

# CAL POLY

## Academic Senate

805.756.1258

<http://academicsenate.calpoly.edu/>

### Meeting of the Academic Senate

Tuesday, January 14 2014

UU 220, 3:10 to 5:00pm

- I. **Minutes:** Approval of minutes for the meetings of November 19 and December 3 2013 (pp. 3-7).
- II. **Communication(s) and Announcement(s):**
- III. **Reports:**
- A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost:
  - D. Vice President for Student Affairs:
  - E. Statewide Senate:
  - F. CFA:
  - G. ASI:
- IV. **Special Reports:**  
[TIME CERTAIN 4:00] Report on Student Ombuds Services and Suicide Intervention - Patricia Ponce, Student Ombuds (pp. 8-9).

V. **Consent Agenda:**

Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate (AS)	Term Effective
EDUC 428 Primary Grade (K-3) Literacy and Language Arts Instruction in Schools with Diverse Populations (4), 3 seminars/1 activity (this is an existing course for which a modification has been proposed)	Reviewed 9/26/13; additional information requested from School of Education. Recommended for approval 11/21/13.	Placed on consent agenda for 1/14/14 meeting.	
EDUC 429 Middle Grades (4-8) Literacy and Language Arts Instruction in Schools with Diverse Populations (3), 3 seminars (this is an existing course for which a modification has been proposed)	Reviewed 9/26/13; additional information requested from School of Education. Recommended for approval 11/21/13.	Placed on consent agenda for 1/14/14 meeting.	
MATH 172 Calculus for the Life Sciences Workshop II (1), 1 lab	Recommended for approval 11/21/13.	Placed on consent agenda for 1/14/14 meeting.	

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

- A. **Resolution on Graduate Certificate Matriculated Student Requirements:** Schaffner, chair of the Curriculum Committee, second reading (pp. 10-12).

- B. **Resolution on Inactivating and Reactivating Courses:** Schaffner, chair of the Curriculum Committee, first reading (pp. 13-15).
- C. **Resolution on Cross-Disciplinary Studies Minors:** Schaffner, chair of the Curriculum Committee, first reading (pp. 16-20).
- D. **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, first reading (pp. 21-36).
- E. **Resolution Supporting ASI's Reaffirmation of Cal Poly San Luis Obispo's Commitment to the Quarter System:** R. Fernflores, Philosophy Department, first reading (pp. 37-41).

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

VIII. **Adjournment:**

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

**MINUTES OF THE**  
**ACADEMIC SENATE MEETING**  
**Tuesday, November 19 2013**  
**UU220, 3:10 to 5:00pm**

- I. Minutes: Minutes for the Academic Senate meeting of October 29 2013 were approved as presented.
- II. Communication(s) and Announcement(s): None.
- III. Reports:
- A. **Academic Senate Chair:** (Rein) Senators were recently invited to join a discussion on budget and long-range planning. The Budget and Long Range Planning Committee is asking faculty members what questions they have about the budget process. Senators are invited to participate through Jeff Dane's DialogueR software, which will sort the comments. If you find the software useful, please let me know as this might be a tool the Senate will use for some of its discussions.
- At our last meeting we discussed the possibility of drafting a one-page document to be sent to the Chancellor providing reasons for Cal Poly continuing on the quarter system. A resolution was drafted and presented to the Executive Committee at its last meeting. The Executive Committee did not feel the resolution was ready to be agendized and it will not be dealt with again this year. ASI will be drafting its own resolution, which will be brought before the ASI Board of Directors on December 4 2013.
- B. **President's Office:** (Kinsley) A question was asked about a possible convention center, arena, and hotel that would be related to Cal Poly. Kinsley replied that this idea was being discussed and a feasibility study will be done. A task force is also being assembled to further the discussion on this possibility.
- C. **Provost's Office:** (Dicus) Everyone should have received a memo from Provost Enz Finken on the new implementation of PolyPlanner for student registration. This program will not guarantee that a student can get a seat in a particular class and only provides minimal prerequisite checking.
- Academic Affairs will be asking for faculty input regarding "Earn-by-Doing." Earn-by-Doing is an advancement issue tied to experiential learning for students. It provides strategized placements—with faculty—in research, technology, etc. This will help students raise money while they are here and get jobs once they graduate.
- Foroohar asked about intellectual property for online courses. Do faculty members lose ownership of their material after three years? The contract language makes this uncertain. Dicus will get clarification on this issue.
- D. **Vice President for Student Affairs:** (Humphrey) An email was sent to the campus regarding a fraternity event that was offensive to Native Americans and others. The Dean of Students is investigating this and a forum will be held to discuss the impact of the event.
- E. **Statewide Senate:** (Foroohar) Several second-reading resolutions were approved at the last plenary session. One important resolution endorsed the CSU Board of Trustees budget request for next year. The Board is asking for an augmentation of \$237.5 million, which is more than the governor has offered. \$13 million is for the hiring of tenure-track faculty. (LoCascio) There is

concern at the statewide level regarding community colleges possibly offering bachelor degrees. According to the chair of the statewide Academic Affairs Committee, this is being looked at seriously.

F. **CFA Campus President:** None.

G. **ASI:** (Colombini): ASI is moving forward with its master plan. ASI's "Let Your Voice Be Heard" survey ended last week. Over 4,000 student responses were received and results will go out to the campus this week. (Prestininzi) ASI is drafting a one-page document supporting the quarter system at Cal Poly, which will be sent to Chancellor White. A meeting of the ASI Board of Directors is scheduled for December 4 at which time a resolution, with the attached document, will be voted upon.

IV. Special Reports:

- A. **Leo Van Cleve, Director for CSU International Programs, and Charles Chadwell, ACIP faculty representative:** It is the 50<sup>th</sup> anniversary of CSU International Programs. Carrie Morris, Director for the Cal Poly International Center, stated that Cal Poly was fourth in the nation for sending students abroad and second in the nation in number of Fulbright scholars. The CSU International Programs Office has three sections: International Programs, International Engagement, and Summer Arts. The office was created in 1962 to develop better international understanding and relations. In 1969, the Academic Council on International Programs (ACIP) was formed with one faculty representative from each campus. The ACIP recommends to the Chancellor policies and procedures for International Programs. International Programs is the most affordable study abroad opportunity open to CSU students.
- B. **Matt Roberts, Director for Administrative Compliance Services:** Status of the Campus Administrative Policies (CAP) project: Roberts has been overseeing the CAP project since 2009. It is presently 90% complete and is expected to be 95-98% complete by the end of this fiscal year. It will then move into maintenance mode.
- C. **Christina Lefevre Latner and Catherine Thomas, Cal Poly SLO HIEP Campus Coordinators:** ACA Health Insurance Education Project: A \$1.2 million grant was received from Covered California to conduct outreach and education on California campuses regarding the Affordable Care Act. The project has three basic targets—students, their families, and staff without insurance. San Luis Obispo has the lowest premium rate in the State of California.

V. Consent Agenda: None.

VI. Business Item(s):

A. **Resolution on Increasing the Number of Annual Distinguished Scholarship Awards from Two to Three:** Brett Bodemer, chair of the Distinguished Scholarship Awards Committee, second reading: (Bodemer) We have been hiring more faculty doing quality research as well as increasing research opportunities. Increasing the number of awards to three is a way of recognizing the number of faculty doing excellent research. The amount of the award will also be increased. M/S/P to approve the resolution.

B. **Continuation of Dustin Stegner as Academic Senate Vice Chair for the remainder of the 2013-2014 academic year:** A motion was made by Eric Fisher as follows:

Whereas, Dustin Stegner will no longer be a senator after fall quarter of 2013; and

Whereas, Dustin Stegner has so far served the Senate with honor and distinction as its Vice Chair; therefore, be it

Resolved: That Dustin Stegner continue to serve informally as Vice Chair of the Academic Senate in winter and spring quarters 2014. Motion was approved by a majority vote of the academic senators present.

VII. Discussion Item(s): None.

VIII. Adjournment: 5:00pm

Submitted by,

A handwritten signature in dark ink, appearing to read 'Gladys Gregory', written over a horizontal line.

Gladys Gregory  
Academic Senate

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

**MINUTES OF THE**  
**ACADEMIC SENATE MEETING**  
**Tuesday, December 3 2013**  
**UU220, 3:10 to 5:00pm**

- I. Minutes: none.
- II. Communication(s) and Announcement(s): none.
- III. Special Guests:
  - Katcho Achadjian, California State Assemblyman: Higher education needs to be affordable and accessible to keep California wealthy and educated. Since the economy is improving, the next budget cycle might include a surplus, which would benefit the schools. Prop 30 passed in the name of education but funds have gone to public safety and the general fund, which should not have been the case. The legislature needs a plan that looks 5 and 10 years out and what is an adequate budget for education, higher education, public safety programs, etc., and makes a case for achieving certain budget levels that protect higher education as a right and not a privilege.
  - Bill Monning, California State Senator: Oil tax will be an ongoing conversation in Sacramento since it does not yet have enough support in the California legislature. Higher education is critical to the future of California. Due to the large support from voters, students, faculty, and the passage of Prop 30, this year's budget does not contain any cuts, but it restores some funding to K-12 and higher education. Some of the concerns with online education are that it does not use technology in innovative and empowering ways and undercuts the important role of interaction between faculty and students. Everyone needs to share in the responsibility to address climate changes that threaten the future of our planet. The challenge of legislative intervention in higher education is the potential interference with academic freedom and autonomy.
- IV. Business Item(s):
  - A. **Resolution in Support of the Quarter System at Cal Poly (Executive Committee):** LoCascio presented the resolution, which requests the approval of a statement reaffirming that Cal Poly remains on the quarter calendar system. Discussion will continue as a first reading item.
  - B. **Resolution on Graduate Certificate Matriculated Student Requirements (Curriculum Committee):** Savage, Director of Graduate Education, presented the resolution, which states "upon achieving 50% of the units that are applied towards satisfaction of graduate certificate requirements, no further units will be counted towards the graduate certificate for non-matriculated students." Resolution will return as a second reading item.

V. Reports:

- A. Academic Senate Chair: none.
- B. President's Office: none.
- C. Provost: none.
- D. Vice President for Student Affairs: none.
- E. Statewide Senate: none.
- F. CFA Campus President: none.
- G. ASI Representative: none.

VI. Discussion Item(s): none.

VII. Adjournment: 5:00 pm

Submitted by,

A handwritten signature in black ink, appearing to read 'Gladys Gregory', with a long, sweeping horizontal line extending to the right.

Gladys Gregory  
Academic Senate

*The Ombuds program showed me that students do have a voice on campus despite what may seem like a very bureaucratic system. The Ombuds coached me on how to effectively communicate with the other party that resulted in an outcome in my favor. Working with the Ombuds was a positive experience that helped me stand up for myself in a peaceful way.*

- Junior, Business major

## THE OMBUDS DOES:

- Provide a safe place to discuss issues
- Communicate informally, off the record
- Confidentially listen to you and your concerns
- Assist in clarifying issues
- Answer questions
- Explain university policy and procedures
- Provide information regarding campus resources and suggest referrals
- Brainstorm and explore options
- Mediate
- Track trends and general issues
- Recommend policy changes to remedy recurring problems

## THE OMBUDS DOES NOT:

- Advocate for any individual or group
- Make decisions for you
- Offer legal advice
- Hear formal complaints
- Participate in any formal process
- Maintain records

## STUDENT OMBUDS SERVICES

California Polytechnic State University  
San Luis Obispo, CA 93407-0010

**OFFICE:** Kennedy Library  
Bldg. 35, Rm. 113

**HOURS:** 10 a.m. to 12 noon M-F  
and by appointment

**PHONE:** 805.756.1380

**FAX:** 805.756.7142

**E-MAIL:** [ombuds@calpoly.edu](mailto:ombuds@calpoly.edu)

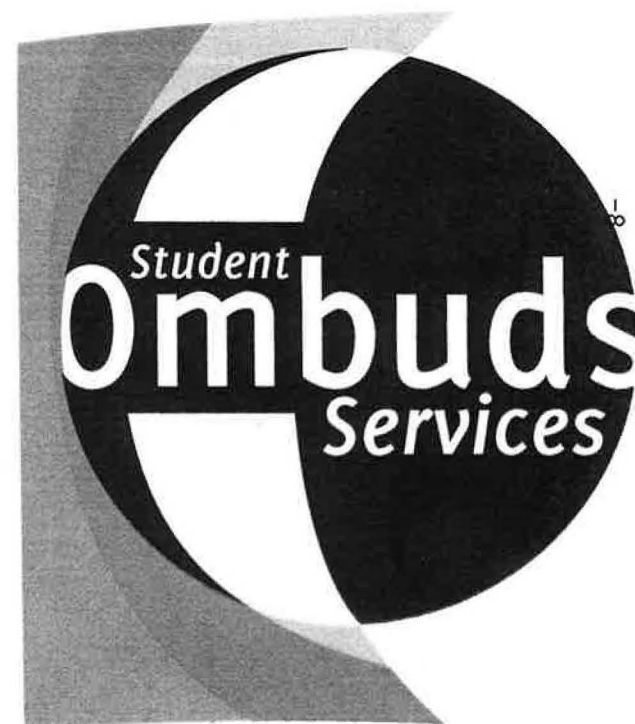
**URL:** [www.ombuds.calpoly.edu](http://www.ombuds.calpoly.edu)

**STAFF:** Patricia Ponce, Ph.D.  
Student Ombuds  
(Bldg. 35 - Rm. 113)  
805.756.1380

*Contact us as the first  
step, or last resort, or  
anywhere along the way.*

**CAL POLY**  
SAN LUIS OBISPO

**SAFE  
INFORMAL  
CONFIDENTIAL  
PATH TO RESOLUTION**



CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
**SAN LUIS OBISPO**

## WHEN SHOULD YOU VISIT THE OMBUDS?

- When you don't know where to go or who to ask
- When you feel you are getting the run-around
- When you feel that you have been treated unfairly
- When you want to discuss a sensitive question or issue
- When you are unsure what policies or procedures apply

## TYPES OF ISSUES:

- Academic Concerns
- Incivility
- Disciplinary Matters
- Cultural Conflicts
- Grade Disputes
- Student Employment
- Records Appeals
- Roommate Concerns
- Student/Instructor Misunderstandings

## WHAT IS AN OMBUDS?

An Ombuds is a person who assists individuals and groups in the resolution of concerns or conflicts confidentially and informally. The name "ombudsman" (om budz man) comes from Swedish and literally means "representative." Originally: "an official appointed by the Swedish parliament to investigate complaints against... central government and the civil service."

(Oxford English Dictionary)

## STANDARDS OF PRACTICE

*The Office of Student Ombuds Services provides students with a confidential, informal, impartial, and independent resource to assist in the resolution of university-related issues, concerns, conflicts, or complaints.*

**CONFIDENTIAL** The Office of Student Ombuds Services holds all communications with those seeking assistance in strict confidence, and does not disclose one's identity and confidential communications unless given permission to do so. The only exception to this privilege of confidentiality is where there appears to be imminent risk of serious harm to self or others. No permanent records are maintained other than general demographic and incident data for reporting trends.

**INFORMAL** The Office of Student Ombuds Services operates informally. All communications are "off the record." The Ombuds does not make any judgments or participate in any internal or external formal processes.

**IMPARTIAL** The Office of Student Ombuds Services operates impartially. The Ombuds does not take sides in any issue. The Ombuds does not advocate on behalf of the student or the university but rather promotes fair and equitable processes and procedures.

**INDEPENDENT** The Office of Student Ombuds Services operates independently of administrative structures. The office reports to the University President.

*The Office of Student Ombuds Services operates according to the International Ombudsman Association Code of Ethics and Standards of Practice.*

## STUDENT FEEDBACK

*Ombuds Services are all about solutions. They helped me resolve my problem with another student promptly and securely. With Ombuds Services, I finally felt like I had a voice. The staff was knowledgeable and caring. My case was heard without bias and confidentially. I knew I was in a safe place. The Ombuds helped me resolved my problem in weeks after I tried myself for months with no results. Next time this is where I will start.*

-Sophomore, Architecture major

*The Ombuds service really helped me to understand what I could do in my certain situation. They let me voice my complaints in a private and confidential fashion while at the same time I received excellent help and non-biased advice. Eventually, the service allowed me to settle my complaint in the best way possible and I was left feeling that I accomplished what I had set out to do.*

-Freshman, History major

*The University Ombuds was able to help me solve my course conflict even when I thought nothing could be done. The University Ombuds can advise you on how to tackle your issue discreetly or, if you choose, the Ombuds can informally inquire on your behalf. I still can't believe that my issue was resolved.*

-Senior, Wine and Viticulture major

## FORMAL COMPLAINTS

The Office does not receive formal complaints to be investigated and processed within existing university procedures. The Ombuds can refer students to the appropriate university office that does receive formal complaints. The Office of Student Ombuds Services is informal and not a university office of notice.

Adopted:

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

**AS-\_\_\_\_-14  
RESOLUTION ON  
GRADUATE CERTIFICATE MATRICULATED STUDENT REQUIREMENTS**

- 1 WHEREAS, AS-726-11 establishes and endorses University Guidelines for Academic Graduate  
2 Certificate Programs; and
- 3 WHEREAS, AS-726-11 provides no guidelines for the application of credit earned by non-  
4 matriculated students; and
- 5 WHEREAS, Graduate certificates are an academic, not a professional, certificate; and
- 6 WHEREAS, Non-matriculated students may take courses through Special Session, a program run by  
7 Extended Education, a self-support program run by Extended Education; and
- 8 WHEREAS, Cal Poly limits the number of degree applicable units earned as a non-matriculated  
9 student: a maximum of 36 Open University units may be applied toward a Cal Poly  
10 undergraduate degree ( $36/180 = 20\%$ ) and a maximum of 12 units toward a graduate  
11 degree ( $12/45 = 27\%$ ); and
- 12 WHEREAS, Cal Poly general graduation requirements state that "students must be formally  
13 admitted to the major in which they wish to graduate, and must matriculate, in order to  
14 earn a degree;" and
- 15 WHEREAS, Students may currently complete all requisite courses in a graduate certificate program  
16 without being matriculated; therefore be it
- 17 RESOLVED: That a 7th requirement be added to the Academic Graduate Certificate Programs  
18 Specific Requirements stating that "Upon achieving 50% of the units that are applied  
19 toward satisfaction of graduate certificate requirements, no further units will be  
20 counted towards the graduate certificate for non-matriculated students"; and be it  
21 further
- 22 RESOLVED: That enrollment for all non-matriculated students in the first course in Academic  
23 Graduate Certificate Programs require the consent of the graduate certificate program  
24 coordinator who will advise students of the matriculation requirements for the  
25 certificate before enrolling students in the course.

Proposed by: Academic Senate Curriculum Committee  
Date: October 24, 2013

# REFERENCE MATERIAL

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## ACADEMIC GRADUATE CERTIFICATE PROGRAMS

(<http://www.academicprograms.calpoly.edu/content/academic-graduate-certificate-programs>)

### INTRODUCTION

Academic graduate certificate programs are designed to provide a specialized area of study that meets the requirements for professional competence and to expand access to specialized knowledge. The subject matter is advanced and narrow in focus.

The programs are typically designed for working professionals who are seeking to advance their career opportunities by obtaining specialized knowledge in their field or in a new field.

This policy does not apply to Continuing Education Units (CEUs) or other non-credit certificate programs offered by Continuing Education. This policy does not apply to existing academic certificate programs at Cal Poly, including Teaching English as a Second Language (TESL), Technical Communication, Organizational Leadership, and Gerontology.

### DEFINITIONS

An academic graduate certificate program:

1. declares that a student has satisfactorily completed a sequence of advanced academic courses that provide instruction in a stand-alone, coherent body of specialized knowledge; and
2. is designed to meet requirements for professional competence, expand access to specialized knowledge, or meet occupational needs for advanced interdisciplinary work.

### AN ACADEMIC GRADUATE CERTIFICATE PROGRAM:

is a stand-alone program that is distinct from a specialization taken in conjunction with or as part of a degree program;

1. provides a set of learning experiences with a specific set of educational objectives;
2. consists of 12-24 quarter units (3-6 courses);
3. may be provided via Special Sessions (self-support) through Continuing Education (see Executive Order 1047); and
4. has a formal application process and a distinct matriculation.

### SPECIFIC REQUIREMENTS

1. The educational background and prerequisites for admission into the graduate certificate program must be clearly stated.
2. The graduate certificate program advisor must verify that applicants have the appropriate and relevant background to meet the prerequisites of the program and to be successful in the program.

3. Admission to a graduate certificate program requires a bachelor's degree from an accredited institution with a major in a relevant field of study. The applicant must have attained a minimum GPA of 2.5 in the last 90 units attempted or have earned a GPA of at least 2.5 in the last degree completed. Work experience may substitute (at the discretion of the program) for the relevancy of the bachelor's degree and for the minimum GPA requirements.
4. Courses taken to satisfy the requirements of a graduate certificate program may be applied to the requirements of a graduate degree program; however, students must apply separately for admission into a graduate degree program.
5. Students who are enrolled only in a graduate certificate program are exempt from the continuous enrollment requirement for graduate students.
6. The graduate certificate program may allow a maximum of one 4-unit course in transfer credit, as determined by the graduate certificate program advisor.

#### ESTABLISHING ACADEMIC GRADUATE CERTIFICATE PROGRAMS

1. An academic graduate certificate program, and all its courses, must be approved by the Provost upon the recommendation of the Academic Senate through the regular curriculum approval process.
2. A graduate certificate program will generally consist of courses at the 500 level. No more than half of the courses may be at the 400 level. No course-work may be below the 400 level.
3. An Outline for Request for Approval of a New Graduate Certificate Program form is required. Form is found under Catalog and Curriculum Development section of Office of Registrar's Records Office Forms page.
4. The Financial Aid Office should be contacted prior to the establishment of a new graduate certificate program to ensure that federal regulations regarding "Gainful Employment" are satisfied.
5. Academic graduate certificate programs do not require approval by the CSU Chancellor's Office.
6. Typically graduate certificate programs do not undergo WASC review; however, the WASC Accreditation Liaison Officer should be contacted to determine if the new graduate certificate program is subject to a WASC Substantive Change Review.
7. Academic graduate certificate programs will be published in the catalog.
8. A graduate certificate program will be required to undergo program review at a frequency determined by Academic Programs.

#### AWARDING AN ACADEMIC GRADUATE CERTIFICATE

1. A minimum GPA of 3.0 is required for successful completion of a graduate certificate program. Students may not elect to take courses required for the certificate as credit/no credit.
2. A graduate certificate program must be completed within 3 years.
3. The title of the graduate certificate will appear on the student's official transcript.
4. Completion of the graduate certificate program will be commemorated by a document bearing the University seal and signed by the program's college dean(s).

-Adopted by the Academic Senate March 8, 2011, Resolution AS-726-11

Adopted:

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

**AS-\_\_\_\_-14**

**RESOLUTION ON  
INACTIVATING AND REACTIVATING COURSES**

- 1 WHEREAS, The Academic Senate is responsible for the approval and maintenance of all curricula at  
2 Cal Poly; and
- 3 WHEREAS, Once approved by the Senate the only mechanism to remove a course from the catalog  
4 is for the owning department to propose discontinuance; and
- 5 WHEREAS, Many courses that have not been taught in years (or have never been taught) appear in  
6 the catalog; and
- 7 WHEREAS, The catalog is a tool we provide to current students to plan their academic careers; and
- 8 WHEREAS, The catalog is visible to prospective students who may base their application or  
9 acceptance, on courses listed; and
- 10 WHEREAS, An accurate up to date course inventory is crucial in forecasting course demand for  
11 degree applicable courses; therefore be it
- 12 RESOLVED: That the Academic Senate endorse the attached Policy for Inactivating and Reactivating  
13 Courses; and, be it further
- 14 RESOLVED: That the Academic Senate (via the administration by the Academic Senate Curriculum  
15 Committee and Registrar) begin implementing this policy for the 2015-17 catalog  
16 review cycle.

Proposed by: Academic Senate Curriculum Committee  
Date: October 24 2013

## **BACKGROUND OF STALE COURSES AND THE POSITION OF THE ASCC**

Prior to the 2013-15 catalog, there were 722 courses that had not been taught in more than 10 quarters, or possibly not ever taught. While not ordinarily burdensome, the normal process to remove courses from the catalog involves filling out course modification forms. Given the large number of courses that were identified as candidates for deletion, the Registrar (with agreement and support of the ASCC) provided departments with lists of these inactive courses with simple checkboxes to identify which courses to retain and delete during the 2013-15 catalog cycle. While some departments removed many inactive courses, others retained all or most of their stale courses. Currently there are over 571 courses (not counting new courses introduced in the current or previous catalog or courses that are selected topics/individual studies, etc.) that have not been offered in the past 2 years. Of those, there are 280 courses that have not been offered in the past six years.

It is the view of the ASCC that the Cal Poly catalog should provide accurate and timely listings of courses that students have the ability to take. The catalog is a resource used by current students for planning and prospective students for recruiting. Not offering the courses in the catalog with regularity is a disservice to our students. While we continue to encourage departments to formally delete courses that they have no intention of teaching, we recognize that there are reasons to retain some courses on an inactive status. The attached proposed policy for inactivating and reactivating courses provides these mechanisms.

## **POLICY FOR INACTIVATING AND REACTIVATING COURSES**

### **Inactivation**

Each catalog cycle the Registrar shall provide to each department a listing of courses that have not been offered for six (6) or more years (i.e., three catalog cycles). These courses will be flagged as inactive and the department will be notified of this status. Inactive courses will not appear in the subsequent Cal Poly catalog and will not be available for scheduling until reactivation.

### **Reactivation**

If an inactive course is so old that it does not have any learning objectives on file with the Registrar's office, a new course proposal and Senate approval will be required to reactivate the course. As class schedules are typically developed at least two quarters in advance, proposals should be submitted to the ASCC at least three regular academic quarters prior to the quarter the course is to be offered.

A request to reactivate a course should be made by department heads/chairs to the Registrar no less than two quarters prior to the desired quarter to begin reoffering the course (e.g., to offer an inactive course in Spring, contact the Registrar in the Fall quarter). If a course has learning objectives on file with the Registrar, the course may be reactivated provided there are no active courses with learning objectives similar to the inactive course and the respective associate dean acknowledges that sufficient resources to support the course are available or will be provided. Requests to reactivate courses will be reviewed by the Registrar with concurrence from the ASCC. If the learning objectives of the course to be reactivated overlap with those of existing courses, or other problems emerge, it may require more than two quarters to determine if the course may be reactivated and, if appropriate, reactivate the course.

### **Exemptions**

Special problem courses (e.g., 200, 400), Special/Selected Topic shell courses (e.g., 270, 271, 470, 471), and internship/coop courses (e.g. 485, 495, 585, 595), will be exempt from automatic inactivation.

Adopted:

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

**AS-\_\_\_\_-14**

**RESOLUTION ON  
CROSS-DISCIPLINARY STUDIES MINORS**

- 1 WHEREAS, A minor is defined as a “coherent group of courses which stands alone and provides a  
2 student with broad knowledge of and competency in an area outside the student’s  
3 major”; and
- 4 WHEREAS, A concentration is defined as a “coherent and specialized course of study within a  
5 student’s major degree program, which presupposes knowledge of the major  
6 discipline”; and
- 7 WHEREAS, The “stands alone” group of courses requirement of minors is limiting when developing  
8 a specialized curriculum without hidden prerequisites; and
- 9 WHEREAS, The “specialized course of study within a student’s major” requirement of  
10 concentrations does not recognize in-depth study in disciplines outside of the major;  
11 and
- 12 WHEREAS, CSU Executive Order 1071 delegates to presidents the authority to approve options,  
13 concentrations, special emphases, and minors; therefore be it
- 14 RESOLVED: That the Academic Senate request that President Armstrong create the Cross-  
15 Disciplinary Studies Minor as defined in the attached document.

Proposed by: Academic Senate Curriculum Committee  
Dated: October 24, 2013

# CROSS-DISCIPLINARY STUDIES MINOR

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## DEFINITION

A cross-disciplinary studies minor (CDSM) is the result of a partnership between two or more target major programs. It is defined as a set of curricular requirements comprised of coherent groups of courses tailored for each partner program such that all students from target majors develop (1) depth in the partner discipline, (2) focused study in their own discipline, as well as (3) focused study in the mutual domain of the minor.

## REQUIREMENTS

- The curricular requirements are the same for all students in the CDSM.
- The total number of units in the CDSM that cannot be covered by the requirements of the student's major shall not exceed 24 units.
- The CDSM curriculum shall require at least 12 units of coursework that cannot be covered by the requirements of the student's major.
- At least half of the units must be from upper division courses (300- or 400-level) and at least half of the units must be taken at Cal Poly.
- Not more than one-third of the courses in an CDSM can be graded Credit/No Credit (CR/NC), except for courses that have mandatory CR/NC grading.
- A minimum overall 2.0 GPA for all CDSM required coursework is needed for completion.

## MAJORS/PARTNER MAJORS/CROSS-DISCIPLINARY MINORS

- The CDSM will be completed along with the requirements for the bachelor's degree.
- Each partner major department will have a CDSM faculty/staff advisor. Students who wish to complete a CDSM are to contact the CDSM advisor in their home department as early as possible and fill out the appropriate agreement form.
- Each CDSM will have a program coordinator who will be responsible for coordinating curriculum changes both within the minor as well as changes in the target majors that may affect the minor.

## MINORS/GRADUATION

- The CDSM is formally declared when the student requests a graduation evaluation in the Evaluations Office; however, students should seek advisor approval early in their program to ensure timely graduation.
- The completion of the CDSM will be noted on the student's transcript, but will not be shown on the diploma. In no case will a diploma be awarded for the CDSM.

# REFERENCE MATERIAL

## EXAMPLE CROSS-DISCIPLINARY MINOR CURRICULUM FOR A CROSS-DISCIPLINARY MINOR IN DATA SCIENCE

STAT minor units	STAT	Course	Core Units	CSC	CSC Minor Units
	required in the major	CSC 101: Fundamentals of CS I		required in the major	
	CS/STAT/MATH elective	CSC 102: Fundamentals of CS II	4	required in the major	
	CSC/STAT/MATH elective	CSC 103: Fundamentals of CS III	4	required in the major	
	required in the major	MATH 206/244: Linear Algebra/ Linear Analysis	4	support (Math) elective	
	required in the major (*)	STAT 312, 321 or 301/302 (Intro to Statistics)		required in the major (STAT 323/312)	
	required in the major (*)	STAT 325 Probability Theory	4	support (Math) elective	
	technical elective	CSC 365: Databases	4	technical elective	
	technical elective	CSC 369: Distributed Computations (Hadoop)	4	technical elective	
	Free elective	CSC 349: Algorithms	4	required in the major	
	required in major	STAT 330/ 331: SAS/R	4	technical elective (2c)	
	required in major	STAT 324: Applied Regression	4	technical elective (2c) (* TBA)	
	elective	STAT 419: Applied Multivariate analysis	4	<b>Minor</b>	4
	Free elective	CSC 466: Knowledge Discovery from Data	4	technical elective	
4	<b>Minor</b>	DATA 201: Introduction to Data Science	4	<b>Minor</b>	4
4	<b>Minor</b>	DATA 301: Data Science	4	<b>Minor</b>	4
2	<b>Minor</b>	DATA 350: Data Science Capstone I	2	<b>Minor</b>	2
2	<b>Minor</b>	DATA 450: Data Science Capstone II	2	<b>Minor</b>	2
8	<b>Minor</b>	CS Tech Electives		technical elective	
	400 electives	STAT Tech Electives		<b>Minor</b>	8
20			56		24

## MINORS

(<http://www.academicprograms.calpoly.edu/content/academicpolicies/Policies-Undergrad/Minors>)

Definition: A minor is defined as a coherent group of courses which stands alone and provides a student with broad knowledge of and competency in an area outside the student's major.

### MAJORS/MINORS

- A major and a minor may not be taken in the same degree program (e.g., a student majoring in history may not complete a minor in history, whereas a student majoring in crop science may complete a minor in plant protection).
- The minor will be completed along with the requirements for the bachelor's degree. Courses in the minor may be used to satisfy major, support and general education requirements.

### REQUIREMENTS

- Students who wish to complete a minor are to contact the department offering the academic minor as early as possible in the program and fill out the appropriate agreement form.
- A minor consists of 24 to 30 units with at least half of the units must be from upper-division courses (300- or 400-level) and at least half of the units must be taken at Cal Poly.
- Not more than one-third of the courses in a minor can be graded Credit/No Credit (CR/NC), except for courses which have mandatory CR/NC grading.
- A minimum overall 2.0 GPA is required for completion of the minor (French, German and Spanish language minors must have a 2.75 GPA).

### MINORS/GRADUATION

- The minor is declared when the student requests a graduation evaluation in the Evaluations Office.
- The completion of the minor will be noted on the student's transcript but will not be shown on the diploma. In no case will a diploma be awarded for the minor.

## CONCENTRATIONS

(<http://www.academicprograms.calpoly.edu/content/academicpolicies/Policies-Undergrad/Concentrations>)

Faculty have the option to include concentrations in the baccalaureate programs they develop. A concentration is intended to be a coherent and specialized course of study within a student's major degree program, which presupposes knowledge of the major discipline. The requirements for a concentration are stated in the catalog, and faculty have a commitment to deliver the approved curriculum as stated. Therefore, when advising individual students, faculty should attempt to follow the approved curriculum before considering substitutions.

Concentrations are noted on the student's transcript but are not shown on the diploma. The following requirements for establishing or revising a concentration become effective with the 2013-15 catalog cycle.

- A concentration is a block of at least five designated courses from one or more lists of designated courses or course areas.
- No single course should appear in every concentration; such courses should be included in the major.
- The courses for a concentration shall appear in the major course column.
- The number of concentration units shall not exceed 50% of the total major units.

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**

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

Proposed by: Chris Kitts, John Peterson, and Mark  
Shelton,

Date: January 2, 2014



**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 14<sup>th</sup> 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.

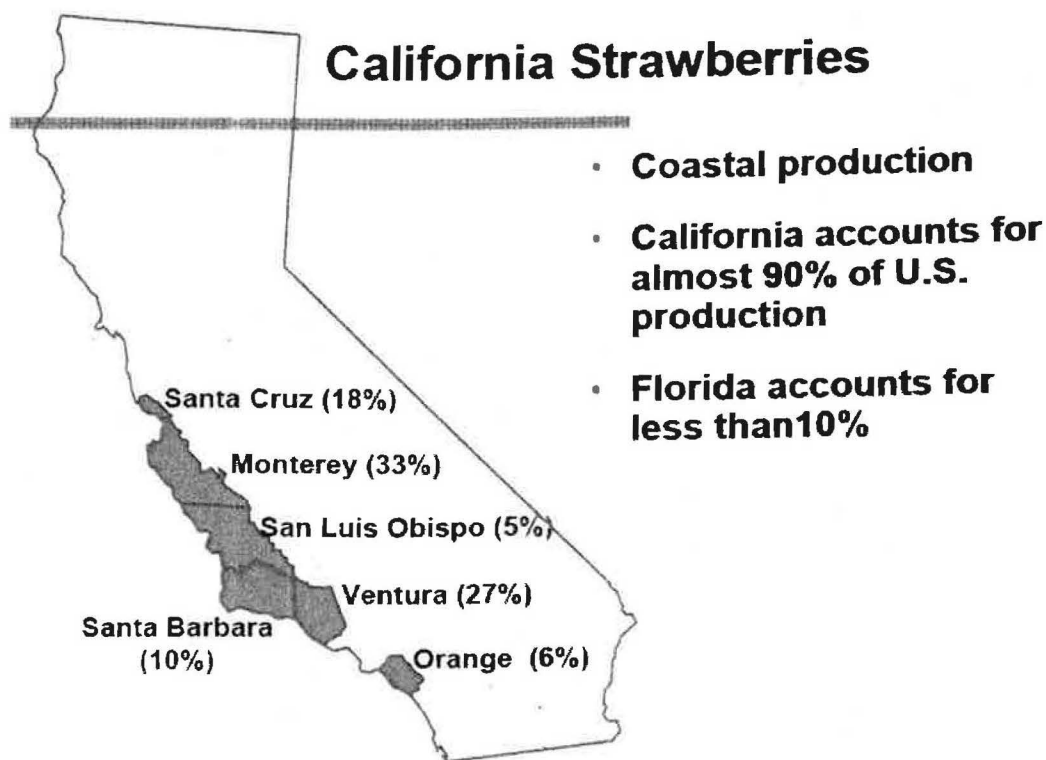


Figure 1. California Strawberries<sup>1</sup>

### ***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.

<sup>1</sup> 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](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-million 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***

<b>ITEM</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>SUBTOTAL</b>
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
<b>Total</b>	<b>\$350,000</b>	<b>\$325,000</b>	<b>\$350,000</b>	<b>\$1,025,000</b>

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

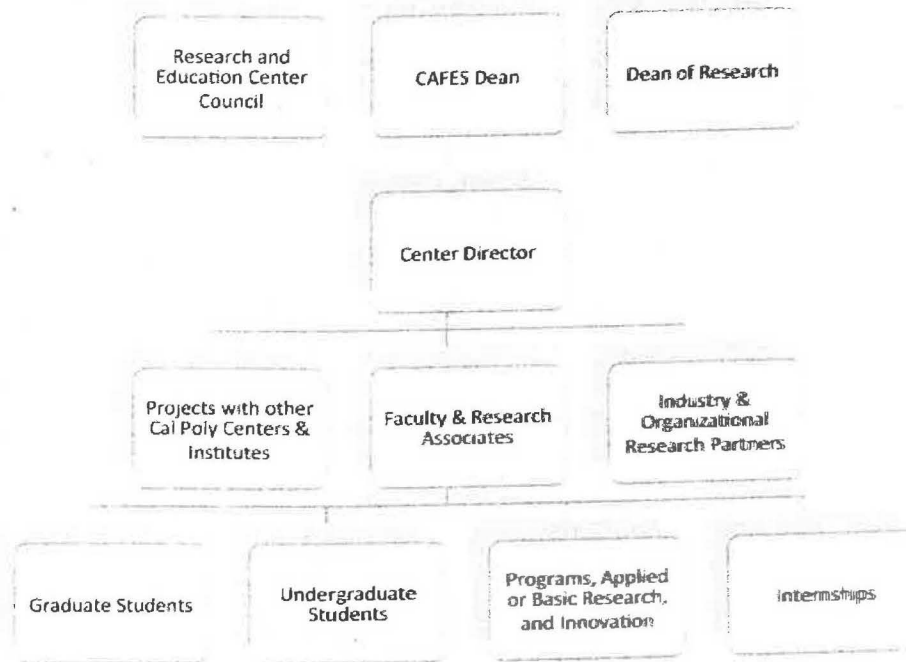
### *Center Technician*

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***



## **ASSESSMENT**

### ***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.



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November 26, 2013

Academic Senate  
California Polytechnic State University  
Building 38; Room 143  
San Luis Obispo, CA 93405

RE: Strawberry Sustainability Research and Education Center

Dear Academic Senate:

I am writing in support of the valuable partnership recently established between the California Strawberry Commission and California Polytechnic State University, resulting in the formation of the *Strawberry Sustainability Research and Education Center*. As a Cal Poly graduate in Crop Science, now serving as the President and CEO of Plant Sciences, Inc., I can attest first-hand to the vitally important role that Cal Poly plays in equipping young people for service and contribution to the California agricultural sector in general, and specifically the California strawberry industry.

I understand the role of the *Research and Education Center* will be primarily to fund faculty and student research, with the aim of providing solutions to many of the production and harvest challenges we face as an industry. In my opinion, the California strawberry industry has never been stronger (directly contributing 2.3 billion dollars annually to our state economy, while providing tens of thousands of jobs), yet has never been more vulnerable. We face constant challenges on numerous fronts; among the most pressing are: ever-increasing costs associated with growing the crop, ever-changing pest and disease complexes combined with fewer pest control options and increasing regulatory pressures, limited supplies of suitable water, and immigration policies that compromise both the employers and the laborers.

I am convinced that many solutions to our challenges will be provided by the curious and creative young people who will be well-equipped through the teaching and hands-on experience they will receive at Cal Poly, specifically with the support and encouragement of the staff and fellow students at the *Research and Education Center*. Hence, I fully commend your efforts and encourage your continued support of the *Strawberry Sustainability Research and Education Center*.

Sincerely,

Steven D. Nelson  
President and CEO

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**

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

5 WHEREAS, The ASI Board of Directors reaffirmed its commitment on behalf of the students  
6 at Cal Poly on the basis of the active role that ASI government took in assisting  
7 the 2013 Semester Review Task Force by consulting professionally and  
8 productively with students about a possible conversion; and  
9

10 WHEREAS, ASI also reaffirmed its commitment on the basis of the report from the 2013  
11 Semester Review Task Force; and  
12

13 WHEREAS, The Semester Review Task Force concluded that Cal Poly ought not to convert to  
14 the semester system due to several factors, including the estimated high financial  
15 cost of converting, the estimated high cost for faculty, staff, and student morale in  
16 converting, an inability to substantiate through research the purported benefits for  
17 student learning, and lost opportunity costs Cal Poly would suffer, particularly in  
18 areas such as student success and graduation rates; and  
19

20 WHEREAS, ASI resolution #14-02 is consistent with AS-757-13 Resolution on the Semester  
21 Review Task Force Findings and worthy of faculty support; therefore be it  
22

23 RESOLVED: That the Academic Senate supports the ASI resolution #14-02 and joins the ASI  
24 Board of Directors in reaffirming the commitment to the quarter system; and be it  
25 futher  
26

27 RESOLVED: That a copy of this resolution be forwarded to Chancellor White.

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

 **STUDENT  
GOVERNMENT  
MEMORANDUM**

TO: Dr. Jeffrey Armstrong  
University President

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

DATE: December 17, 2013

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

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.

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.

Attest: Hattie Br

ASI Secretary

[Signature]  
Signed:

ASI Chair of the Board

[Signature]  
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

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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.