



## Meeting of the Academic Senate Executive Committee

Tuesday, November 8, 2016

01-409, 3:10 to 5:00pm

- I. **Minutes:** Approval of October 18, 2016 and October 25, 2016 minutes (pp. 2-5).
- II. **Communication(s) and Announcement(s):** none.
- 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 Program Review Task Force:** (pp. 6-11).
  - B. **Resolution on In-Residence Requirement for Last 40 Units:** Gary Laver, Chair Academic Senate (p. 12).
  - C. **[TIME CERTAIN 4 P.M.] CONFIDENTIAL: Closed meeting, Executive Committee members only:**  
**Honorary Degrees:** Keith Humphrey, Vice President for Student Affairs (Materials will be sent electronically. Please do not print materials).
  - D. **Approval of Dr. Tom Mase, Professor and Associate Department Chair of Mechanical Engineering as the Cal Poly Faculty Athletics Representative:** Jessica Darin, Associate Vice President and Chief of Staff (p. 13).
  - E. **[TIME CERTAIN 4:20 P.M.] Approval of Faculty Affairs Committee Procedures:** Ken Brown, Chair Faculty Affairs Committee (p. 14).
  - F. **Approval of Instruction Committee's recommendations for 2018-2019 Academic Calendar:** Dustin Stegner, Chair Instruction Committee (pp. 15-24).
- V. **Discussion Item(s):**
  - A. Clarification of TERMS OF OFFICE bylaws of the Academic Senate II.B.1 (p. 25).
  - B. Questions for fall quarter calendar survey.
- VI. **Adjournment:**



## Minutes of the Academic Senate Executive Committee

Tuesday, October 18, 2016

1-409, 3:10 to 5:00pm

- I. Minutes: none.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
  - A. **Academic Senate Chair (Laver):** Gary Laver, Academic Senate Chair, announced that one person applied to serve on the CSU Faculty Trustee Recommending Committee.
  - B. **President's Office (Darin):** Jessica Darin, President's Chief of Staff, reported that Isaacson Miller will be conducting the search for the Vice President and Chief Officer for Diversity and Inclusion position. The search should conclude by early 2017.
  - C. **Provost (Pedersen):** Mary Pedersen, Senior Vice Provost of Academic Affairs and Planning, reported on Cal Poly's graduation initiative expected by 2025, which includes increasing 4-year graduation rates for students this year for the short-term goal and increasing 6-year and transfer graduation rates for the long-term goal. Cal Poly will be receiving \$800,000 to allocate to the graduation initiative. Plans to increase short-term graduation rates for this year include meeting with all 2,200 students slated to graduate Spring 2017 and supporting more Graduation Writing Requirement (GWR) offerings. The current 4-year graduation rate is 47%, with Cal Poly's goal being 55% by next year.
  - D. **Statewide Senate (LoCascio/Foroohar):** Jim LoCascio, Statewide Senator, shared a link to the Chancellor's proposal for a tuition increase in the CSU:  
<https://www2.calstate.edu/Documents/Possible-17-18-Tuition-Proposal.pdf>
  - E. **CFA:** none.
  - F. **ASI (Nilsen):** Riley Nilsen, Chair of the ASI Board of Directors, reported that the number of students registered to vote through TurboVote has increased from 300 to 1,100 students.
- IV. Business Item(s):
  - A. **Appointments to University Committee for 2016-2018.** M/S/P the appointment of Jill Nelson, Architectural Engineering Department, to the University Sustainability Advisory Committee for the 2016-2018 term.
  - B. **Appointment of Sheree Fu, Library Services and Dana Ospina, Library Services to the Academic Senate PCS Caucus for Winter Quarter 2017 and Spring Quarter 2017.** M/S/P to the appointment of Sheree Fu, Library Services, and Dana Ospina, Library Services, to the Academic Senate PCS Caucus For Winter Quarter 2017 and Spring Quarter 2017.
  - C. **Resolution on Reintroduction of AS-603-03/IC,CC,GEC [Resolution on Credit/No Credit Grading (CR/NC)]:** Gary Laver, Academic Senate Chair, reported that AS-603-03/IC,CC,GEC never received a final ruling from President Baker, but the e-mail correspondence between past Academic Chair Unny Menon, President Baker, and others has been retrieved and is available at the Academic Senate Office for viewing. The discussion will continue at the next Executive Committee meeting.
  - D. **Resolution on Procedures for Online Student Evaluation of Instruction:** Ken Brown, Faculty Affairs Committee Chair, presented the feedback received from the Academic Senate Retreat with regards to timing of the evaluation process. The data obtained recommend shortening the evaluation period from two weeks to a little over a week. Brown proposed that the Academic Senate require the Faculty Affairs Committee to report to the Academic Senate no later than Fall

2017 on response rate data for student evaluation participation in academic year 2016-2017 for advertisement on further changes to these procedures. M/S/P to agendize the resolution.

V. Discussion Items:

A. **CSM and OCOB Dean Search Committee candidates. M/S/P to approve the following people to serve on the CSM and OCOB Dean Search Committees:**

*College of Science & Math*

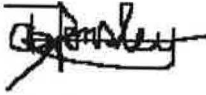
Chance Hoellwarth, Physics  
Seth Bush, Chemistry & Biochemistry  
Jonathan Shapiro, Mathematics  
Matthew Carlton, Statistics  
Phil Nico, Computer Science  
Jane Lehr, Women's & Gender Studies

*Orfalea College of Business*

Eduardo Zambrano, Economics  
John-Francois Coget, Management, HR & Information Systems  
Jay Singh, Industrial Technology & Packaging  
Joan Lindsey-Mullikin, Marketing  
Ken Macro, Graphic Communications  
Mark Bieraugel, Library

VI. Adjournment: 5:00 p.m.

Submitted by,



Denise Hensley  
Academic Senate Student Assistant



**CAL POLY**  
Academic Senate

**Minutes of the Academic Senate Executive Committee**

**Tuesday, October 25, 2016**

**38-114, 3:10 to 5:00pm**

- I. Minutes: M/S/P to approve the minutes from the September 27, 2016 and October 4, 2016 Academic Senate Executive meeting.
- II. Communication(s) and Announcement(s): none.
- III. Reports: none.
- IV. Business Item(s):
  - A. **Appointment to Faculty Trustee Recommending Committee.** M/S/P to appoint Gary Laver onto the Faculty Trustee Recommending Committee.
  - B. **Appointment to Academic Senate Program Review Task Force.** No formal decision was made on this matter. The matter will be discussed at the November 8, 2016 Academic Senate Executive Committee Meeting.
  - C. **Appointments to University Committee.** M/S/P to approve the following:

Jason Hailer, Construction Management	<i>Academic Assessment Council</i>
John Lawson, Architectural Engineering	<i>Campus Safety and Risk Management Council</i>
  - CI. M/S/P to appoint Margaret Bodemer as the 2016-2017 Part-time Employee Representative.
  - CII. M/S/P to appoint the following individuals as senators to the College of Liberal Arts.

Peter Schlosser, <i>Graphic Communication</i>	<i>2016-2017</i>
Colleen Twomey, <i>Graphic Communication</i>	<i>2016-2017</i>
Ritch Woffinden, <i>Communication Studies</i>	<i>Fall 2016</i>
  - CIII. M/S/P to appoint the following individual senator to the College of Architecture.

John Lawson, Architectural Engineering	<i>Spring 2017</i>
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- D. **Resolution on Bachelor of Science Degree Proposal in Public Health.** Kris Jankovitz, Professor from the Department of Kinesiology, presented a resolution on a Bachelor's of Science Degree Proposal in Public Health. She stated that going into the twenty-first century, a desire among students arose for careers in public health. In March 2015, the Registrar's Office approved the Bachelor's of Science Health Science, which ultimately became the Bachelor's of Science of Public Health. Jankovitz stressed the fact that the program has been fitted with the latest in Public Health technology. M/S/P to agendize.
- E. **Resolution on Retiring Obsolete Academic Senate Resolutions.** Senate Chair Laver presented a resolution that would allow for the retiring of obsolete Academic Senate resolutions. It was agreed that the resolution was needed and that old resolution should be archived for later possible significance. M/S/P to agendize.
- F. **Resolution on the Reintroduction of AS-603-03/IC,CC,GEC [Resolution on Credit/No Credit Grading (CR/NC)].** Senate Chair Laver presented the *Resolution on the Reintroduction of AS-603-03/IC,CC,GEC*. Senator Phil Nico presented *Resolution on Rescinding Resolution AS-603-03/IC,CC,GEC* asking to rescind the original resolution, AS-603-03/IC,CC,GEC. Gary Laver withdrew the *Resolution on the Reintroduction of AS-603-03/IC,CC,GEC*. M/S/P to agendize Resolution on Rescinding Resolution AS-603-03/IC,CC,GEC.

V. Discussion Item(s): none.

VI. Adjournment: 5:00 p.m.

Submitted by,



Mark Borges

Academic Senate Student Assistant

10.18.16

## Program Review Task Force

In 2000, the Task Force on Institutional Accountability and Learning Assessment (IALA) issued a report recommending **comprehensive changes** to the process of program review at Cal Poly. The Academic Senate accepted and adopted the report's proposals. The report received the President's approval in 2001, and its recommendations were then implemented leading to substantive improvement in Cal Poly's program review process. After fifteen years, it is again time to take stock of this process on campus.

Academic Senate resolution AS-716-10 (Resolution on Academic Assessment at the Program and University Levels) states, "the Academic Senate oversees university-level assessment," and the Academic Senate is forming a Program Review Task Force to examine program review **on campus** and **recommend modifications** to the process adopted since the IALA Task Force's report.

### CHARGES:

- Review **current campus program review policies** and goals
- Evaluate **program review process, template, and timeline** with regard to faculty workload
- Recommend best practices for improving program review and aligning it with campus action/strategic planning
- Develop a report recommending revised procedures for Academic Senate approval

### MEMBERSHIP DESCRIPTION:

- One representative from Academic Programs
- One Associate Dean from a college with programs **generally not receiving outside** accreditation
- One Associate Dean from a college with programs **generally undergoing outside** accreditation
- One department chair from a program not **subject to outside** accreditation
- One department chair from a program receiving **recent outside** accreditation
- Three faculty members representing programs having **recently undergone program review**
- One representative from Student Affairs
- One faculty from the Academic Senate Faculty Affairs Committee

The Academic Senate Chair will appoint the chair of the task force.

### MEETINGS:

Tentatively one-hour every other week

10.26.16

## **Nominations to Serve on the Program Review Task Force**

### **Brenda Helmbrecht, English (12 years at Cal Poly) Tenured**

I currently chair the General Education Governance Board and direct the university's Writing Program. In my role as writing director, I lead multiple university-wide assessment efforts (writing, critical thinking). As GEGB chair, I lead the committee through the GE program's self study in 2014-2015. I wrote and assembled much of the self-study report (with assistance from Mary Pedersen and Bruno Giberti). In 2015-2016, I helped identify internal and external program reviewers and worked with the committee to prepare for their site visit. Moreover, for the past two years, I participated in my own department's program review.

### **Bruno Giberti, Academic Programs and Planning (22 years at Cal Poly)**

I have lengthy experience in an externally accredited program, for which I have just recently (this summer) co-written the self-study. As Faculty Director of the University's WASC self-study, I supervised the review of the program review process itself — a critical component of the institution's capacity for quality assurance. This review by two groups consisting of faculty (in one case) and associate deans (in the other) resulted in recommendations for improvement of the process that are being implemented.

I am currently serving as the full-time Faculty Associate for Academic Programs and Planning, where my responsibilities include academic program review.

### **Debra Valencia-Laver (25 years at Cal Poly) Associate Dean**

I am writing to express my interest in serving as an associate dean representative to the Academic Senate's Program Review Task Force. I have over 25 years experience at Cal Poly, including more than 10 years experience as an associate dean in the College of Liberal Arts (CLA). Throughout my tenure as an associate dean, program review and assessment have been components of my portfolio of duties. One of my key accomplishments in this area, and one that has provided support to departments in collecting data for their program reviews, has been the development of a survey instrument to assess alumni and student impressions of their attainment of current program learning objectives. This instrument has been able to be used by many departments over a couple of program review cycles, thus providing them with some comparative information for informed decision making. In addition, I am involved with motivating the yearly assessment cycle in the college, including holding at least one meeting per academic year to share assessment ideas; serving as the college-level reviewer for program reports, representing the college in my administrative role to the university assessment committee; and taking part in the committee's yearly review of program reports.

Although the majority of CLA programs are unaccredited on an individual basis, the college also has a handful of programs that are accredited: Art & Design, Graphic Communication, and Music. Journalism is in the process of seeking the reinstatement of its accreditation. This mix of programs gives me a good perspective on the needs of the departments and the workload demands solid program review entails.

I have also helped with assessment at the university level, especially in direct support of the various University Learning Objective projects that went into the WASC report. I have long been a proponent of taking a multi-method, multi-measure approach to assessment and program review, stressing how a combination of direct and indirect methods can help provide insight into student learning. I am prepared to be an active and informed contributor to this committee. Thank you for your consideration.

**Doris Derelian, Food Science & Nutrition (12 years at Cal Poly) Tenured**

I am interested in this review task because as a Dept. Head and as a full-time faculty member, I have been involved in several external and internal program reviews as well as having served as an external program reviewer for other departments and other universities. I have an assessment background and am well versed in review paradigms.

**Geneva Reynaga-Abiko, Counseling Services – Student Affairs (3 years at Cal Poly)**

Dr. Reynaga-Abiko is currently Director of Counseling Services, which employs 13-15 counselor-faculty each academic year. In that role, Dr. Reynaga-Abiko significantly revised and implemented all clinical and administrative policies in accordance with the Chancellor's Office Executive Orders and the Unit 3 Collective Bargaining Agreement, with a particular focus on counselor-faculty workload and professional development. She successfully led a taskforce that developed Range Elevation Procedures for the counselor-faculty at Cal Poly; recently completed committee work at the Chancellor's office regarding mutual aid among campuses experiencing crises affecting student mental health; and continues to manage the daily functioning of Counseling Services, which treats several thousand Cal Poly students each year.

Dr. Reynaga-Abiko has served in higher education settings for 11 years, with over 9 years in a Director role. She is a licensed clinical psychologist who has taught diversity-related courses to undergraduate (e.g., *Race/Ethnicity*, University of Illinois; *Psychology of Diversity*, University of Colorado) and graduate students (e.g., *Clinical Issues in Human Diversity*, Colorado School of Professional Psychology), engaged in research projects (e.g., Primary Investigator, Student Mental Health Initiative, UC Merced, 2011 – 2013; Team Member, Task Force on Testing, Measurements, and Assessment of Latinos, National Latina/o Psychological Association, 2006 – 2009), published articles and book chapters (e.g., Reynaga-Abiko, 2015; Reynaga-Abiko, 2014; Piedra, Schiffner & Reynaga-Abiko, 2011; Acevedo-Polakovich, Reynaga-Abiko, et al., 2007), and developed training programs for comprehensive counseling departments on university campuses. She regularly assesses outcomes of departmental policies and procedures to ensure adequate quality in accordance with local (i.e., CSU) and national benchmarks. In January 2017, Dr. Reynaga-Abiko will begin a 3-year term on the editorial board of *The Counseling Psychologist*.

**Kellie Green Hall, Kinesiology (26 years at Cal Poly) Tenured, Associate Dean**

I am interested in serving on the Program Review Task Force. I am a full Professor in Kinesiology and have been involved in every level of 3 departmental program reviews for my home department, including the Graduate Program's review. As of Jan 1, 2015, I have been serving as half time Associate Dean for the College of Science and Math and half time Professor in Kinesiology. One of my responsibilities as Associate Dean is to oversee the Program Review process for the Departments within our College. I have worked with the School of Education, Statistics, Mathematics, and Physics as they completed their Program Review in the last two years. We are currently in the Action Plan stage with Math and Stats. I am also working with Biology, Chemistry and Kinesiology to complete the self-study phase of their Program Reviews. I have also been involved in two CSM center reviews and understand the difference between a program and a center review.

My undergraduate degree is in Applied Mathematics with a Chemistry minor. My PhD is in Kinesiology with an emphasis area in Statistics. I have always had a passion for assessment which naturally spills over into Program Review. Another area in CSM that I oversee is the annual assessment reports. I have been trying for the last couple of years to find more concrete ways to help guide annual assessment efforts towards deeper engagement in the program review process. I think the Program Reviews are an excellent opportunity to get an entire department focusing on learning outcomes, strategic plans, and curriculum mappings. These opportunities can help facilitate progress and growth within a department. There are many ways that we could perhaps strengthen and streamline the Program Review Process, and I've love to be a part of trying to figure that out.

**Ken Brown, Philosophy (9 years at Cal Poly) Tenured, Faculty Affairs Committee Chair**

I am chair of the Faculty Affairs Committee, which is required to send a representative to this task force. The FAC brought the issue of workload in program review and assessment to the Senate Executive Committee, and contributed to the process that led to the formation of this task force.

**Steve Rein, Statistics (17 years at Cal Poly) Tenured**

Statistics went through program review last year. I am applying for one of the three positions of a faculty member having gone through program review.

What I feel I can offer the committee is:

The perspective of a department which is largely service oriented, highly technical in nature but also has a very strong major.

To be fully honest, I believe that the perspective of a statistician cannot but help the discussion of how data can be brought to bear on questions related to program review. Certainly there are plenty of people with good statistical insight, but the review of program review should include someone with such a background.

Furthermore, I can offer the committee an additional perspective, that of the Senate. Admittedly there are not too many past Senate chairs, but having a past Senate chair serving on the committee cannot hurt with trying to figure out steps the Senate can take based on the findings of the Task Force. This is especially important in light of AS-760-10.

**Tal Scriven, Philosophy (36 years at Cal Poly) Tenured - Department Chair**

I have been intimately involved in program reviews as a chair and principal author (twice) and as an external reviewer (at Chico state). I have also been on the GEGB as that body struggled with the process. Finally, I have been a CLA chair for 15 of my 36 years here and, I believe, I am somewhat prepared to give adequate voice to some of the concerns about the process that are extant in my college.

I have no malicious agenda. My only aim is to help discern the empirical foundations of the current process and, if warranted, the most efficient means to its improvement.

11.0116

## Program Review Task Force

### MEMBERSHIP

Name	Title	Department	College/Unit	Phone	E-mail
Valencia-Laver, Debra	Associate Dean		CLA	62359	dvalenc
Scriven, Tal	Department Chair	Philosophy	CLA	61397	tscriven
Reynaga-Abiko, Geneva	Student Affairs	Counseling Services	CH&W	6251	greynaga
Rein, Steve	Faculty Members	Statistics	CSM	62941	srein
Helmbrecht, Brenda	Faculty Member	English	CLA	62178	bhelmbre
Green Hall, Kellie	Associate Dean	Kinesiology	CSM	61776	kghall
Giberti, Bruno	Faculty Coordinator for Policies, Assessment & Accreditation		Academic Programs	62254	bgiberti
Derelian, Doris	Faculty Member	Food Science & Nutrition	CAFES	66130	derelian
Brown, Ken	Faculty Affairs Committee	Philosophy	FAC/CLA	62974	dbrown07
	Department Chair				

Adopted:

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

AS-\_\_-16

**RESOLUTION ON IN-RESIDENCE REQUIREMENT FOR LAST 40 UNITS**

- 1 WHEREAS, Cal Poly currently requires undergraduate students to take on campus at least 30 of their last  
2 40 units required for the degree; and  
3  
4 WHEREAS, This requirement was established at a time before 4-unit courses were the norm at Cal Poly;  
5 and  
6  
7 WHEREAS, Raising the cap for off-campus transfer credit from 10 to 12 of the last 40 units would  
8 correspond to three 4-unit courses and reduce the need for special petitions; therefore be it  
9  
10 RESOLVED: That Cal Poly lower from 30 to 28 the number of units from a student's last 40 required for  
11 the degree that must be taken in residence; and be it further  
12  
13 RESOLVED: That the *Cal Poly Catalog* reflect and the Registrar's Office enforce this change effective  
14 immediately.


Proposed by: Academic Senate Executive Committee  
Date: September 27, 2016



## MEMORANDUM

Cal Poly | Office of the President

**To:** Academic Senate Executive Committee      **Date:** October 31, 2016

**From:** Jeffrey D. Armstrong  
President 

**Subject:** Faculty Athletic Representative

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I seek your support of the appointment of Dr. Tom Mase, Professor and Associate Department Chair of Mechanical Engineering in the College of Engineering, as the Cal Poly Faculty Athletic Representative (FAR) effective July 1, 2017. This appointment is necessary due to the upcoming retirement of Dr. Ken Walker, who has faithfully served in this role for 13 years.

As a former student-athlete himself, Dr. Mase has a clear understanding of the time demands, concerns and stress that can be placed on student-athletes, as well as an understanding of the university's expectations for a Division I student-athlete. Dr. Mase has a passion for sport and a deep appreciation of the role of intercollegiate athletics.

The NCAA believes the voice of the faculty is important in NCAA governance, organization, legislative oversight, and institutional control of member programs. A brief summary of the role of the FAR is listed below:

- The FAR is recognized as the representative of the institution and its faculty in the relationship between the university and the NCAA.
- The FAR is a presidential appointee, and will report to the president on all matters related to the athletic program. Additionally, the FAR will serve on the Athletics Advisory Board.
- The Athletics Compliance office and the Mustang Success Center will work closely with the FAR on waivers, eligibility, graduation rates, admissions and academic probation issues.
- Each Athletic Department staff meeting shall involve the FAR, and the FAR will regularly meet with the Athletic Director, President and Vice Presidents.
- The FAR meets with each student-athlete who is on academic probation and helps counsel them on methodology to get back on track.
- The FAR will serve on the admissions committee tracking each student-athlete application.

Since the appointment of Dr. Mase would not begin until July 1, 2017, he will be able to spend the year learning from the experience of Dr. Walker who has well-served our university in this role. Dr. Mase's candidacy for the FAR role has been thoroughly vetted by my senior leadership team as well as leaders in our athletic department, and he comes with high recommendations from all parties.

Thank you for your consideration of this request. I look forward to hearing from you.

**Phone: 805-756-6000 | [presidentsoffice@calpoly.edu](mailto:presidentsoffice@calpoly.edu)**

Proposed revisions for Fall 2016

Revised: October 25 2010

Approved by Academic Senate Executive Committee  
on November 2 2010

## **Faculty Affairs Committee**

### **Membership:**

Shall include a voting General Faculty representative from each college and Professional Consultative Services. The Academic Senate Chair is an ex officio, nonvoting member. Voting ex officio members of the Faculty Affairs Committee shall be the Associate Vice ~~President~~ Provost for Academic Personnel or designee and an ASI representative.

The Chair of the Faculty Affairs Committee will be appointed annually by the Chair of the Senate, with the approval of the Executive Committee.

### **Meetings:**

1. A simple majority of the voting members shall constitute a quorum for a meeting. A quorum is required to conduct business.
2. Meetings shall be called at the discretion of the chairperson or upon the request of three members of the committee. Committee is required to meet at least once per quarter during the academic year. Regular meetings shall be scheduled during normal work hours.
3. Notification of meetings shall be sent by the chairperson at least three (3) working days before the meeting date. Committee may establish regular meeting times. Upon committee agreement, a regular meeting time shall constitute notice.
4. A vote by the majority of the voting members attending a meeting would reflect the recommendations of the committee. ~~Members may not vote by proxy. Voting shall take place by a show of hands unless one attending member requests a secret ballot. The record shall show the resulting vote. Voting shall occur according to section VIII.D of the BYLAWS OF THE ACADEMIC SENATE~~
5. A committee report addressing actions and recommendations of the committee shall be filed at the Academic Senate office at least once each quarter. Minority reports also may be filed with that office.

### **Procedures for selecting issues to be addressed by the committee:**

The committee will select issues to be addressed from two primary sources: The committee members and the Senate Executive Committee. The final selection of issues to be addressed will be made in consultation and with the approval of the Senate Executive Committee.

### **Reporting Procedures:**

Faculty Affairs Committee shall report to the Senate. Committee's recommendations shall not be considered policy statements until when formally approved by the Senate.

To: Gary Laver, Chair, Academic Senate  
From: Dustin Stegner, Chair, Academic Senate Instruction Committee  
Subject: 2018-19 Academic Year Calendar Recommendation  
Date: October 31, 2016

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The Academic Senate Instruction Committee met on October 25, 2016 to review the options for the 2018-19 Academic Calendar. Please find below the committee's recommendations for the different quarters:

- |              |           |  |
|--------------|-----------|--|
| Summer 2018: | Option 1  | Rationale: The calendar fulfilled all of the requirements outlined in CAP. No other options were presented.  |
| Fall 2018:   | Option 2  | Rationale: Based on the university-wide feedback and discussion in committee, this option has the benefits of a week-long Thanksgiving Break, which has been supported widely by students and faculty, and of a Monday start day. This is far less disruptive than the 2016-17 calendar (also reflected in Option 1), which has a Thursday start day. Two programs in the College of Liberal Arts raised concerns about the week-long holiday for Thanksgiving, but the committee concluded that many groups across campus felt this to be a very effective calendar option. |
| Winter 2019: | Option 1b | Rationale: The committee concluded that having a Tuesday run on a Monday schedule for Presidents' Day in February rather than Martin Luther King, Jr. Day in January would be more effective since it falls later in the quarter.  |
| Spring 2019: | Option 1  | Rationale: The calendar fulfilled all of the requirements outlined in CAP. No other options were presented.  |

State of California  
M e m o r a n d u m



**Date:** September 26, 2016

**To:** College Deans (Academic Deans' Council)  
Jana Colombini, ASI President  
Beth Gallagher, Human Resources  
Keith Humphrey, Student Affairs  
Gary Laver, Academic Senate  
Lorlie Leetham, Cal Poly Corporation  
Al Liddicoat, Academic Personnel  
Dustin Stegner, Academic Senate Instruction Committee  
Cynthia Villa, Administration and Finance

**Cc:** President Jeffrey Armstrong, Provost Kathleen Enz Finken, Jessica Darin, Bill Britton, Kimi Ikeda, James Maraviglia, Susan Olivas, Mary Pedersen, Brian Tietje

**From:** Cem Sunata, University Registrar 

**Subject:** 2018-2019 Academic Calendar Consultation

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In accordance with Campus Administrative Policy 211 (<http://policy.calpoly.edu/cap/200/cap210.htm>), the Provost, or his/her designee, proposes a calendar to the President for approval, following consultation with various campus constituencies including the Academic Deans' Council, Academic Senate Executive Committee, Academic Senate Instruction Committee, ASI, Academic Personnel, Human Resources, Cal Poly Corporation, and Student Affairs. Recipients are encouraged to seek input from their respective organizations.

Currently, Cal Poly is operating on an approved Academic Calendar extending through the end of Spring Quarter 2018. Attached are quarter-by-quarter calendar proposals for the period from Summer Quarter 2018 through Spring Quarter 2019. For each quarter's proposal:

- 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 for each option. Key dates are highlighted, such as final examination periods and academic holidays.

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 on the proposed options to Susan Olivas, Office of the Registrar** ([solivas@calpoly.edu](mailto:solivas@calpoly.edu)) **on or before Friday, October 21, 2016.**

We are then requesting that the Academic Senate Executive Committee, after reviewing the proposals and the feedback received from other parties, makes its recommendation on or before **Friday, November 18, 2016.**

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

Attachments

## Summer Quarter 2018

### Campus Administrative Policy for consideration:

- 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."

**Note:** The following dates are based upon a 10-week session, the longest possible session. Actual sessions to be offered during the summer will be determined at a later date.

Summer 2018	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 25, Monday	July 4, Wednesday September 3, Monday	August 31, Friday (for a 10-week session)	September 4 - 6, Tuesday-Thursday (for a 10-week session)	Due to Labor Day on September 3, the final examination period is shortened and follows a three-day block, which has been utilized in previous summers. (Note: In summer quarters 2014, 2015 and 2016, there were 2-3 classes in the 10-week session with finals week exams. All other classes were activities, laboratories, or supervisory.) Instructional Days = 49

JUNE 2018						
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 2018						
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 2018						
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	

SEPTEMBER 2018						
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:

Commencement	Academic Holiday	First Day of Classes	Final Exams
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## Fall Quarter 2018

### Campus Administrative Policy for consideration:

- 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."
- Per CAP 211.1, "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."
- 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."

Fall 2018	Break between Summer and Fall terms	First Day of Classes	Academic Holiday	Last Day of Classes	Final Exam Period	Break between Fall and Winter terms	Notes
Option 1  • Classes start Thursday • No classes during Thanksgiving week	6 calendar days	Fall Conference starts Sept. 13, Thursday  Classes start Sept. 20, Thursday	November 12, Monday  November 19 - 23, Monday – Friday	December 7, Friday	December 8, Saturday Common Finals Option  December 10-14, Monday - Friday	3 weeks	There is no major religious or cultural holiday on the first day of classes.  Instructional Days = 51
Option 2  • Classes start Monday • No classes during Thanksgiving week	10 calendar days	Fall Conference starts Sept. 17, Monday  Classes start Sept. 24, Monday	November 12, Monday  November 19 - 23, Monday – Friday	December 7, Friday	December 8, Saturday Common Finals Option  December 10-14, Monday - Friday	3 weeks	There is no major religious or cultural holiday on the first day of classes.  Instructional Days = 49
Option 3  • Classes start Monday • Classes meet Monday and Tuesday of Thanksgiving week	10 calendar days	Fall Conference starts Sept. 17, Monday  Classes start Sept. 24, Monday	November 12, Monday  November 21 - 23, Wednesday – Friday	December 7, Friday	December 8, Saturday Common Finals Option  December 10-14, Monday - Friday	3 weeks	There is no major religious or cultural holiday on the first day of classes.  Instructional Days = 51

Fall Option 1 (Classes start on a Thursday; no classes during Thanksgiving week)

SEPTEMBER 2018						
S	M	T	W	T	F	S
26	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						

OCTOBER 2018						
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 2018						
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 2018						
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:

Academic Holiday	Fall Conference	First Day of Classes	Common Finals Option	Final Exams	Commencement
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Fall Option 2 (Classes start on a Monday; no classes during Thanksgiving week)

SEPTEMBER 2018						
S	M	T	W	T	F	S
26	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						

OCTOBER 2018						
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 2018						
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 2018						
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:

Academic Holiday	Fall Conference	First Day of Classes	Common Finals Option	Final Exams	Commencement
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Fall Option 3 (Classes start on a Monday; classes meet Monday and Tuesday of Thanksgiving week)

SEPTEMBER 2018						
S	M	T	W	T	F	S
26	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						

OCTOBER 2018						
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 2018						
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 2018						
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:

Academic Holiday	Fall Conference	First Day of Classes	Common Finals Option	Final Exams	Commencement
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## Winter Quarter 2019

### Campus Administrative Policy for consideration:

- 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 2019	Break between Fall and Winter terms	First Day of Classes	Academic Holiday	Last Day of Classes	Final Exam Period	Notes
Option 1a or 1b	3 weeks	January 7, Monday	January 21, Monday  February 18, Monday	March 15, Friday	March 16, Saturday Common Finals Option  March 18 - 22, Monday - Friday	Follow a Monday schedule on a Tuesday, so there are nine offerings of Monday classes during the term. Options are: 1a) Tuesday, January 22, after Martin Luther King Jr. holiday on January 21 1b) Tuesday, February 19, after President's Day holiday on February 18  Considerations: <ul style="list-style-type: none"> <li>Can affect part-time instructors with other jobs off-campus (e.g. at Cuesta) and students' jobs off-campus.</li> <li>Occurrence later in term may affect mid-term schedules.</li> </ul> Instructional Days = 48

### Winter Option 1a or 1b

JANUARY 2019						
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	1a	23	24	25	26
27	28	29	30	31		

FEBRUARY 2019						
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	1b	20	21	22	23
24	25	26	27	28		

MARCH 2019						
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:

Academic Holiday	First Day of Classes	Change to a Monday Schedule	Common Finals Option	Final Exams
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## Spring Quarter 2019

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

Spring 2019	Break between Winter and Spring terms	First Day of Classes	Academic Holiday	Last Day of Classes	Final Exam Period	Notes
Option 1	1 week	April 2, Tuesday	April 1, Monday  May 27, Monday	June 7, Friday	June 8, Saturday Common Finals Option  June 10 - 14, Monday-Friday	Follow a Monday schedule on Tuesday, May 28, following Memorial Day holiday on Monday, May 28. Considerations: <ul style="list-style-type: none"> <li>Can affect part-time faculty with other jobs off-campus (e.g. at Cuesta) and students' jobs off-campus.</li> <li>Occurrence later in term may affect mid-term schedules.</li> </ul> Instructional Days = 48

April 2019						
S	M	T	W	T	F	S
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 2019						
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 2019						
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:

Academic Holiday	First Day of Classes	Change to a Monday Schedule	Common Finals Option	Final Exams	Commencement
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# SUMMARY OF CALENDAR DAYS

## Academic Year (F-W-Sp)

	Summer 2018	Fall 2018	Winter 2019	Spring 2019
Beginning Year/Term*	--	5	--	--
MWF Days	29	30	29	29
TR Days	20	21	19	19
Total Instructional Days	49	49-51	48	48
Final Exams	TBD <sup>†</sup>	6	6	6
Evaluation Day	--	--	--	--
Commencement	--	1	--	1 <sup>‡</sup>
Total Academic Work Days	49 <sup>†</sup>	61-63	54	55

Total Academic Year Instructional Days (F-W-Sp) = 145 or 147

Total Academic Year Work Days (F-W-Sp) = 171 or 173

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 and a maximum of 180 academic work days in the academic year.

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\* Fall Conference

<sup>†</sup> Final exam periods for summer term are determined by the number and length of sessions offered.

<sup>‡</sup> Spring commencement occurs over the course of 2 days with departments participating in 1 of those days.

## ***BYLAWS OF THE ACADEMIC SENATE***

Fall 2016

### II. MEMBERSHIP OF THE ACADEMIC SENATE

#### B. TERMS OF OFFICE

1. Terms of office for senators: the elected term of office for senators shall be a two-year term or one-year term when the caucus membership changes by more than two representatives. ~~A senator can serve a maximum of two consecutive, elected terms~~ A senator can serve a maximum of four consecutive years and shall not again be eligible for election until one year has elapsed. A senator appointed to fill a temporary vacancy for an elected position shall serve until the completion of that term or until the senator being temporarily replaced returns, whichever occurs first. If this temporary appointment is for one year or less or if the senator is serving a one-year elected term, it shall not be counted as part of the ~~two-term~~ four years maximum for elected senators. The representative for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms.
2. Terms of office for Academic Senate Chair: once a senator is elected to serve as Academic Senate chair, that senator becomes an at-large member of the Academic Senate and the position vacated becomes a college vacancy to be filled by the college caucus. The elected term of office for Academic Senate Chair shall be a maximum of three one-year consecutive terms.

#### C. REPRESENTATION

1. Colleges and Professional Consultative Services with an even number of senators shall elect one-half of their senators each year. Those with an odd number of senators shall not deviate from electing one-half of their senators each year by more than one senator. All of the senators from each college and Professional Consultative Services shall constitute the appropriate caucus.
2. When a college or Professional Consultative Services with an uneven number of senators gains a new senator due to an increase in faculty in a year when more than one-half of their senators are to be elected, the new Senate position shall be for one year for the first year, then two years thereafter.
3. There shall be no more than one senator per department/teaching area elected by any college where applicable until all departments/teaching areas within that college are represented. A department/teaching area shall waive its right to representation by failure to nominate. This bylaw shall have precedence over Article III.B of the *Bylaws of the Academic Senate*.