is needed for the creation of a new program. In addition, the information will include but will not be limited to:

- A. The most recently completed Review of Existing Degree Programs with current statistical update.
- B. The most recent accreditation report, if a program is accredited or approved. If the accreditation is over six years old, or if there is no accrediting body for the program, a review of the program by a panel of professionals outside the CSU can be substituted for the accreditation report, provided the review has been done within the last six years. The review shall contain all the elements included in an accreditation report.
- C. If not contained in A or B:
  1. FTEF required each quarter for the past three years
  2. Special resources and facilities required
  3. Number of students expected to graduate in each of the next three years.

- D. Conclusions and recommendations of the project team on Academic Programs, contained in the ~~1980~~ *most recent* edition of Academic Program and Resource Planning In the California State University and Colleges, ~~p-28~~.

## **TIME TABLE FOR PROGRAM DISCONTINUANCE**

### **Initial step**

- 1 Proposal to discontinue an academic program received by the Vice President for Academic Affairs.

### **Three calendar weeks after receipt of the proposal**

- 2 The Academic Vice President accepts or rejects the proposal.

### **Three calendar weeks after acceptance of the proposal**

- 3 Discontinuance Review Committee appointed

### **Within sixteen weeks after appointment of the Discontinuance Review Committee**

- 4 Initial report: Each of the two groups from the program discontinuance committee produce their report and exchange it for the report from the other group.

### **Within four weeks after the initial reports have been exchanged**

- 5 Period of comments: Each of the two groups from the program discontinuance committee solicit comments on the reports from the University at large.

### **Within six weeks after the end of the period of comments**

- 6 Critique of the initial reports: Each of the two groups from the program discontinuance committee produce a critique of the arguments produced by the other group.

### **Within four weeks after the critique of reports have been produced**

- 7 Final report: The two groups from the program discontinuance committee jointly discuss and amend, if necessary, the final document, and send it to the Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate.

### **Within four weeks after the critique of reports have been sent**

- 8 Recommendations: The Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate make a recommendation to the President.

**NOTE:** A calendar week is five working days. Calendar weeks exclude Summer break and the breaks between quarters.



**TIME TABLE FOR PROGRAM DISCONTINUANCE (in weeks)**

Activity	Duration (weeks)
Initiation of the proposal	1
Review by the Academic VP	3
Appointment of the committee	3
First step of the review	16
Period of comments	4
Second step of the review	6
Final document drafted	4
Review by upper levels	6
Final comments to the President	1
<b>Total time</b>	<b>42 weeks</b>



State of California

California Polytechnic State University  
San Luis Obispo, California 93407

M E M O R A N D U M

Date: March 12, 1996

To: Harvey Greenwald

Copies:

From: Lezlie Labb 

Subject: Revised Discontinuance Document

Thank you for the opportunity to provide comments on the final draft of the revised discontinuance document. I do appreciate having had the chance to meet with the committee on this matter and also all the time and efforts of the committee members in trying to improve the procedures. This is one document I personally hope will never be "put to use!" while improved, some concerns remain.

The following comments are presented in two sections: the first comments address some major concerns with the process; the latter comments focus directly on the draft document.

Major Concerns:

1. THE MATTER OF "GUILTY UNTIL PROVEN INNOCENT" IS NOT RESOLVED. (ONCE ANY PROGRAM IS BRANDED FOR THIS REVIEW, THE NEWS TRAVELS INTERNALLY AND EXTERNALLY. OTHER DEPARTMENTS ON CAMPUS "EYE" RESOURCES; AND "WORD" SPREADS TO OTHER CAMPUSES, THE MEDIA, AND PROSPECTIVE STUDENTS THAT THE DEPARTMENT IS ALREADY GONE.) I am not convinced there can be a fair hearing if others can gain from discontinuance.

2. DISCONTINUANCE MUST BE TIED TO THE PROGRAM REVIEW PROCESS MORE CLOSELY; I SEE THIS AS THE ONLY WAY A PROGRAM WOULD RECEIVE A WARNING AND ANY CHANCE TO IMPROVE ON WEAKNESSES. (DISCONTINUANCE AS REFLECTED IN BOTH THE OLD AND NEW DOCUMENTS IS A YES/NO DECISION.) The burden appears to be on program review to provide warning; this has "fallen through the cracks!"

3. THE PROCESS SHOULD INCLUDE AN ORDERLY AND HUMANE MEANS OF DISCONTINUING THE PROGRAM WITH ATTENTION TO STUDENTS, FACULTY, AND STAFF. WARNINGS WOULD MAKE THE PROCESS SMOOTHER. (The proposed document addresses this better, coordinating with program review would strengthen.)

4. THE DISCONTINUANCE CRITERIA MUST BE CONSISTENT WITH THE PROGRAM REVIEW CRITERIA.

Draft Document:

I.A&B. I continue to believe it is awkward to have the VP both initiate (A) and review (B) discontinuance proposals, and also to review proposals submitted by the President. In I.A&B the proposal initiated is one for discontinuance (A). In B, it then becomes a request for review ("If the request...."). Clarification is still needed.

I.C. For convenience in obtaining data, the rep from the Academic Programs Office should sit on both committees.

I.D. paragraph 2. Why should recommendations be made on "remedies to address weaknesses, including...." when this will be a yes/no decision?

I.D. paragraph 5. I believe it to be inappropriate for the large group to "amend" the reports of the smaller groups. The large group should review them and do its own document; all three documents (with the vote) should go forward.

II.4. Costs of elimination (savings) should also be compared with other programs at this campus.

II.6. Is this the same as a report on what grads are doing or just crystal ball gazing?

II.7. This penalizes professional programs which do not have GE&B courses.

II.8. Effects on discontinuance make facilities (all resources) available to other programs. Of course, others will want discontinuance if they get a "bigger share of the pie." This should address uniqueness of facilities also.

II.9. Faculty do not do budgets so there be comparisons with other programs on campus for these figures to mean anything other than lots of money.

II.10. I am glad the committees will need to address humanity.

III.A. This should also include statements of what has been done to address weaknesses since the last review.

In short, while a serious effort was made to improve the process, many remaining concerns must be addressed to assure that future discontinuance procedures are professional and humane.

State of California

California Polytechnic State University  
San Luis Obispo, CA 93407

**RECEIVED**


FEB 21 1996

**Academic Senate**

**MEMORANDUM**

**Date:** February 21, 1996

**To:** Harvey Greenwald  
Chair, Academic Senate

**From:** Laura Freberg   
Chair, Academic Senate Instruction Committee

**SUBJECT:** Review of the Academic Calendar

Per your request, the ASIC has undertaken a study of issues involved in determining the Academic Calendar. This report summarizes our findings and recommendations. Due to an apparent lack of consensus among our respondents, we are not putting forward any specific resolution at this time. If the Senate prefers a particular course of action, we would be happy to develop an appropriate resolution.

**I. Background**

According to a memo from Margaret Camuso to Laura Freberg dated 4/12/95, every two years, the Academic Senate is asked to provide feedback regarding the Academic Calendar for the following two years (1996-1998 in this case.) The ASIC is the Senate Committee designated to participate in this review. The ASIC was given until May 9, 1995 to respond, which limited discussion. Our report endorsed most features of the proposed calendars, with the exception of Saturday finals.

Other campus constituencies designated by the VPAA to participate in review of the calendar include the Academic Deans' Council, the Student Senate, the Student Affairs Council, the Foundation, and the Vice President for Student Affairs.

It is our understanding that a discussion arose in another committee which resulted in a recommendation that staff holidays be moved so that the entire campus would be closed between Christmas 1995 and New Year's Day 1996. Because faculty are already off on these days, consultation with representatives of the local CFA resulted in the identification of a compensatory "Reading Day" to occur for faculty and students only on the Friday prior to finals. This development occurred during Summer 1995, without ASIC consultation.

The Senate formally objected to both the Reading Days and to the lack of faculty consultation in the process leading to Reading Days. The ASIC was asked to provide several "stop-gap" recommendations for Spring 1996 and Fall 1996. After consulting with our constituencies, we found that Reading Days were not a popular option for faculty and students. We recommended that they be discontinued.

At that point, the ASIC was charged to review the instructional aspects of the Academic Calendar, with particular emphasis on the difficulties produced by Monday holidays during Winter Quarter. We were asked to present our results to the Senate by the end of Winter 1996.

## **2. *Policies and Procedures related to the Academic Calendar.***

The starting point of our review was to collect existing policies and procedures pertaining to the Academic Calendar in order to assess the feasibility of any possible recommendations. These policies and procedures are summarized in this section. In addition, there are a bewildering array of entities who must be informed many months in advance of any changes in the Academic Calendar. This makes the implementation of any changes a gradual process.

### **1. Chancellor's Executive Council Policies**

- ◇ Fall, Winter, and Spring Quarters should include 147 instructional days with an allowable variation of plus or minus 2 days.
- ◇ Fall, Winter, and Spring Quarters should include 170 academic workdays (including examination days, Fall Conference, grades due and evaluation days, and commencement).

### **2. Government Code and Title V**

- ◇ Section 6700 of the Government Code identifies holidays to be observed. Many of these, such as California Admission Day and Columbus Day, have already been moved to meet campus needs.
- ◇ Section 42920 of Title V states that holidays falling on Saturday are to be observed on Friday and holidays falling on Sunday are to be observed on Monday. This appears to date from a time when holidays were observed where they fell, e.g. Washington's Birthday, rather than the current practice of providing 3-day weekends.

### **3. Campus Administrative Manual**

- ◇ Section 481 of C.A.M. calls for four quarters of approximately equal length.
- ◇ C.A.M. recommends that the following priorities should guide the development of the Academic Calendar:
  - Quarters should start on Monday whenever possible.
  - Summer Quarter should end by Labor Day whenever possible.
  - Spring Quarter should end prior to the second weekend in June whenever possible.

*Note: C.A.M. does not specify a hierarchy of these priorities, but it is our observation that the need to finish Summer Quarter before Labor Day and/or the need to finish Spring Quarter by the second weekend in June appear to have been given greater priority than the need to start classes on a Monday.*

### 3. Issues and Considerations

Our primary concern has been the instruction implications of the Academic Calendar, such as the loss of instruction time due to Monday holidays in Winter Quarter, the usefulness of a Reading Day, and the impact of Saturday finals on the campus.

However, in recognition of the wide-ranging impact of the Academic Calendar on the campus as a whole, we attempted to solicit feedback from all campus constituencies, including students and staff as well as faculty. The Academic Deans, staff representatives to the ASIC, the Vice President of Student Affairs, the student representative to the ASIC, and student body officers were asked to help us obtain feedback from their respective constituencies.

After considerable discussion and consultation, it appeared that there was little, if any, campus dissatisfaction with the way Fall and Spring Quarters are conducted. Therefore, we directed our attention to Winter Quarter. We generated the following possible solutions and presented them to all constituencies for discussion:

1. Do nothing. Allow the Monday holidays to fall where they will, and take this into consideration when scheduling once-a-week class meetings.
2. Add a Monday class to finals week and hold finals on Saturday (94-95 approach).
3. Take a Friday reading day the week before classes in lieu of one of the Monday holidays (95-96 approach).
4. Take Friday holidays at MLK, Jr. Day and Presidents' Day rather than a Monday holiday.
5. Take one four-day weekend (Sat, Sun, Mon, Tues) in lieu of two Monday holidays.
6. Run a normal Tuesday schedule following MLK, Jr. Day. Following Presidents' Day, run a Monday class schedule on Tuesday.

### 4. Results

The ASIC received 73 separate written responses to our call for feedback. This should in no way be construed as a representative sample. Few students responded. However, the responses were thoughtful and creative, and provided considerable insights into considerations previously overlooked by the ASIC.

The largest group of respondents (21/73 or 29%) did not choose one of the proposed alternatives, but provided additional possibilities. These included changing to semesters,



letting the holidays fall without artificially producing 3-day weekends, extending Winter to an 11-week quarter, and allowing faculty/staff to take a "floating holiday."

Options #1 (do nothing) and #6 (Monday on Tuesday) were next in popularity (20/73 or 27% and 15/73 or 21% respectively).

Option #4 (Friday holidays) and #5 (four day weekend) were moderately popular (7/73 or 10% and 6/73 or 8% respectively).

There was virtually no support for #2 (Saturday finals; 3/73 or 4%) or #3 (Reading Day; 1/73 or <1%). Two faculty members wrote to argue against #2.

Clearly, we lack a campus consensus regarding the Academic Calendar.

## **5. Specific Concerns raised by Respondents**

It was very clear from the respondents that the Academic Calendar had a significant impact on work and personal lives. The following is a sampling of the concerns that were raised.

Many part-time faculty at Cal Poly also teach part-time at Cuesta. If we adopt Option #6 (Monday on Tuesday), these faculty would be expected to be in two places at the same time. The same is true of students who have part-time jobs or internships scheduled around their courses. Part-time faculty also informed us that the short length of Winter quarter often prevents them from becoming eligible for benefits. This is a serious ethical consideration.

Many respondents find deviations from the local school districts' holiday schedules to produce significant daycare problems. Finding adequate childcare on a Monday holiday not observed by Cal Poly is very difficult. This would make Options #4 (Friday) and #5 (Four day holiday) a hardship for many.

Other respondents pointed out that their work is dependent on the ability to communicate with the Chancellor's Office and with Sacramento. As the campus calendar deviates from these two entities, this work becomes impossible to complete.

Many Student Affairs staff members expressed concern about a calendar that required students to be driving on January 1st. This was viewed as dangerous and unpopular with students and their parents. Adhering to the C.A.M. priority for starting all quarters on Monday would avoid this problem in the future.

Another respondent informed us that the priority given to finishing Summer Quarter prior to Labor Day originated from a concern that graduate education students taking Summer courses needed to finish before their own elementary and secondary classes began. This



seems like an issue that could easily be resolved by scheduling education classes late in the day as is done during the Fall, Winter, and Spring.

Faculty frequently noted that the Friday holidays (Options #2 and #4) impact MWF classes as much as Monday holidays do. There is no gain in these systems, other than to Monday only classes. In fact, some departments deliberately scheduled Friday labs to avoid the Monday holiday problem, only to discover that the Reading Day canceled their last meeting.

Some faculty recommended avoiding Monday classes at all during Winter Quarter, using WF and TR instead. Given our small number of classrooms, this might not be possible. However, department schedulers who responded stated that they took the Monday holidays into consideration already.

As a final general note, many respondents expressed great frustration with the previous lack of consultation regarding the Academic Calendar. Many actually thanked the ASIC for asking their opinion.

## **6. Recommendations**

Given the lack of consensus over the six options presented for discussion (29% of respondents effectively chose "none of the above"), the ASIC does not wish to propose adoption of any of these options at this time.

However, through a process of elimination, we would recommend that:

1. No further Reading Days be scheduled. There appears to be no campus support for this option.
2. All possible efforts should be made to avoid Saturday finals. This is an extremely unpopular option for faculty and students.

In addition, we recommend that serious consideration be given to starting Winter Quarter on a Monday regardless of the impact this might have on the end of Spring and Summer Quarter. This would ensure a maximum of two Monday holidays during the quarter. Allowing Summer Quarter to continue past Labor Day impacts the smallest number of students and faculty. Given the long break between Summer and Fall Quarters, this also is a much more attractive time for "adjustments" to the Calendar than the very brief break between Winter and Spring Quarters. Since this consideration is already a part of C.A.M., no further action would be necessary for implementation.

We further recommend that future consultation on the Academic Calendar should begin early enough to allow for reasonable, campus-wide discussion. Respondents welcomed the opportunity to contribute their views.

Finally, it would be intellectually dishonest to avoid the inevitable observation that these issues would be far less significant in a semester system.

Thank you for your time and consideration. We would be happy to participate in any discussions in the Senate on this issue, and we welcome your comments and questions.