CAL POLY

Academic Senate

805.756.1258
http://academicsenate.calpoly.edu/

Meeting of the Academic Senate Executive Committee

Tuesday, January 7 2014
01-409, 3:10 to 5:00pm

I. **Minutes**: Approval of Executive Committee meeting minutes for November 5 and November 12 2013. (pp. 2-5).

II. **Communication(s) and Announcement(s)**:

III. **Reports**:
- A. Academic Senate Chair:
- B. President's Office:
- C. Provost:
- D. Statewide Senate:
- E. CFA:
- F. ASI:

IV. **Business Item(s)**:

A. **Appointments to Academic Senate committee vacancies for 2013-2015:** (p. 6).

B. **Appointments to university committee vacancies for 2013-2014:** (p. 6).

C. **Appointment of Academic Senate replacement for Wayne Howard, CAFES.**

D. **Approval of Instruction Committee's recommendations for the 2015-2016 Academic Calendar:** Stegner, chair of the Instruction Committee (pp. 7-18).

E. **Resolution on Proposal to Establish the Strawberry Sustainability Research and Education Center:** R. Fernflores, Philosophy Department, C. Kitts, Department Chair-Biological Sciences, J. Peterson, Horticulture and Crop Science Department, and M. Shelton, Associate Dean CAFES (pp. 19-33).

F. **Resolution on Supporting ASI's Reaffirmation of Cal Poly San Luis Obispo's Commitment to the Quarter System:** R. Fernflores, Philosophy Department (pp. 34-38).

V. **Discussion Item(s)**:

VI. **Adjournment**:

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

MINUTES OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE MEETING
Tuesday, November 5 2013
01-409, 3:10 to 5:00pm

I. Minutes: The Academic Senate Executive Committee minutes of October 15 2013 were approved as presented.

II. Communication(s) and Announcement(s): None.

III. Reports:

A. Academic Senate Chair: (Rein) We will have an Executive Committee meeting on November 12 to review three resolutions from the Curriculum Committee and to take a formal vote on the recently drafted document reaffirming the quarter calendar as best fit for Cal Poly.

B. President's Office: (Kinsley) A video of the Baker Forum will be available next week on the President's website.

C. Provost's Office: (Dicus) Various ideas are being discussed to incentivize faculty to obtain external funding for scholarly activities. An example might be providing automatic release time when funding is acquired.

(Rein) At a recent COSAM chairs meeting, the need for graduating seniors to get the courses they require was brought up. Are there any special measures being discussed to help seniors get the classes they need to graduate? (Colombini) This was a question on ASI's survey. (Kinsley) We will be looking into priority registration as a means for this. Whatever is decided will come to the Senate for its deliberation. (Dicus) Poly Planner will allow students to provide information to departments regarding needed courses so these classes can be scheduled. Poly Planner will also help avoid courses offered only once a year being scheduled at the same time.

D. Statewide Senate: (Foroohar) Several resolutions were passed by the Academic Senate CSU last week. One important resolution was supporting the Board of Trustees proposed budget for 2014-2015, which provides $13 million in additional funding to hire tenure-track faculty to teach bottleneck courses. Another resolution would restore funding for research, scholarship, and creative activity. A resolution in its first reading asks for a revision to Title V allowing engineering programs to raise their unit limits from 180 to 198 quarter units.

(LoCascio) Community colleges would like to start offering bachelor degrees, starting with the nursing degree. There wasn't much favor for this in Long Beach. It was felt this would lower the value of the degree.

E. CFA Campus President: (Thorncroft) The Board of Trustees will be meeting tomorrow and CFA will be presenting its contract offer. It can be viewed at www.calfac.org. Union membership at Cal Poly is up 15%. (Foroohar) Is there a proposal to change the FERP program? (Thorncroft) No, there are no plans to do so. I don't think FERP is in danger. (LoCascio) What is the union's position on the Chancellor's efforts to consolidate ethnic studies type programs? The CFA Board of Directors has filed a petition asking the Chancellor to consider a moratorium before closing

programs of this nature. CFA's position is to not close these programs without consultation from the faculty.

F. ASI: (Colombini) We have received 2,450 responses to the ASI survey "Let Your Voice Be Heard." The survey concludes on November 11. Priorities will be determined by December 1 for next year's Student Success Fee allocations.

IV. Consent Agenda: None.

V. Business Item(s):

A. **Appointments to Academic Senate committees for 2013-2015**:

OCOB	Grants Review Committee	KEN GRIGGS
CLA	Budget & Long Range Planning Committee	ANDY McMAHAN

B. **Appointment to university committee for 2013-2014**:

Intellectual Property Review Committee	DAVID CLAGUE

C. **Appointment of Academic Senate replacement**:

CSM	Replacement for Robert Clark 2013-2014	LIZ MEYER (SOE)

D. **Approval of Instruction Committee recommendations for 2015-2016 Academic Calendar**: postponed until winter quarter.

E. **Approval of assigned time for five Academic Senate committee chairs**:

Budget and Long Range Planning Committee	2 WTUs	SAM FRAME, chair
Faculty Affairs Committee	4 WTUs	KEN BROWN, chair
Fairness Board	2 WTUs	JONATHAN SHAPIRO, chair
Instruction Committee	4 WTUs	DUSTIN STEGNER, chair
Research, Scholarship, and Creative Actv Com	2 WTUs	FRANZ KURFESS, chair

F. **Approval of Procedural Guidelines for the Academic Senate Budget and Long Range Planning Committee**: M/S/P to approve procedural guidelines as presented.

G. **Consideration of Dustin Stegner as Vice Chair for winter and spring quarters 2014**: Different ideas were offered for resolving this issue--Dustin Stegner was elected Vice Chair for 2013-2014 and later was found to be ineligible to serve during 2013-2014 because his two-term limit ended in June 2013. This matter will be brought to the Academic Senate for its deliberation.

H. **CONFIDENTIAL:** ***Closed meeting, Executive Committee members only*****: Honorary Degrees.**

VI. Discussion Item(s):

VII. Adjournment: 5:00pm

Submitted by,

Margaret Camuso
Academic Senate

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

MINUTES OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE MEETING
Tuesday, November 12 2013
01-409, 3:10 to 5:00pm

I. Minutes: None.

II. Communication(s) and Announcement(s): None.

III. Reports:

A. Academic Senate Chair: Steve Rein was unable to attend today's meeting. Vice Chair Dustin Stegner acted as Chair. (Stegner) The Chair was asked to name three faculty members to serve on the search committee for Vice President of Administration & Finance. The three names to be forwarded are Eric Fisher (OCOB), Sam Frame (CSM), and Neal MacDougall (CAFES). If members of the Executive Committee would like to recommend additional faculty, please forward those names to Steve Rein and they will also be submitted.

B. President's Office: None.

C. Provost's Office: None.

D. Statewide Senate: (LoCascio) CSU Bakersfield is moving ahead with the 132/198 unit cap for Engineering programs. Maybe Cal Poly should consider doing the same.

E. CFA Campus President: None.

F. ASI: (Colombini) ASI's "Let Your Voice Be Heard" survey is now closed. Over 4,000 responses were received. The results will be shared with the campus next week.

IV. Consent Agenda: None.

V. Business Item(s):

A. **Appointments to Academic Senate committees for 2013-2015**: None.

B. **Appointment to university committees for 2013-2014**: None.

C. **Appointment of replacement for academic senator Wayne Howard during WQ 2014**: None.

D. **Resolution on Inactivating and Reactivating Courses**: (Schaffner) This is a revision to the idea of sunsetting courses. With this policy, during every catalog cycle, departments will go through their list of courses and flag those that are inactive. The course will still exist but it will be invisible in the catalog. It is not useful to students to have inactive courses appear in the catalog. If a department decides to reactivate a course, all that is needed is to make a request at least two quarters in advance. (Fisher) wanted it noted that for purposes of this resolution, "areas" are the same as "departments". M/S/P to agendize.

E. **Resolution on Graduate Certificate Matriculated Student Requirements**: (Schaffner) We have graduate certificate programs that allow non-matriculated students to do all the course work and earn the degree without ever going through the matriculation process. This resolution would change that to only allow 50% of courses to be taken as a non-matriculated student. Certificates are like mini-master degrees. This change protects the academic integrity of these programs. M/S/P to agendize.

F. **Resolution on Cross-Disciplinary Studies Minors**: (Schaffner) This minor is different than other minors. Other minors are about depth. Cross-disciplinary studies (CDS) minors are about breadth. CDS minors will be listed in the catalog under "minors" but in a separate section from other minors. This is a grassroots effort to get faculty across disciplines to work together. (Kinsley) This is in line with collaborative efforts the President has been encouraging. M/S/P to agendize.

G. **Reaffirming the quarter calendar as best fit for Cal Poly**: (Colombini) relayed some of the justifications for a quarter system that will be forwarded by ASI to Chancellor White. (LoCascio) The student perspective is different than the faculty perspective so two documents should be submitted. (Fisher) felt that the resolution presented was poorly written and not well specified. It would not make a good impression on the Chancellor so it should not be forwarded to the Senate. The resolution did not receive a second and was not agendized.

VI. Discussion Item(s):

VII. Adjournment: 5:00pm

Submitted by,

Margaret Camuso
Academic Senate

12.23.13 (gg)

Vacancies for 2013-2015 Academic Senate Committees

College of Agriculture, Food and Environmental Sciences
GE GOVERNANCE BOARD 2013-2016
INSTRUCTION COMMITTEE 2013-2014

College of Architecture and Environmental Design
FACULTY AFFAIRS COMMITTEE
GRANTS REVIEW COMMITTEE

College of Engineering
FACULTY AFFAIRS COMMITTEE
GE GOVERNANCE BOARD 2013-2014

Orfalea College of Business
CURRICULUM COMMITTEE 2013-2014

Professional Consultative Services
INSTRUCTION COMMITTEE

Vacancies for 2013-2014 University Committees

ACADEMIC ASSESSMENT COUNCIL – 7 representatives, CAED and CENG vacancies

CAMPUS DINING ADVISORY COMMITTEE – 1 representative, 1 vacancy (2013-2015)

UNIVERSITY UNION ADVISORY BOARD – 1 representative, 1 vacancy (2013-2014)

NEW COMMITTEE

University Technology Governance Committee – is chaired by the Provost and is responsible for all major IT decision-making for the University. The purpose of this committee is:

- To establish overall direction and priorities for campus-wide IT in concern with Cal Poly's mission and strategic plan.
- To ensure that significant opportunities for leveraging technology are considered; that significant information, security and technology-related risks are addressed; and that the use of Cal Poly IT resources is optimized.
- To review relevant policies, and provide input into IT planning and investment.

The Academic Senate Executive Committee nominates one faculty representative who serves a 1-year term. Meetings will be held at least quarterly during the academic year and on call by the chair.

Instruction Committee
Recommendations on the 2015-2016 Academic Calendar

1. For Summer 2015, Option 1 (there were no other options available).

2. For Fall 2015, Option 1. The committee recommends this option because of its Monday start date. Whenever possible, it is preferable to start on a Monday because it is disruptive during the first (and at times second week) of instruction, particularly in laboratories and courses that meet only once a week.

3. For Winter 2016, Option 2b. The committee recommends this option, in which the Tuesday after President's Day follows a Monday schedule, is preferable to Option 2a (which uses a similar structure after Martin Luther King, Jr. Day), because the altered schedule occurs later in the quarter.

4. For Spring 2016, Option 1 (there were no other options available).

State of California
Memorandum

CAL POLY
SAN LUIS OBISPO

To: Steve Rein, Academic Senate Chair
College Deans (Academic Deans' Council)
Jason Colombini, President of ASI, Student Senate
Keith Humphrey, Student Affairs Council

From: Cem Sunata
Registrar

Date: November 12, 2013

Cc: J. Armstrong
B. Gallagher
K. Enz Finken
K. Ikeda
S. Nosek
D. Stegner
A. Liddicoat
B. Murphy
M. Pedersen
S. Olivas

Subject: REVISED Academic Calendar Options for Summer Quarter 2015 through Spring Quarter 2016

RESPONSE DUE: November 26, 2013

Your feedback on proposals for the 2015-16 academic calendar is being requested one more time. Based upon earlier feedback, a second option has been proposed for Fall Quarter 2015.

The second option for Fall has classes starting on a Wednesday, which would allow residence hall move-in to occur the weekend immediately preceding the start of classes and also allow time for orientation programming. For more details, see the attached quarter-by-quarter proposals in which:

- Applicable Campus Administrative Policy (CAP) is cited.
- The various options and corresponding considerations are presented in a table format.
- Calendar displays with relevant months are provided. Key dates are highlighted, such as final examination periods and academic holidays.

For all of the pertinent policies and guidelines that influence the calendar, see Campus Administrative Policy 211 (http://policy.calpoly.edu/cap/200/cap210.htm). Ultimately, the calendar for the entire year will be a combination of the selected proposals for each quarter.

By copy of this letter we are requesting that all recipients, **except for** the Academic Senate Chair and Academic Senate Instruction Committee, **send any comments and/or recommendations to Susan Olivas, Office of the Registrar** (solivas@calpoly.edu) **on or before Tuesday, November 26, 2013**.

We are then requesting that the Academic Senate, after reviewing the proposals and the feedback received from other parties, makes its recommendation on or before **Wednesday, January 15, 2014.**

If you have any questions regarding the calendar development, contact Susan Olivas at ext. 6-2533.

Attachments

Academic Calendar Options for Summer Quarter 2015

Campus Administrative Policy to consider:

Per CAP 211.1, "Summer quarter should end prior to Labor Day. Spring quarter should end prior to the second weekend in June."

Per CAP 211.1, "The need to start the first day of instruction on a Monday shall take higher priority in planning the academic calendar than ending summer quarter prior to Labor Day and ending spring quarter prior to the second week in June."

Per CAP 211.2, "Whenever possible, quarter breaks should include no less than 5 calendar days between the last day of final examinations and the beginning of the subsequent quarter."

Summer 2015	Break between Spring and Summer terms	First Day of Classes	Academic Holiday	Last Day of Classes	Final Exam Period	Notes
Option 1	1 week	June 22, Monday	July 3, Friday	*10-week session: August 28, Friday	August 31-September 4, M - F	Labor Day occurs on Monday, September 7, in 2015. This option allows a Monday start and conclusion of the term by Labor Day. Possible Instructional Days = 49

* For reference, dates have been provided for a 10-week session because it's the maximum number of weeks in a term. Actual sessions to be offered during the summer term will be determined at a later date.

Summer 2015 (49 possible instructional days):

JUNE 2015						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Legend for Shading

	Academic Holiday		Change to a Monday Schedule		Final Examination Period		Evaluation Day (No Classes)		Grades Due Day (No Classes)
	Holiday Moved; Classes held this day		Fall Conference		First Day of Classes		Commencement Day(s)		Instructional Planning Day (No Classes)

Academic Calendar Options for Fall Quarter 2015

Campus Administrative Policy to consider:
Per CAP 211.1, "Whenever possible, the first day of instruction each quarter shall be a Monday with a 48-day minimum per quarter (49-day minimum spring quarter) and the last day of instruction each quarter shall be a Friday. In calendar years in which the first Monday of the quarter falls on Cesar Chavez Day, instruction shall begin on Tuesday of that week. In calendar years in which the first Monday of the quarter falls on a major religious or cultural holiday, it is recommended that instruction shall begin on Tuesday of that week."

Notes:
There is no major religious or cultural holiday on the first day of classes. (Rosh Hashanah begins Monday, September 14.)

It is preferred that there be one week between the Thanksgiving break and finals week

- for activity and lab final exams,
- to allow instructors to hold review sessions just prior to finals week, and
- to allow the necessary scheduling of student performances for the Theatre program.

Below are options for the Fall 2015 term.

Fall 2015	Break between Summer and Fall terms	First Day of Classes	Academic Holiday	Last Day of Classes	Final Exam Period	Notes
Option 1	1 week	Fall Conference starts Sept. 14, Monday Classes start Sept. 21, Monday	November 11, Wednesday November 25 - 27, Wednesday – Friday	December 4, Friday	December 7- 11, M - F	Instructional Days = 51
Option 2	1 week	Fall Conference starts Sept. 14, Monday Classes start Sept. 23, Wednesday	November 11, Wednesday November 25 - 27, Wednesday – Friday	December 4, Friday	December 7- 11, M - F	In consideration of community relations, Student Affairs supports an option in which residence hall move-in could occur the weekend immediately preceding the start of classes. A weekend move-in would alleviate students being here two weekends without having classes and also reduce congestion and improve traffic safety on campus. Starting classes on Wednesday would allow a weekend move-in as well as time for orientation programming. September 21 and 22 are designated as Instructional Planning Days to meet the minimum of 170 faculty work days in an academic year. Instructional Days = 49

Fall 2015:

Option 1 (51 Instructional Days):

SEPTEMBER 2015						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Legend for Shading

	Academic Holiday		Change to a Monday Schedule		Final Examination Period		Evaluation Day (No Classes)		Grades Due Day (No Classes)
	Holiday Moved; Classes held this day		Fall Conference		First Day of Classes		Commencement Day(s)		Instructional Planning Day (No Classes)

Fall 2015:

Option 2 (49 Instructional Days):

SEPTEMBER 2015						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Legend for Shading

	Academic Holiday		Change to a Monday Schedule		Final Examination Period		Evaluation Day (No Classes)		Grades Due Day (No Classes)
	Holiday Moved; Classes held this day		Fall Conference		First Day of Classes		Commencement Day(s)		Instructional Planning Day (No Classes)

Academic Calendar Options for Winter Quarter 2016

Campus Administrative Policy to consider:

Per CAP 211.1, "Whenever possible, each academic quarter shall consist of a minimum of nine (9) offerings of calendar days' schedules." For example, there should be nine offerings of Monday classes, nine offerings of Tuesday classes, etc.

Winter 2015	Break between Fall and Winter terms	First Day of Classes	Academic Holiday	Last Day of Classes	Final Exam Period	Notes
Option 1	3 weeks	January 4, Monday	January 18, Monday February 15, Monday	March 11, Friday	March 14 - 18, M - F	Per CAP 211.3, President's Day, the third Monday in February, is a designated holiday, which can be "rescheduled by the President for observance on another day." Move observance of President's Day to Friday, February 12, and hold classes on Monday, February 15. Considerations: • Fewer classes displaced on Friday. • Can affect faculty and students with young children. • Can affect lab prep time in College of Science and Math. Lab techs usually use Fridays to set up lab rooms for classes that will occur the following week (Monday – Thursday). March 21 is designated as an Evaluation Day to meet the minimum of 170 faculty work days in an academic year. Instructional Days = 48
Option 2a or 2b	3 weeks	January 4, Monday	January 18, Monday February 15, Monday	March 11, Friday	March 14 - 18, M - F	Option is to follow a Monday schedule on another day of the week, so there are nine offerings of Monday classes during the term. Option 2a: Follow a Monday schedule on Tuesday, January 19, following the Martin Luther King holiday on Monday, January 18. Considerations: • Can affect part-time faculty with other jobs off-campus (e.g. at Cuesta) and students' jobs off-campus. Options 2b: Follow a Monday schedule on Tuesday, February 16, following the President's Day holiday on Monday, February 15. Considerations: • Can affect part-time faculty with other jobs off-campus (e.g. at Cuesta) and students' jobs off-campus. • Occurrence later in term may affect mid-term schedules. March 21 is designated as an Evaluation Day to meet the minimum of 170 faculty work days in an academic year. Instructional Days = 48

Winter 2016 Option 1
48 Instructional Days

JANUARY 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	30	31

FEBRUARY 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	20	17	18	19	20
21	22	23	24	25	26	27
28	29					

MARCH 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Winter 2016 Option 2a or 2b
48 Instructional Days

JANUARY 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	2a	20	21	22	23
24	25	26	27	28	30	31

FEBRUARY 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	2b	17	18	19	20
21	22	23	24	25	26	27
28	29					

MARCH 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Legend for Shading

	Academic Holiday		Change to a Monday Schedule		Final Examination Period		Evaluation Day (No Classes)		Grades Due Day (No Classes)
	Holiday Moved; Classes held this day		Fall Conference		First Day of Classes		Commencement Day(s)		Instructional Planning Day (No Classes)

Academic Calendar Options for Spring Quarter 2016

Campus Administrative Policy to consider:

Per CAP 211.1:

"Whenever possible, the first day of instruction each quarter shall be a Monday with a 48-day minimum per quarter (49-day minimum spring quarter) and the last day of instruction each quarter shall be a Friday. In calendar years in which the first Monday of the quarter falls on Cesar Chavez Day, instruction shall begin on Tuesday of that week."

"Summer quarter should end prior to Labor Day. Spring quarter should end prior to the second weekend in June."

Spring 2016	Break between Winter and Spring terms	First Day of Classes	Academic Holiday	Last Day of Classes	Final Exam Period	Notes
Option 1	1 week	March 28, Monday	March 31, Thursday May 30, Monday	June 3, Friday	June 6 - 10, M - F	CAP 211.1 states there should be a minimum of 49 instructional days in the spring quarter, but because Cesar Chavez Day falls on Thursday, March 31, and classes start on the preceding Monday, it's not possible to have 49 instructional days and end the term prior to the second weekend in June, also in CAP 211.1. Although there would not be 49 instructional days for the Spring term, total instructional days for the academic year will fall within the 145 to 149 range and be in compliance with CAP 211.1. Instructional Days = 48

Spring 2016:
48 Instructional Days

April 2016						
S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Legend for Shading

	Academic Holiday		Change to a Monday Schedule		Final Examination Period		Evaluation Day (No Classes)		Grades Due Day (No Classes)
	Holiday Moved; Classes held this day		Fall Conference		First Day of Classes		Commencement Day(s)		Instructional Planning Day (No Classes)

SUMMARY OF CALENDAR DAYS

Academic Year (F-W-Sp)

	Summer 2015	Fall 2015	Winter 2016	Spring 2016
Beginning Year/Term	--	5	--	--
MWF Days	29	Option 1: 30 Option 2: 29	28 or 29	29
TR Days	20	Option 1: 21 Option 2: 20	19 or 20	19
Total Qtr Instructional Days	**49**	Option 1: 51 Option 2: 49	**48**	**48**
Exams	TBD*	5	5	5
Commencement	--	1	--	1
Instructional Planning Day	--	Option 2: 2	--	--
Evaluation Day	--	--	1	--
Grades Due Day	--	--	--	--
Total Qtr Academic Work Days	**49***	**62**	**54**	**54**

Total Academic Year Instructional Days (F-W-Sp)

- with Fall Option 1 = 147
- with Fall Option 2 = 145

Total Academic Year Work Days (F-W-Sp) = 170

*Final exam period determined by sessions offered during the Summer term.

Note: Per CAP 211.1, the typical academic year shall consist of 147 instructional days. From year-to-year a variation of plus or minus two days is permissible. There shall be a minimum of 170 academic workdays in the academic year. There shall be a maximum of 180 workdays in the academic year.

Adopted:

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

AS-___-14

RESOLUTION ON PROPOSAL TO ESTABLISH THE STRAWBERRY SUSTAINABILITY RESEARCH AND EDUCATION CENTER

RESOLVED: That the Academic Senate of Cal Poly endorse the attached proposal for the establishment of the Strawberry Sustainability Research Education Center.

Proposed by: Chris Kitts, John Peterson, and Mark Shelton,
Date: January 2, 2014

CAL POLY
SAN LUIS OBISPO

Proposal to Establish the Strawberry Sustainability Research and Education Center

California Polytechnic State University

Submitted by: Dr. John Peterson, Dr. Chris Kitts and Dr. Mark Shelton

January 2, 2014

THE VISION

Cal Poly and the California Strawberry Commission (CSC) aspire to contribute to ensuring the future growth and success of the California strawberry industry by forming a long term and robust partnership focused on innovation and applied research. The Strawberry Sustainability Research and Education Center (Center) represents the mechanism that will be used to achieve this vision. The Center will be the only one of a kind and its activities will reflect the tradition of Cal Poly's *Learn by Doing* philosophy.

A Name that Reflects the Vision

The name, **Strawberry Sustainability Research and Education Center**, is a direct reflection of the Center's vision. The Center will exemplify Cal Poly's leadership in education, research, policy formation, and information exchange centered on sustainability.

In 2004, President Warren Baker signed the Talloires Declaration, elevating Cal Poly's commitment to sustainability and environmental literacy in teaching, theory, and practice. Faculty, staff, and students are today better prepared with the knowledge and abilities to integrate concerns for ecology, social equity, and economics within the concept of social and natural resource systems and the built environment.

Cal Poly has established itself as an award-winning leader in sustainability, in both academics and facilities. The University's comprehensive and polytechnic programs, many of which include curriculum about issues in sustainability, and its many multidisciplinary collaborations aim at producing exceptional research and sustainable solutions to real word problems. The Center will become a cornerstone among many sustainability related initiatives at Cal Poly.

CALIFORNIA'S STRAWBERRY INDUSTRY

Leading the Nation

California is one of only five agricultural regions in the world boasting a Mediterranean growing climate. As a result, our annual agricultural production exceeds $43 billion in farm gate value, making California the world's fifth largest supplier of food. California produces more agricultural commodities than any other state, including leading the nation as the largest fruit producing state.

Among California's top 20 commodities, strawberries maintain a strong position at sixth, with over $1.9 Billion in annual value. The California strawberry industry also maintains a significant presence in the global marketplace and is 14th among California's top exports, with a value of $336 million.

California's climate lends itself to the longest growing season, allowing for strawberries to be harvested nearly every month. 90% of the U.S. strawberry production occurs along a 500-mile stretch from San Diego to San Francisco. Additionally, Monterey, Ventura, Santa Barbara, Santa Cruz and San Luis Obispo counties' top producing commodity is strawberries, surpassing wine grapes and lettuce.

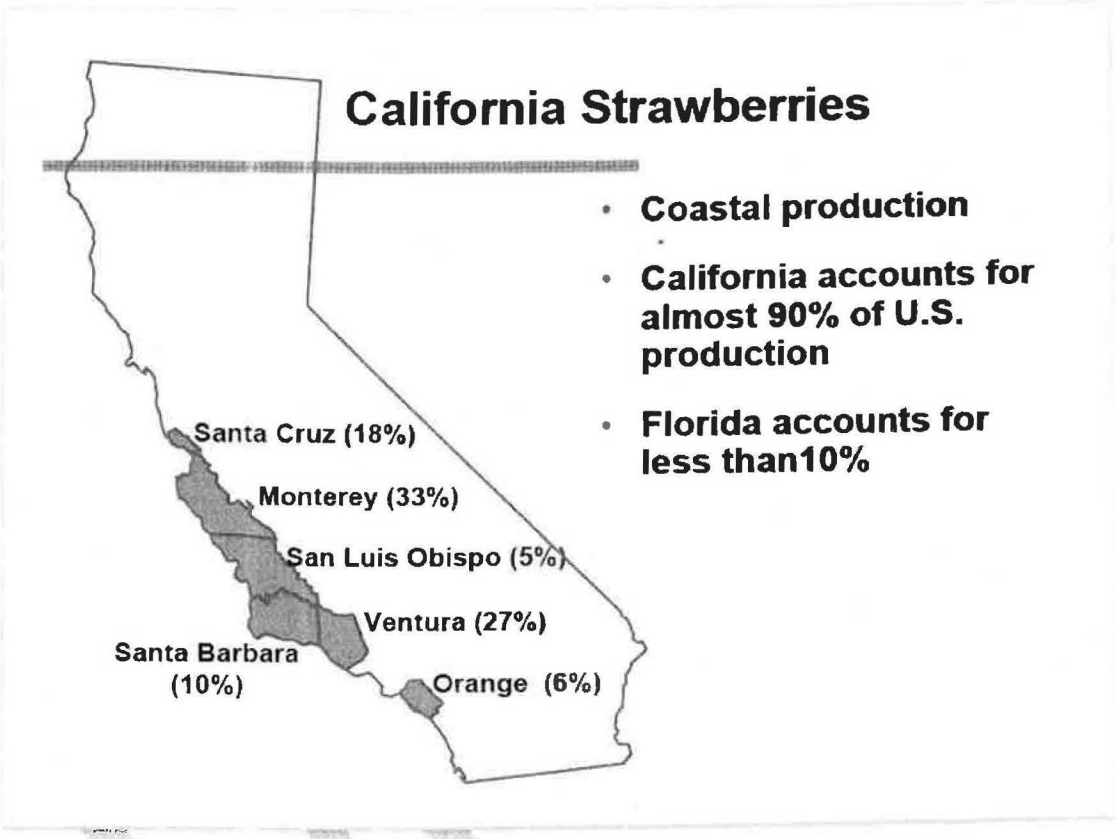

Figure 1. California Strawberries[1]

Emerging Trends, Needs & Challenges

The California strawberry industry is facing complex and evolving challenges related to water use, water runoff, pesticide regulation and the loss of certain fumigants. These challenges present an opportunity for the industry to examine existing production methods, conduct research, and adopt the highest standards of sustainable management practices.

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[1] Carter, C.A. (2007). *The Red Edge: California's Strawberry Industry* [PowerPoint slides]. Retrieved from http://agecon.ucdavis.edu/extension/presentations/files/carter/carter_strawberries_nov8_2007.pdf Note that percentages in the graphic total 99%. Our research suggests the remaining 1% would capture other production in California that is outside of the coastal belt.

The elevated consciousness of sustainability creates a space to lead applied research that will allow for strawberry producers to emerge as model environmental and socially responsible stewards. For example, the recent phase out of methyl bromide fumigation in most agricultural production, due to its stratospheric ozone-depleting nature, has dramatic negative effects on some crop yields, including strawberries. Strawberry plants are extremely sensitive to diseases within the soil and methyl bromide fumigation helps to insure a healthy plant. The fumigant phase out regulations are likely to significantly reduce strawberry quality and quantity, resulting in higher production costs. The need to identify alternative and effective production methods and business decision strategies is timely.

In addition to environmental regulations, California farmers have also been faced with rising water and pumping costs. The agriculture industry, and especially the strawberry sector, is at a critical point to identify technologies that enhance water use efficiency and minimize runoff without reducing crop yield.

Applied research related to fumigant alternatives, effective irrigation technologies and practices, and proactive engagement in evaluating environmental policies, is needed to ensure the success of the California strawberry industry, especially in Cal Poly's backyard along the Central Coast.

ROBUST PARTNERSHIP

"This partnership is an important step forward in our desire to strengthen ties with key California industries so that our students can learn, do and succeed."

– President Jeffrey D. Armstrong

In the Heart of the Strawberry Production Belt

Cal Poly University is located in the heart of the strawberry production belt on the California Coast. In San Luis Obispo County alone, the strawberry crop had a farm gate value of $200 million. Cal Poly recently signed an agreement with the California Strawberry Commission (CSC) in which the CSC committed to providing over $1 million in support over the next three years to support the establishment of the Center (see Appendix A). The three year plan is designed to meet immediate needs and opportunities. This vote of confidence by the CSC is a clear demonstration that the strawberry industry fully recognizes the potential of Cal Poly to conduct applied research on the problems facing the industry. The CSC represents 95 percent of the strawberry producers in California, including 400 growers, shippers, and processors.

Higher Education and Industry Aligned

The partnership between Cal Poly and the CSC will transform the way industry and higher education work together to advance student learning and success and to address the needs of the California strawberry industry. The need for a long-term partnership is a high priority of the CSC because Cal Poly's principles, values, and strategic imperatives align with the educative, applied research, and solution driven interests of the CSC. The partnership will serve as a model for others who may also want to join this collaborative effort. Applied research and innovation across the polytechnic disciplines coupled with access to real world issues will allow us to achieve our collective vision of establishing a world---class center focused on providing educational experiences for Cal Poly students, research opportunities for faculty and students, and ensuring the future growth and success of the strawberry industry.

CSC representatives and several Cal Poly faculty members have already had several meetings to discuss the vision for the partnership and how it could develop. CSC representatives appreciate our faculty member's high work-load, which can make embarking on new projects difficult. CSC has identified some grant opportunities to which our faculty can submit proposals and it has offered to have some of their experts on hand on campus to grow the relationship between them and our faculty. The relationship is on-going and developing, which includes Cal Poly faculty member visits to strawberry production sites in California, several of which have already occurred.

OVERVIEW OF THE CENTER

Poised for Success

The Center will be a comprehensive, interdisciplinary effort to enhance applied research to support industry needs and to advance student learning. Cal Poly and the CSC are co-creators of this unique Center. Integrating this network of industry leaders and policy makers with Cal Poly faculty leaders and students to conduct applied research based on real industry problems represents the next generation of Cal Poly's commitment to Learn by Doing.

Historically, the CSC has pursued these types of partnerships through the research and extension system of the University of California. However, Cal Poly's emphasis on giving bright, talented students hands-on experiences and state-of-the-art educational opportunities, including partnering with faculty in applied research projects, is well suited to meet the practical needs of the strawberry industry. The partnership between Cal Poly and the CSC requires a different way of thinking about industry and university partnerships, one that is less about the traditional approach of funding primarily PhD-level research projects, and instead, is about investing in applied research to inform the industry.

Leading Interdisciplinary Innovation

A full-time Director committed to meaningful industry research, the teaching and learning experience, and interdisciplinary innovation will lead the Center. Faculty and students from across campus, including the College Agriculture, Food & Environmental Sciences (CAFES), College of Engineering (CENG) and College of Science & Mathematics (COSAM) will work alongside members of the CSC on real industry problems. The Orfalea College of Business (OCOB), College of Architecture & Environmental Design (CAED), and the College of Liberal Arts (CLA) will collaborate with faculty and students from other disciplines on projects when appropriate, representing Cal Poly's true comprehensive polytechnic philosophy.

Guided by University Learning Objectives

The Center's work in teaching, scholarship, and service will provide integrated real world opportunities to bring to life Cal Poly's learning objectives where all students should be able to:

1. Think critically and creatively
2. Communicate effectively
3. Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world or the arts, sciences and technology
4. Work productively as individuals and in groups
5. Use their knowledge and skills to make a positive contribution to society
6. Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues relating to sustainability
7. Engage in lifelong learning

Guided by Sustainability Learning Objectives

In addition to the University Learning Objectives, Cal Poly has also adopted Sustainability Learning Objectives which are central to the vision and success of the Center.

Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

1. Define and apply sustainability principles within their academic programs
2. Define and apply sustainability principles within their academic programs
3. Explain how natural, economic, and social systems interact to foster or prevent sustainability
4. Analyze and explain local, national, and global sustainability using a multidisciplinary approach
5. Consider sustainability principles while developing personal and professional values

COLLABORATIONS, PROJECTS & ACTIVITIES

"Faculty and undergraduate students from every corner of campus, including hydrologists, entomologists, plant scientists, engineers, packaging scientists and marketers, to name a few, will each have a hand in this important work for one of the nation's leading industries."

President Jeffrey D. Armstrong

Meaningful Collaborations

The Center will accomplish its interdisciplinary work through creative collaborations with other centers, institutes and units university-wide. Potential collaborations include, but are not limited to:

- Irrigation Training and Research Center
- Cal Poly Packaging Research Consortium
- California Institute for the Study of Specialty Crops
- CAFES Center for Sustainability
- Coastal Resources Institute
- Brock Center for Agricultural Communications
- Cal Poly Center for Innovation and Entrepreneurship
- Global Waste Research Institute
- Center for Applications in Biotechnology
- The Institute for Advanced Technology and Public Policy
- Center for Solutions through Translational Research in Diet and Exercise

Existing Projects

In 2009, the Cal Poly Irrigation Training and Research Center began a multi-year analysis of the current irrigation practices of strawberry growers on the Central Coast of California. Specifically, the project examines the impacts of salinity on young strawberry transplants and the current practice of sprinkler use during the establishment of transplants for salinity control in areas where drip irrigation is available. The overall goal of the project is to study current practices to determine any conditions where growers can minimize or eliminate sprinklers use on strawberries, thereby conserving water, saving pumping costs and reducing runoff.

Potential Projects & Activities

Potential projects speak to the immediate needs and opportunities facing the California strawberry industry. Cal Poly also intends to remain flexible in the pursuit of projects and responsive to emerging industry issues. Potential projects include:

- Reduce the chemical inputs for soil sterilization, fertilization, weed control, and pest management

- Reduce the energy inputs in productions, handling, storage, and transportation
- Improve soil quality and health in the production system for succeeding crops
- Resistance screening
- Packaging study to increase shelf life of strawberries
- Evaluate environmental regulations
- Active engagement in advocacy and policy making
- Innovative approaches related to trade agreements and tariffs
- Agricultural market analysis and strategic business plan development
- Examine biochemical composition, cancer prevention, cardiovascular health, metabolism regulation, brain aging and other health properties of berry fruits
- Agricultural education and community outreach programming

Cal Poly faculty members have identified some potential projects on which they and their students could partner with the Center. Potential projects for partnership include:

In the Biology Department, Chris Kitts reports that faculty and grant project staff are currently working with BioWish Technologies Inc. whose product (a consortium of microorganisms) shows some interesting anti-fungal properties. They are examining the BioWish product's capacity to inhibit growth in pathogens of interest to the strawberry industry. Should these experiments provide encouraging results the next step would be to partner with the Strawberry Research Center to field test formulations on strawberries, either in soil, on the fruit or on growth substrates.

In the Mechanical Engineering Department John Ridgely identified several potential senior projects, including:

- Improved blades for the bug vacuums in the fields.
- Improved design for the calyx removal tool for farmworkers
- Bathroom improvements (hand washing, etc.)
- Improved picking cart design for field workers

Also from the Mechanical Engineering Department, Saeed Nicu identified some potential robotics projects:

- Work on component parts of a larger idea of robotic strawberry picking. These can include the development of expertise, routine, understanding, possibilities of finding ready-to-pick strawberries with vision systems, development of robotic arms that may eventually be used in picking, the development of a platform to be used, etc.
- The development of a complete robotic strawberry-picking device. This includes all the necessary components of such a device, including the vision system, robot arms, the platform, testing, etc. This would be a huge multi-millon dollar project that would be years in the development.

From the Horticulture and Crop Science Department Wyatt Brown has identified several

potential post-harvest areas of focus. At present, discussions with the CSC have tended to be field oriented, however, should that change to include post-harvest concerns and foci, Cal Poly faculty can assist with several different types of projects, such as:

- Bioactive packaging and antimicrobial - evaluation and modeling
- Biodegradable polymers characterization and development
- Package closure testing
- Determination of produce and flower respiration
- Evaluation of package barrier properties
- Heavy metals content analysis of plastics
- Modified atmosphere packaging and controlled atmosphere storage simulation
- Package burst testing
- Package or material storage under controlled temperature and relative humidity
- Plastic migrants determination
- Produce constituent analysis
- Shelf life and supply chain modeling
- Ultraviolet degradation of plastics
- Volatiles analysis

Finally, also from the Horticulture and Crop Science Department, Lauren Garner is currently supervising a graduate student, Ms. Mel Carter, whose work is directly relevant to the vision and mission of the Center and for which she is likely to receive some funding from the CSC. From Ms. Carter's thesis proposal:

"For my thesis, I would like to research the effectiveness of cover cropping systems along with Anaerobic Soil Disinfestation (ASD) to reduce the amount of soil-borne pathogens (specifically *Fusarium oxysporum, Verticillium dahliae,* and *Macrophomina phaseolina)* in soil used for strawberries."

THE INVESTMENT

$1 Million Donation Accepted

In February 2013, Cal Poly leadership signed an agreement accepting a $1 million donation, issued over a three---year period, from CSC, in order to create the Center. The CSC recognizes the importance of academic freedom and creativity if the Center is to be successful in its mission. The CSC recognizes, too, that the faculty at Cal Poly develop all curriculum, certainly in response to industry needs, but importantly, by using guiding principles of academic freedom.

Umbrella Research Agreement

Upon the formal establishment of the Center, a drafted executive order will allow for research contracts with specific deliverables to be funded by the CSC independent of the progress of other stated objectives of the Center, and on an as-needed basis.

Innovation & Research Fund

A fund to support student and faculty projects of joint interest to Cal Poly and the CSC will be established. Projects will be developed collaboratively with the Strawberry Sustainability Research and Education Center Council (Council) comprised of CSC members and Cal Poly faculty. Initial opportunities include projects related to robotics and water quality issues. Future growth of this fund is important to allow for additional multi-interest applied research projects.

Facilities & Equipment

Applied research projects will initially take place on existing plots located on land owned by local growers, with the planned goal of establishing a permanent research site on Cal Poly's campus to include strawberry test plots (acreage to be determined), in addition to laboratory and office space. The partnership also seeks to include access to equipment for applied research.

Director's Fundraising Leadership

In addition to teaching and leading applied research, the Center Director's time will be allocated to include obtaining external funding to support the applied research and educational mission of the Center. External funding will be secured through the collaboration and cooperation of Cal Poly's University Advancement team and sought from the CSU System, as well as private, state and federal sources.

Initial Budget

ITEM	YEAR 1	YEAR 2	YEAR 3	SUBTOTAL
Center Director (Salary + Benefits	$150,000	$150,000	$150,00	$450,00
Center Technician	$75,000	$75,000	$75,000	$225,000
Center Operations	$25,000	$25,000	$25,000	$75,000
Sponsored research contracts – projects TBD	$75,000	$75,000	$75,000	$225,000
Innovation & Research – seed funding for faculty/student projects	$25,000	N/A	$25,00	$50,000
Total	**$350,000**	**$325,000**	**$350,000**	**$1,025,000**

Construct permanent research/facility	TBD	$500,000 --- $900,000 (TBD)	N/A	$500,000 --- $900,000 (TBD)

ORGANIZATIONAL STRUCTURE, STAFFING & GOVERNANCE

Center Director & Role Responsibilities

The Center Director's Role is guided by Cal Poly's teacher-scholar model, which emphasizes engaging in dynamic teaching and scholarship to create vibrant learning experiences.

In accordance with the partnership plan (see Appendix A) a search for a full-time Center Director was launched in early Fall 2013 for an initial three-year term, which is the length of the current agreement between Cal Poly and the CSC. It is preferable that the position be filled with an individual who has at least 5 years of research program leadership (i.e. mid-career) in an applied agricultural field. The Center Director will seek direction and support from a standing Strawberry Sustainability Research and Education Center Council.

Responsibilities of the Director may include:

- Develop and coordinate initiatives and activities of the center in cooperation with industry partners, the Strawberry Sustainability Research and Education Center Council, and Dean of CAFES
- Spearhead the development of mutually beneficial partnerships with industry, agencies, key national forums and other institutions
- In cooperation with the Council, develop specific measurable goals and objectives in general and, in particular, the use of resources committed to the Center
- Work to secure involvement of industry experts who can deliver specialty courses
- Uphold the highest principles of academic freedom
- In collaboration with faculty, develop strategic directions for curriculum development relating to addressing relevant real---world needs and challenges of the strawberry industry
- Work with industry partners to secure student internship positions
- Prolific grant writing and actively seeking external funding support including equipment, contracts, and faculty endowments
- Seek sponsored research projects in collaboration with faculty and industry partners
- Be aware and supportive of the development of entrepreneurial opportunities within the strawberry industry
- Participate in and represent Cal Poly in key professional meetings

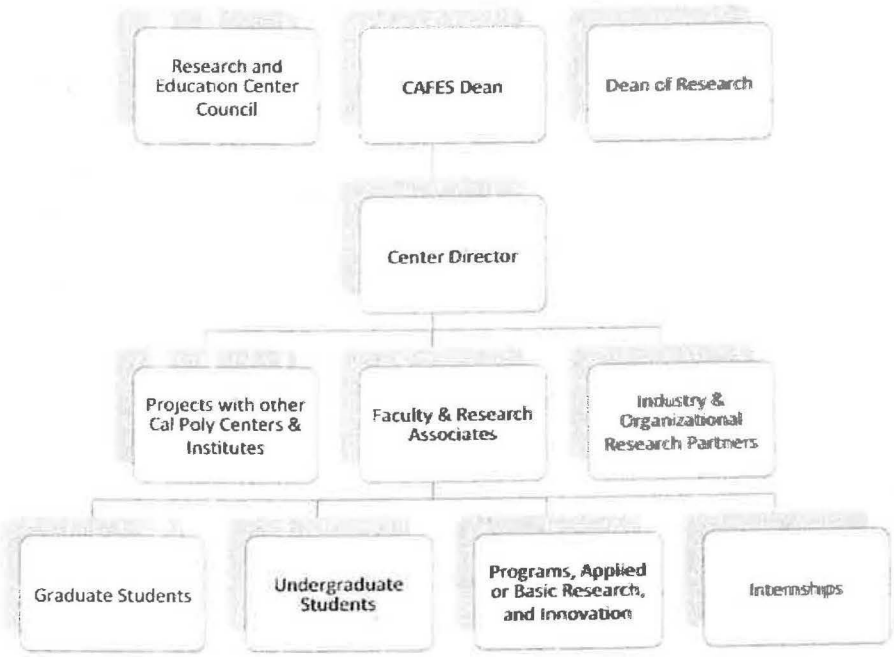
Center Technician

In 2014, a Center Technician search and hiring process will be completed in consultation with the Center Director.

Strawberry Sustainability Research and Education Center Council

The Council serves as a critical champion of the Strawberry Sustainability Research and Education Center and will include 3 Cal Poly faculty and 2 CSC/industry representatives. The Council supports the center's growth and development and advises the Director on complex or specialized matters as well as general research, project and programmatic goals, and direction. Members of the Council share their gifts in service to the vision of the Center by providing: their professional expertise; their diverse knowledge of constituent and stakeholder perspectives; their connections to local, national or international resources, colleagues or peers; and their philanthropic support or other forms of needed assistance. Members shall also be firmly committed to improving the learning experience of Cal Poly students and promoting strategic linkages to the California strawberry industry.

Strawberry Sustainability Research and Education Center Organizational Chart



ASSESMENT

California State University System

As required by the California State University system, the Strawberry Sustainability Research and Education Center will be reviewed regularly in accordance with Cal Poly center and program review policies, practices, and timelines.

Partnership Satisfaction & Sustainability

Assessment of the Center is tied to its mission. Therefore, the primary assessment question

will be: how is the center utilizing applied research to further advance the mission of Cal Poly and CAFES and meet the needs of the California strawberry industry? The Council will meet regularly and play an important role in establishing goals and evaluating accomplishments. Furthermore, the Council will determine a mechanism to ensure sustainability, such as a rolling multi-year contract or agreement, which will extend beyond the first three years and allow for a true long-term partnership.

Faculty Engagement

The quality and outcomes of center activities will be reported in program review. Faculty involved with the center will develop performance metrics for student engagement that measures output and outcomes (learning achievements). In addition, faculty will develop appropriate metrics for their activities within the center, such as the number of grants developed, workshops held, industry involvement, contracts secured, donations, and student projects.

Adopted:

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

AS-___-14

RESOLUTION ON SUPPORTING ASI'S REAFFIRMATION OF CAL POLY SAN LUIS OBISPO'S COMMITMENT TO THE QUARTER SYSTEM

WHEREAS, On December 4, 2013, the ASI Board of Directors unanimously approved ASI resolution #14-02, which reaffirms Cal Poly's commitment to remain on the quarter system; and

WHEREAS, The ASI Board of Directors reaffirmed its commitment on behalf of the students at Cal Poly on the basis of the active role that ASI government took in assisting the 2013 Semester Review Task Force by consulting professionally and productively with students about a possible conversion; and

WHEREAS, ASI also reaffirmed its commitment on the basis of the report from the 2013 Semester Review Task Force; and

WHEREAS, The Semester Review Task Force concluded that Cal Poly ought not to convert to the semester system due to several factors, including the estimated high financial cost of converting, the estimated high cost for faculty, staff, and student morale in converting, an inability to substantiate through research the purported benefits for student learning, and lost opportunity costs Cal Poly would suffer, particularly in areas such as student success and graduation rates; and

WHEREAS, ASI resolution #14-02 is consistent with AS-757-13 Resolution on the Semester Review Task Force Findings and worthy of faculty support; therefore be it

RESOLVED: That the Academic Senate supports the ASI resolution #14-02 and joins the ASI Board of Directors in reaffirming the commitment to the quarter system.

Proposed by: Academic Senate Executive Committee
Date: January 2, 2014

STUDENT GOVERNMENT
MEMORANDUM

TO: Dr. Jeffrey Armstrong
University President

DATE: December 17, 2013

FROM: Tatiana Prestininzi TP
Chair of the Board 2013-14

COPIES: Chancellor White
S. Rein
K. Humphrey
M. Maloney
ASI Board of Directors
M. Crawford

SUBJECT: ASI Board of Directors -Resolution #14-02 ASI Board of Directors' Support to Remain on the Quarter System

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On December 4, 2013 the ASI Board of Directors held a special meeting and voted unanimously to approve Resolution #14-02 ASI Board of Directors' Support to Remain on the Quarter System. The ASI Board of Directors voiced their support through Resolution #14-02 and an attachment Reaffirming Cal Poly San Luis Obispo's (SLO) Commitment to the Quarter System.

The ASI Board of Directors took into account the actions taken by the 2012-2013 ASI Board of Directors, the Semester Review Task Force's report, and consulted with members of the Semester Review Task Force before drafting Resolution #14-02 ASI Board of Directors' Support to Remain on the Quarter System.

Please find attached the full language of the Resolution. Thank you for your support of the student voice and your commitment to the campus.

Attachment

Associated Students, Inc.
California Polytechnic State University
San Luis Obispo

Resolution #14-02

ASI BOARD OF DIRECTORS' SUPPORT TO REMAIN ON QUARTER SYSTEM

WHEREAS: Associated Students, Inc. (ASI) Board of Directors is the official voice of Cal Poly students, and

WHEREAS: In Fall Quarter of the 2012-2013 Academic Year, President Armstrong created the Semester Review Task Force to evaluate the impacts of a possible conversion to a semester system at Cal Poly, and

WHEREAS: ASI Student Government took an active role that included conducting a conversation-based survey with over 1,000 students that was submitted to the Semester Review Task Force, and

WHEREAS: The ASI Board of Directors elected to host a campuswide advisory vote, where students demonstrated their passion for the issue with 43.2% of students voting, which broke a Cal Poly record and resulted in 89.8% of students voting in favor of quarters, with overwhelming support for quarters within each academic college, and

WHEREAS: The ASI Board of Directors approved Resolution #13-03, ASI BOARD OF DIRECTORS' STANCE ON POTENTIAL SEMESTER CONVERSION, which details the process of arriving at the vote and strongly supports remaining on the quarter system, and

WHEREAS: In Fall Quarter of the 2013-2014 Academic Year, CSU Chancellor White asked for a single sheet of paper outlining Cal Poly's reasoning for support for remaining on the quarter system, and

WHEREAS: ASI Student Government members drafted REAFFIRMING CAL POLY SAN LUIS OBISPO'S (SLO) COMMITMENT TO THE QUARTER SYSTEM, explaining the primary benefits of the quarter system and the negative impacts of a Cal Poly semester conversion.

THEREFORE

BE IT

RESOLVED: That as the official voice of students, the ASI Board of Directors strongly supports REAFFIRMING CAL POLY SAN LUIS OBISPO'S (SLO) COMMITMENT TO THE QUARTER SYSTEM, and

FURTHERMORE

BE IT

RESOLVED: This resolution will be sent to CSU Chancellor White, President Armstrong, and the Academic Senate to relay student support of remaining on the quarter system through the support of REAFFIRMING CAL POLY SAN LUIS OBISPO'S (SLO) COMMITMENT TO THE QUARTER SYSTEM.

Certified as the true and correct copy, in witness thereof, I have set my hand and Seal of the San Luis Obispo Cal Poly Associated Students, Inc. this 12 day of December, 2013.

Attest: Katie Br

ASI Secretary

ADOPTED at the regular meeting of the Board of Directors at San Luis Obispo Cal Poly Associated Students, Inc. this 4 day of December 2013.

Signed:

ASI Chair of the Board

Jason Tolomlini

Signed:

ASI President

Authored by:

Rachel Kramer, ASI Board of Directors, College of Architecture and Environmental Design

Sarah Griess, ASI Board of Directors, College of Engineering

Myra Lukens, ASI Board of Directors, College of Engineering

Connor Paquin, ASI Board of Directors, College of Engineering

Alexandra Spooner, ASI Board of Directors, College of Science and Mathematics

Zachary Antoyan, ASI Executive Cabinet

REAFFIRMING CAL POLY SAN LUIS OBISPO'S (SLO) COMMITMENT TO THE QUARTER SYSTEM

As recommended by the Cal Poly SLO Presidential Semester Review Task Force (SRTF), Cal Poly SLO should not pursue a conversion from the quarter system to the semester system. The following outlines the primary reasons, as supported by the SRTF:

- Cal Poly SLO has the highest graduation rate out of the entire CSU system. The quarter calendar is a fundamental contributor to our success.
- On the quarter system at Cal Poly SLO, Hispanic and first generation students are not less likely than other students to graduate.
- The quarter system mirrors the fast pace of industry, which better prepares students for internships and careers. Quarter system classes challenge students to hone their time management skills by asking students to continuously produce quality work and study effectively.
- The quarter system offers students greater opportunities to take upper division electives inside and outside of their major. This allows students to obtain multiple majors or minors during the time of their degree program, something that is much more difficult on the semester system, and results in "whole-system thinkers," as mentioned in the Cal Poly SLO Strategic Plan.
- The quarter system offers the opportunity to take a broader spectrum of courses, which enhances interdisciplinary collaboration among students, a requirement for today's professionals. This aligns with the goals of the CSU system regarding preparing students for the workforce.
- CSU students that choose to take online classes are not bound by academic calendars. Therefore, students can take online classes on a different calendar system.
- Students transferring from a community college to Cal Poly SLO are made aware of the quarter system and are provided with numerous opportunities to succeed.
- Cal Poly SLO engineering, a nationally ranked program, uses the quarter calendar to provide classes that are broad engineering "core classes," allowing students to have a more comprehensive engineering expertise.
- Many programs unique to Cal Poly SLO benefit from the quarter system. For example, harvest seasons sync with quarter calendars, allowing students in the College of Agriculture, Food and Environmental Sciences to participate in "Learn by Doing."
- The quarter calendar provides greater opportunity for students to participate in specialty internships. An example is the late start in September, which allows students to work into the summer tourism industry and harvest season.
- Students who must take a leave of absence due to a serious illness, family crisis, financial problems, or other justifiable condition can stay on track more easily on the quarter calendar, as they have additional opportunities to retake the class before the academic year is over. Students that have difficulty getting into a class have more opportunities to enroll before the academic year is over.
- Since the quarter calendar is more flexible than the semester calendar, students who work and participate in clubs and/or athletics can take a lighter course load per quarter and remain on track to graduate.

Cal Poly SLO's uniqueness and specialties are made possible by the quarter system. A switch to the semester system would negatively impact Cal Poly SLO students. As a result, Cal Poly SLO should remain on the quarter system and not convert to the semester system.