Meeting of the Academic Senate Executive Committee
Tuesday, November 5, 2019
01-409, 3:10 to 5:00pm

I. Minutes: October 15, 2019 minutes (pp. 2-3)

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

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

IV. Business Item(s):
A. Appointment to Academic Senate Committees for the 2019-2021 term: (pp. 4-6)
B. Appointment of Jonathan Shapiro, CSM, as a substitute for Joyce Lin for Winter and Spring 2019
C. Appointment of Gordon Rees, Natural Resources Management and Environmental Sciences Department to the CAFES Caucus for the 2019-2021 term
D. Appointment of Course Renewal Task Force Members: (p. 7)
E. Appointment of Double Major Policy Task Force Members: (p. 8)
F. Resolution in Support of the Academic Senate of the California State University Resolution AS-3397-19 Towards Implementation of an Ethnic Studies System Requirement: Dustin Stegener, Academic Senate Chair (Handouts to be given at meeting)
G. Personnel Policies Consent Agenda Items: Ken Brown, Academic Senate Faculty Affairs Committee (pp. 9-18)
H. Resolution on University Faculty Personnel Policies Subchapter 11.5: Associate Dean Appointments: Ken Brown, Academic Senate Faculty Affairs Committee (pp. 19-22)
I. Resolution on University Faculty Personnel Polices Subchapter 12.2: Office Hours: Ken Brown, Academic Senate Faculty Affairs Committee (pp. 23-32)
J. [TIME CERTAIN 4:40] Approval of Instruction Committee’s Recommendations for the 2021-2022 Academic Calendar: John Hagen, Academic Senate Instruction Committee Chair (p. 33-59)

V. Discussion Item(s):
A. Student Roster Information: Cem Sunata, Registrar

VI. Adjournment:
Meeting of the Academic Senate Executive Committee  
Tuesday, October 15, 2019  
01-409, 3:10 to 5:00pm

I. Minutes: M/S/P to approve the October 1, 2019 Academic Senate Executive Committee minutes.

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

III. Reports:
A. Academic Senate Chair: none.
B. President’s Office: none.
C. Provost: Mary Pedersen, Interim Provost, reported that the Provost’ Office is working to project enrollment numbers for the next few years.
D. Statewide Senate: none.
E. CFA: Lewis Call, CFA President, reminded the committee that the CFA Bargaining Survey will be open until November 25. The survey is available at: https://www.surveymonkey.com/r/CFABargSurvey2019. Additionally, Call reported that a Meet and Confer will be held on November 21 to discuss compensation for faculty who teach during summer session.
F. ASI: Rob Moore, Chair of ASI Board of Directors, announced that the board will look at resolutions regarding on-campus housing for second-year students as well as recognizing October as Domestic Violence Awareness Month.

IV. Business Item(s):
A. Appointment of Stacy Kolegraff, Construction Management, to the Academic Senate Distinguished Scholarship Awards Committee. 
M/S/P to postpone discussion of this appoint to the next Academic Senate Executive Committee meeting.
B. Appointment of Antonio Garcia, Physics, to the Academic Senate Grants Review Committee.
M/S/P to appoint Antonio Garcia to the Academic Senate Grants Review Committee.
C. Appointment of Grace Yeh, Ethnic Studies, as the Academic Senate USCP Committee Chair.
M/S/P to appoint Grace Yeh as the Academic Senate USCP Committee Chair.
D. Approval of 2 WTUs for the Academic Senate USCP Committee Chair.
M/S/P to approve 2 WTUs for the Academic Senate USCP Committee Chair.
E. Resolution on Updating the United States Cultural Pluralism (USCP) Criteria.
Jose Navarro, GE Governance Board and Diversity and Inclusion Working Group, presented a resolution that would revise the university’s USCP criteria, which has not been updated for nearly a ten years. M/S/P to agendize the resolution.
F. Task Force Formation.
Dustin Stegner, Academic Senate Chair, proposed the formation of a Course Renewal Task Force and a Double Major Policy Task Force. Information about these can be found on pages 12 and 13 of the meeting agenda at: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/agendas/19-20_agendas/ea101519.pdf. M/S/P to create the Course Renewal Task Force, M/S/P to create the Double Major Policy Task Force.

805-756-1258 ~~~ academicsenate.calpoly.edu
G.  [CLOSED SESSION] An honorary degree presented by Keith Humphrey, Vice President for Student Affairs.

V.  Discussion Item(s): none.

VI.  Adjournment: 5:00 p.m.

Submitted by,

Katie Terou

Katie Terou, Academic Senate Student Assistant
Statements of Interest Received for
2019-2021 Academic Senate Committee Vacancies by College
(All appointments are for 2-years unless noted below)

**College of Agriculture, Food and Environmental Sciences**

**Distinguished Teaching Awards Committee (2019-2020)**

**Franklin Gaudi, BioResource and Agricultural Engineering (17 years at Cal Poly) Tenure Track**

I am interested in serving on the Teaching Award Committee for a couple of reasons:

1. I would like to network with educators across the campus that are at the top of their profession.
2. I want to learn strategies from the award nominees to improve my own teaching pedagogy at Cal Poly.

These might sound like selfish reasons, but to be good at my job I believe I need to learn from others who are very good at their job. While I have been employed by Cal Poly for more than 17 years, I was also a student prior to that, so my Cal Poly roots are rather deep. I have been teaching in the BRAE department for about 12 years now. I started as a lecturer and I am now in a tenure track position. As I continue down this career path, I want to continue to grow in my teaching ability. I think this committee can help me with that goal.

Pertinent accomplishments include the Excellence in Education Award winner through the Irrigation Association in 2018 as well as being named the Outstanding Lecturer Award winner for CAFES in 2018. While these awards are nice, the greatest recognition comes from the students. The comments that I receive from them each quarter keep me motivated and engaged in my classroom. This is what I hope to gain from the committee, what techniques do other teachers use to inspire their students.

**Michael La Frano, Food Science and Nutrition (3 years at Cal Poly) Tenure Track**

My interest is primarily due to my motivation to continually improve as an educator. I came to Cal Poly without any experience as an instructor of record for courses at any level. Thus, I have had to work tirelessly at getting better at teaching throughout my 3+ years here. With the help of CTLT activities and viewing of colleague lectures, I have learned a great deal. I believe that I now have a very good sense of what makes a good teacher at this point that I could contribute in the assessment of teachers on this Distinguished Teaching Awards Committee. However, I am also interested in being exposed to more styles of teaching during the process of being on the committee in order to further improve my own techniques.

**College of Architecture and Environmental Design**

**Curriculum Committee**

**Distinguished Scholarship Awards Committee**

**Stacy Kolegraff, Construction Management (9 years at Cal Poly) Tenure Track**

Thank you for considering me for service on the Distinguished Scholarship Committee. Looking at the requirements for the scholarship award, it is my understanding that students, faculty, and staff can nominate faculty members who (1) have quality scholarship work; (2) apply that work to serve the students; and (3) apply that work to serve Cal Poly.

As a tenure track professor and current PhD student, I have spent considerable time both researching and analyzing research design. Conducting research and reading what others has done is exciting for me and I approach this work enthusiastically, knowing that what I read may somehow inform or connect to another area of interest. I am the faculty advisor for the Women in Construction club and chair of the CAED Faculty Diversity and Inclusivity Committee. As chair, I work closely with the student Diversity and Inclusivity club and have heard the impact teachers have had, both positively and negatively, on their academic career. Having this perspective, I am empathetic to student needs and want to celebrate the faculty members who have made a positive impact on students and the campus community overall.

I have served in numerous teams, both in academia and industry, and am action oriented, working to get the work done within required timelines while still respecting and gaining input from the
collective team. I enjoy working with others and learning about the different types of work being
done on campus, and am excited at the prospect of being on a committee that supports research to
move our community forward.

Additional info requested by the senate regard Stacy Kolegraff’s scholarly activities:

Thank you for considering me for service on the Distinguished Scholarship Committee. I have
been asked to provide some additional background about my scholarly work and, since I am early
in my academic career, it is limited. However, I have had some initial success which is
documented on my CV, attached. I am also halfway through a PhD program with Indiana State
University, and, in that program, learned more about research design and, with that, have
analyzed, scrutinized, and researched many different topics.

Additionally, I am interested in joining the committee to gain a grainer perspective of the types of
research being conducted across the different disciplines within the university, so I have a holistic
understanding of the university’s strengths and capacities. Additionally, being a new tenure track
faculty member at the beginning of my research journey, serving on this committee would
provide some mentorship on they types of exemplary accomplishments and bodies of
achievement to which I could aspire.

Looking at the requirements for the scholarship award, it is my understanding that students,
faculty, and staff can nominate faculty members who (1) have quality scholarship work; (2) apply
that work to serve the students; and (3) apply that work to serve Cal Poly. I would look forward
to reading about the type of work being conducted, and am most excited to see how that work is
applied to serve students and others within the campus community.

Faculty Affairs Committee
Instruction Committee

Orfalea College of Business
Distinguished Teaching Awards Committee
Diversity Committee (2019-2020)
Fairness Board
GE Governance Board (2019-2020)

College of Engineering

College of Liberal Arts
Instruction Committee (2019-2021)

College of Science and Math

Professional Consultative Services
Budget and Long-Range Planning Committee
Distinguished Scholarship Awards Committee
Distinguished Teaching Awards Committee
Research, Scholarship and Creative Activities Committee (2019-2020)
Sustainability Committee

USCP Review Committee
1 Faculty at Large

Arthur White, Music (1 year at Cal Poly) Tenure Track
I have collaborated with various academic programs, and designed concerts and workshops with student
groups, to explore issues of diversity, inclusion, and equity while on the faculties of Northeastern State
University and the University of Missouri. Promoting these issues has been a integral part of my career in
jazz education, and I wish to continue this work at Cal Poly.
Statements of Interest Received for
2019-2021 University Committee Vacancies
(All appointments are for 1-year unless noted below)


UNIVERSITY UNION ADVISORY BOARD – 1 vacancy: (2019-2020)
Statements of Interest Received for
2019-2020 Course Renewal Task Force

Two at-large faculty members

**Brenda Hembrecht, English (15 years at Cal Poly) Tenured**

As the previous GEBG chair, I led the GEBG through the General Education self-study and program review, 2014-2016. As part of the self-study, I researched course renewal processes at other campuses and discussed this approach with the GEBG. The committee had been in agreement that there should be some process by which GE courses can be revisited by programs offering them.

I collaborated with the GEBG to draw up a statement regarding the importance of course renewal. I wrote the following for the GE self-study:

“Currently, the GEBG does not have a mechanism by which a previously approved GE course is reviewed. Once a course is approved, the proposal is seldom revisited by the proposer, the department, or the GEBG. However, the GEBG recognizes that course content and pedagogical approaches necessarily shift over time and existing courses can fall out of currency.”

I also drafted the proposed renewal process in that appears in the self-study in Section IIA: Programmatic Components and Section IV: Conclusions.

I think course renewal should be a process that helps departments articulate their currency, but that does not create an undue burden for faculty, especially those in GE-heavy programs that consistently propose new courses and engage in GE course development.

**Eric Olsen, Industrial Technology and Packaging (16 years at Cal Poly) Tenured**

This process has a huge impact on the lives of students, faculty, and administrators. It is at the heart of the value we deliver as a university. I would be willing to help if the taskforce is interested in taking a value driven approach that involves everyone in systematic problem solving and reducing bureaucratic waste. I am interested in seeing a fresh approach to doing task force type work for the Academic Senate.
Statements of Interest Received for
2019-2020 Double Major Task Force

One faculty representative from each college:

**College of Agriculture, Food & Environmental Sciences**

**Megan Silcott, Agricultural Education and Communication, CAFES (8 years at Cal Poly) Lecturer**
I am a product of the department I’m honored to teach in. I spread out three minors and my degree in Agricultural Science over five years as a student, graduating in 2009. After working for a fertilizer company, I returned for a master’s starting out in Agribusiness and switched to Agricultural Education, completing that degree in 2014.

Students who walk through my office are always encouraged to make the most of their undergrad through research and adding depth to their character through extra curriculars. But I also make a point to pursue minors outside of their “typical” major coursework. It sets them apart in many situations from career readiness to interview conversations.

We’ve (AGED) had several students now, graduate within three years of undergrad, without minors. Those students would have made wonderful double major candidates if they were interested in staying a full four years or an extra quarter. While many factors contribute to a student’s drive to graduate early, pursue multiple minors, or double major, I believe I have first-hand experiences with working through school, loving multiple levels of curriculum, and now a few years into Cal Poly, have advised hundreds of students (I’ve taught our senior projects for the past four years) to do school their way while making an impact and shaping a future they’re passionate about.

My goal on this committee is to share my experiences when warranted and help devise guidelines to service our university through the double major frame of reference.

**College of Architecture & Environmental Design**

**College of Engineering**

**College of Liberal Arts**

**College of Science and Math**

**Jean Davidson, Biological Sciences, (2 years at Cal Poly) Tenure Track**
My research and teaching interests are in bioinformatics and genomics, topics which are completely intersectional with many different departments and colleges across the campus. I work closely with colleagues in Computer Science, Nutrition and Food Science, Public Health and many others. Therefore, I think a lot about the benefits of combining disparate educational paths to best suit the needs and interests of students. I’ve been a member of a working group establishing a cross-disciplinary bioinformatics minor within the College of Science and Math and am intrigued by this opportunity to continue thinking about combinatorial education programs, including double majors. I think I would add valuable insight due to my broad interests and experiences working between majors currently. I look forward to having thoughtful discussions about what would be most equitable and powerful for our students.

**Orfalea College of Business**
The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies which specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies on the Senate consent agenda.

In creating UFPP FAC has adopted a guiding principle that, as far as possible, the migration of existing personnel policies from the former governing personnel policies document, University Faculty Personnel Actions (UFPA), into UFPP shall *not change* those policies as they are in UFPA, but instead *just reformulate them* into the new style and structure of UFPP. In the initial movement of policies from UFPA to UFPP, a few existing policies in UFPA were inadvertently left out. Also, some of the policy statements warrant editorial revision. Such minor changes in policy statement warrant the use of the Senate personnel policies consent agenda so as to save time in making minor changes to policy statements.

**Summary of Proposed Policy Revisions**

The requirements for materials to be included in tenure-track and lecturer applications in UFPP chapter 2 do not conform with current recruitment policies. These policy revisions bring UFPP into conformity with existing policy.

**Impact on Existing Policy**

This revision changes no policies. It conforms the policy statement in UFPP with existing university level recruitment policies already in place.

**Implementation**

There is no implementation as the policy text revision already conforms with existing policy.

**Consultation with Faculty Units**

No consultation necessary as this proposed change in policy text makes no changes to recruitment practices and policies across campus.

**Proposed Policy Revisions**

**REPLACE EXISTING UFPP POLICIES:**

2.2.3 Applications for tenure-track faculty positions must be submitted to the university’s applicant tracking system. Application packages must include at least the following items:
University Faculty Personnel Policies
Consent Agenda Revision of UFPP 2.2.3, 2.4.4, 2.4.8

- Current Curriculum Vitae (CV)
- At least three letters of reference
- Unofficial transcripts at the time of application (Official transcripts required for appointment)
- Cover Letter (preferred)
- Other materials required by the college or department

2.4.4 Required documents for full-time lecturer recruitment:
- Application
- CV
- Cover letter (preferred)
- List of CSU courses taught
- Transcripts
- Name and email address of 3 references.

2.4.8 Required documents for part-time lecturer pool recruitment:
- Application
- CV
- Cover letter (preferred)
- List of CSU courses taught
- Transcripts
- Name and email address of 3 references.

WITH NEW UFPP POLICIES:

2.2.3 Applications for tenure-track faculty positions must be submitted to the university’s applicant tracking system. Applicants must submit a current CV, a cover letter, and names and contact information of at least three references. Unofficial transcripts may be requested at time of application; official transcripts are required for appointment. Additional materials that may be requested by the college or department. A list of standard application materials is included in Procedure for Recruiting Tenure-Track Faculty maintained and distributed by the Office of Academic Personnel.

2.4.4 Applications for full-time lecturer faculty positions must be submitted to the university’s applicant tracking system. Applicants must submit a current CV, a list of CSU courses taught, and names and contact information of at least three references. Unofficial transcripts may be requested at time of application; official transcripts are required for appointment. Additional materials may be requested by the college or department.

2.4.8 Applications for part-time lecturer pools must be submitted to the university’s applicant tracking system. Applicants must submit a current CV, a list of CSU courses taught, and names and contact information of at least three references. Unofficial transcripts may be requested at time of application; official transcripts are required for appointment. Additional materials may be requested by the college or department.
The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies which specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies on the Senate consent agenda.

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### Summary of Proposed Policy Revisions

The requirements for materials to be included in the Personnel Action File (PAF) for probationary and tenured faculty has long included the Professional Development Plan. This item is restored to the list of items in the PAF.

### Impact on Existing Policy

This revision changes no policies. It conforms the policy statement in UFPP with existing university level policies already in place.

### Implementation

There is no implementation as the policy text revision already conforms with existing policy.

### Consultation with Faculty Units

No consultation necessary as this proposed change in policy text makes no changes to practices and policies across campus.

### Proposed Policy Revisions

ADD THE UNDERLINED TEXT TO EXISTING UFPP POLICY:

3.2.3 Contents of the PAF include:
   - Hiring materials/letters of appointment

Faculty Affairs Committee, Fall 2019
University Faculty Personnel Policies
Consent Agenda Revision of UFPP 3.2.3

- CV retained from WPAF
- Index retained from WPAF
- Professional Development Plan from WPAF
- Performance and periodic evaluation reports (AP 109, dean and provost letters)
- Leaves/grants/awards reports
- Results of student evaluations of faculty
- Institutional data about teaching assignments
- Other personnel related material.
The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies which specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies on the Senate consent agenda.

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### Summary of Proposed Policy Revisions

The responsibilities of evaluators of faculty for promotion have had a requirement to rank the candidates for promotion they have evaluated. This provision is added back to the lists of responsibilities of Department Peer Review Committees (DPRC), Department Chairs/Heads, College Peer Review Committees, and Administrative Evaluators (such as Deans).

The need for candidates under evaluation to sign AP 109 forms is no longer necessary with the electronic evaluation processes initiated in AY 2018-2019. This policy at 4.2.8 is therefore deleted.

The policy about DPRC composition overstates restrictions on conflict of interest relative to the original statements about it in the UFPA. UFPP 4.3.4 is therefore revised to remove this overstatement.

### Impact on Existing Policy

This revision changes no policies. It conforms the policy statement in UFPP with existing university level policies already in place from UFPA.

### Implementation

There is no implementation as the policy text revision already conforms with existing policy in UFPA.

### Consultation with Faculty Units

No consultation is necessary as this proposed change in policy text makes no changes to practices and policies across campus.

Faculty Affairs Committee, Fall 2019
DELETE THE STRIKETHROUGH TEXT FROM EXISTING UFPP POLICY:

4.2.8 To acknowledge receipt of a T-109 evaluation report, candidates must sign the report within the specified timeframe of ten days.

4.3.4 Faculty may serve on only one level of review (department PRC, department chair/head, or college PRC). (CBA 15.29) Faculty unit employees being considered for promotion themselves are ineligible for service on promotion or tenure peer review committees (CBA 15.42). A potential DPRC member with a clear conflict of interest with a faculty member scheduled for review (e.g., partner, very close friend or collaborator) should not stand as a candidate for that DPRC. DPRC members typically will be from the candidate’s own department. However, DPRC members will sometimes need to be recruited outside the department when there is an inadequate number of faculty in the department who are eligible and available to serve on the DPRC.

ADD THE UNDERLINED TEXT TO EXISTING UFPP POLICY:

4.3.7 DPRC evaluation recommendations shall be approved by a simple majority of the committee (CBA 15.44). The DPRC shall vote for or against the proposed action (retention, promotion and/or tenure), or, under very rare circumstances, abstain. Abstentions require written explanation. In cases of split votes, the report should reflect the relevant perspectives on the committee and the rationale for the majority decision. In rare instances when agreement cannot be reached on the content of the committee report, the minority committee member(s) may submit a signed minority report. The DPRC shall submit a ranking of those promotion applicants whom they positively recommended.

4.4.5 The department chairs/heads shall submit a ranking of those promotion applicants whom they positively recommended.

4.5.4 The CPRC shall produce an evaluation report for each candidate under review. This report will critically analyze the evidence on each dimension of performance (teaching, scholarship, and service), both favorable and unfavorable, and produce a narrative clarifying how the evidence was weighed and the conclusions and recommended actions derived. In cases of split votes, the report should reflect the relevant perspectives on the committee and the rationale for the majority decision. In rare instances when agreement cannot be reached on the content of the committee report, the minority committee member(s) may submit a signed minority report. The CPRC shall submit a ranking of those promotion applicants whom they positively recommended.

4.6.4 Administrative evaluators shall submit a ranking of those promotion applicants whom they positively recommended.
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<td>Two policy sections in chapter 5 need editorial revisions.</td>
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<tr>
<th>Impact on Existing Policy</th>
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<td>These revisions change no policies.</td>
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<th>Implementation</th>
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<td>There is no implementation as the revisions are purely editorial.</td>
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<th>Consultation with Faculty Units</th>
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<td>No consultation is necessary for purely editorial changes.</td>
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<tr>
<td>DELETE STRIKETHROUGH AND ADD UNDERLINED TEXT TO EXISTING UFPP POLICY:</td>
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5.2.4.1 Four-Stage Performance Evaluation is a performance evaluation that results in the retention or tenure for tenure-track faculty.
5.2.5.1 Five-Stage Promotion Evaluation is a performance evaluation that results in the promotion to a higher rank for tenure-track faculty, and includes a college level peer review committee as an additional level of review between the department and the Dean.
The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies which specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies on the Senate consent agenda.

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<td>Two-year retention patterns are used by CSM and CLA. This pattern requires some adjustment for cases of faculty hired with service credit. Colleges already have such alternative patterns in practice. Guidance about where to place such alternative patterns has been requested by college analysts. This policy revision provides this guidance.</td>
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<td>These revisions change no policies, but clarify how existing permitted choices of retention patterns work for cases of hiring with service credit and indicate where colleges shall place their accounts of such alternate retention patterns.</td>
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Faculty Affairs Committee, Fall 2019
6.2.10 Choosing the Two-Year Retention Pattern requires establishing comparable patterns for faculty hired with credit towards tenure. All the evaluation patterns defined above are for faculty hired without service credit. These evaluation patterns provide a basis for the formulation of alternatives for faculty hired with service credit. Alternative evaluation patterns for faculty hired with service credit should be included in the Appendices to College level personnel policy documents.
Impact on Existing Policy: This resolution recommends to the President that Cal Poly enact the attached policy as a new university-level policy directing colleges to formulate more detailed policies on associate dean appointments. It augments, but remains distinct from AS-659-07 Resolution on Searches for Academic Campus Administrators.¹

WHEREAS, New university academic personnel policies are established by shared governance and included in “University Faculty Personnel Policies” (UFPP); and

WHEREAS, Dean and Provost searches include consultation with faculty according to principles of shared governance; and

WHEREAS, Associate deans perform academic functions on behalf of deans, such as serving as the highest level of faculty evaluation for lecturer faculty, and make other vital decisions of significant interest to faculty and staff; and

WHEREAS, Cal Poly has no policies specifically on academic associate dean appointments; therefore be it

RESOLVED: The policy included in the report “Proposal for University Faculty Personnel Policies: SUBCHAPTER 11.5 Associate Dean Appointments” be included in UFPP, and be it further

RESOLVED: Colleges and the Library revise their personnel policy documents by Fall 2020 to include the nature of consultation with faculty and staff in their associate dean appointments and place those policies in chapter 11 (Governance) of their personnel policy documents.

Proposed by: Academic Senate Faculty Affairs Committee
Date: November 5, 2019

¹ (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards. (2) Indicate if this resolution supersedes or rescinds current resolutions. (3) If there is no impact on existing policy, please indicate NONE.
The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies which specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. FAC has used this process to construct a new University Faculty Personnel Policies (UFPP) document and is now employing the same process to revise or create new personnel policies and place them in UFPP on an as-needed basis.

FAC recommends Cal Poly adopt a policy requiring colleges to develop and implement a consultative process with faculty and staff for associate dean appointments. FAC has solicited feedback on this proposed policy from the colleges, library, and counseling services, and will take that feedback into account as this proposed policy advances through the Senate process.

What follows is a summary of the proposed policy, an account of its impact on existing policy, and implementation.

This policy would go into effect by means of shared governance with the Academic Senate recommending to the President that the attached policy be adopted. As it affects appointments by means of the Management Personnel Program (MPP), which is outside the scope of faculty policy, the Senate’s action is advisory to the President. The President may choose to implement the policy the Senate recommends, and if so, the attached policy would enter UFPP by that endorsement from the President.

Summary of SUBCHAPTER 11.5 Associate Dean Appointments

This proposed policy requires colleges and the library to utilize some sort of consultative process with faculty and staff in the appointment of associate deans. It also requires colleges and the library to specify the nature of this consultative process in their respective personnel policy documents.

Impact on Existing Policy

Associate dean appointments are governed by CSU policy and state law about the Management Personnel Program (MPP). This new policy would establish a further requirement of some sort of consultative process with faculty and staff, to be defined by the colleges, in the appointment of associate deans. This is a policy about policy in that it requires colleges and the library to formulate such policy for their own application. It makes no further specification about how such college and library policies shall be formulated, but leaves that to the colleges and library to sort out for themselves.

The Academic Senate previously approved a resolution on MPP search processes (AS-659-07 - Resolution on Searches for Academic Campus Administrators). The resolution primarily addressed recruitment for MPP positions involving search processes rather than appointment of associate deans.
Proposal for University Faculty Personnel Policies:
SUBCHAPTER 11.5 Associate Dean Appointments

from within the current faculty. This resolution was advisory, and President Baker acknowledged it as such.

<table>
<thead>
<tr>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>This policy would go into effect upon ratification by the President with a very near-term timeline for the colleges to formulate their policies about all subsequent associate dean positions, at the longest by Fall of the next academic year.</td>
</tr>
</tbody>
</table>

What follows is the proposed new policy, as a subchapter of UFPP Chapter 11: Governance...
11.5. Associate Dean Appointments

11.5.1. [CITATION OF FOUNDATIONAL SENATE ACTION]

11.5.2. Appointment of associate deans is governed by the MPP (Management Personnel Program) policies of the CSU and state law.

11.5.3. The appointment of associate deans in the colleges or library shall involve a consultative process with faculty and staff.

11.5.4. Colleges and the library shall specify in their personnel policy documents the nature of the consultation with faculty and staff for standard appointments of associate deans.
RESOLUTION ON UNIVERSITY FACULTY PERSONNEL POLICIES
SUBCHAPTER 12.2: OFFICE HOURS

Impact on Existing Policy: The policy enacted by this resolution supersedes CAM 370.2, established by AS-91-80. Further details about its impact on existing policy is described in the attached report.¹

WHEREAS, Cal Poly’s office hour policy was last updated in 1980; and

WHEREAS, Office hours in the form of regularly scheduled, direct, and immediate interaction with students remains integral to Cal Poly’s instructional mission; and

WHEREAS, Improvements in online communication with students has reduced some of the need for office hours; and

WHEREAS, Online and hybrid forms of course delivery especially warrant the use of synchronous online modes of office hours; and

WHEREAS, Online directories of office hours and teaching schedules facilitate the communication of office hour availability to students and the rest of the university community; and

WHEREAS, Office hour policies should be flexible to accommodate for varying needs of instructors and differences in the ways faculty interact with students in various instructional settings across the university; and therefore be it

RESOLVED: The office hour policy contained in the attached report “Proposed Subchapter of University Faculty Personnel Policies Document: SUBCHAPTER 12.2: Office Hours” be established as Subchapter 12.2: Office Hours of UFPP, and be it further
RESOLVED: Colleges revise chapter 12 of their personnel policy documents by Fall 2020 to include office hours suited to the needs of their faculty and the students they serve, and be it further

RESOLVED: Cal Poly establish a readily accessible online directory allowing the university community to access faculty teaching and office hour schedules.

Proposed by: Academic Senate Faculty Affairs Committee
Date: November 5, 2019

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(1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.
Proposed Office Hour Policy
Academic Senate Faculty Affairs Committee
Ken Brown (CLA), FAC chair dbrown07@calpoly.edu
Al Liddicoat, Vice Provost of Academic Affairs and Personnel aliddico@calpoly.edu

Office hour policy until 1980:

…each faculty member must schedule and conduct at least one office hour each day (Monday through Friday) for consultation with students…

Current University Office Hour policy (circa 1980):

In addition to scheduled classes, each full-time faculty member must schedule and conduct at least five (5) office hours each week (not more than two hours each day) for consultation with students. The faculty members will post their office hours outside their office doors. This section does not preclude pre-arranged appointments with students. Part-time faculty and full-time faculty with reduced teaching loads will have office hours proportional to their assignments. (CAM 370)

Issues with existing policy:

- Formulated prior to proliferation of email and other online communication
- Formulated when faculty taught more classes (4-5 per term) than now (2-4 per term)
- Vague about scaling office hours to teaching load
- No guidance for department chair/head office hours
- No provision for office hours for advising functions
- Primitive office hour posting policy

Summary of proposed new office hour policy:

- Faculty with a full teaching load required to hold minimum of **four office hours**
- Clear criteria for scaling office hours to instructional load:

<table>
<thead>
<tr>
<th>WTU</th>
<th>Lecturer</th>
<th>Tenure-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>1 office hour</td>
<td>2 office hours</td>
</tr>
<tr>
<td>&gt;4 to 8</td>
<td>2 office hours</td>
<td>3 office hours</td>
</tr>
<tr>
<td>&gt;8 to 12</td>
<td>3 office hours</td>
<td>4 office hours</td>
</tr>
<tr>
<td>&gt;12</td>
<td>4 office hours</td>
<td></td>
</tr>
</tbody>
</table>

- One office hour may be synchronous online when holding more than one office hour
- Mode of office hours congruent with mode of teaching
- Requirements for posting of office hours
- Colleges include office hour policies in their personnel policy documents
- Colleges may assign office hours to advising functions
- Colleges determine office hours for department chairs/heads
- Colleges approve department level office hour policies
- Colleges may approve ad hoc exceptions
- Guidance for colleges to propose revisions to the university policy
Proposed Subchapter of University Faculty Personnel Policies Document:
SUBCHAPTER 12.2: Office Hours

The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies which specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. FAC has used this process to construct a new University Faculty Personnel Policies (UFPP) document and is now employing the same process to revise or create new personnel policies and place them in UFPP on an as-needed basis.

In Spring 2016 FAC recommended to the Academic Senate Executive Committee that a task force be formed to draft a new university office hour policy. In Spring 2018 the office hour task force concluded its work by proposing to the Academic Senate a resolution on office hour policies. The Academic Senate voted against that resolution. FAC agreed to take on the task of drafting a new office hour policy during AY 2018-19 for inclusion in UFPP. This proposed new office hour policy underwent extensive consultative review in Spring and Fall 2019, including meetings with the following groups:

- ASI Board of Directors
- Associate Deans Council
- Provost’s Leadership Council

College deans distributed draft policy text to their department chairs and heads and to interested faculty. FAC received a great deal of feedback from all these affected parties and significantly revised the policy into the form now proposed for Senate consideration.

The rest of this document addresses all the aspects of a personnel policy revision that the FAC requires of itself when it proposes such changes to the Senate:

- Summary of the proposed policy
- Account of impact on existing policy, including the existing policy text
- How the policy would be implemented
- The text of the new policy

### Summary of subchapter 12.2: Office Hours

The proposed office hour policy comprises a subchapter of UFPP Chapter 12: Workload.

The proposed office hour policy includes a statement of the contribution office hours make to the educational mission of Cal Poly. It defines what an office hour is, specifies minimum office hours for instructional faculty, and scales office hours to instructional assignments. It requires colleges to define their own more specific office hour policies and to publish them in their personnel policy documents. The policy allows for additional required scheduled office hours to be connected to various advising functions, provides guidance about how to coordinate the mode of office hours with the mode of instruction, and covers the notification of the scheduling of office hours and of changes or cancellation.
of office hours. The policy also provides provisions for granting ad hoc exceptions and for considering the role of exceptions in shaping further revisions to office hour policies.

**Impact on Existing Policy**

Subchapter 12.2 supersedes any and all other existing university, college, and department office hour policies that are inconsistent with the proposed university policy. Any subordinate policy consistent with the minimal provisions of the new office hour policy may remain in effect until that faculty unit decides to revise it.

The Collective Bargaining Agreement includes among the professional responsibilities of faculty “maintaining office hours, and/or opportunities for student consultation connected to online teaching” (CBA 20.1b). Further policy about office hours exists at the campus level.

The current university office hour policy at Cal Poly superseded a prior and rather simple office hour policy that “…each faculty member must schedule and conduct at least one office hour each day (Monday through Friday) for consultation with students…” Campus Administrative Manual (CAM) section 370.2. In 1980 the Academic Senate revised CAM 370.2 into the current office hour policy:

“In addition to scheduled classes, each full-time faculty member must schedule and conduct at least five (5) office hours each week (not more than two hours each day) for consultation with students. The faculty members will post their office hours outside their office doors. This section does not preclude pre-arranged appointments with students. Part-time faculty and full-time faculty with reduced teaching loads will have office hours proportional to their assignments.”

CAM is no longer the governing policy document at Cal Poly. Much of CAM has been revised into provisions of Campus Administrative Policies (CAP) or distributed to a variety of other repositories of policy around campus. The provisions on faculty workload are not in CAP but instead are on the Academic Personnel website, which summarizes the office hour policy on its Working Conditions webpage as follows:

“Full-time faculty members conduct at least five office hours each week for student consultation. Part-time and full-time faculty with reduced teaching loads schedule office hours in proportion to their assignments.”

This statement is located here:

https://academic-personnel.calpoly.edu/content/handbook/workingconditions

Some colleges and departments include the university office hour policy in their policy documents. For instance, The Architecture Department includes the following in its list of faculty responsibilities:

“[m]aintain a minimum of 5 scheduled office hours per week in a designated faculty office.”

This statement about office hours is located here:

Faculty Affairs Committee, Fall 2019
The current university office hour policy predates the proliferation of online communication by many years. Online communication has relieved some of the need for in-person contact in office hours. The Academic Senate offers this interpretation of office hours in its remarks on the university office hour policy on its FAQ webpage after quoting the original CAM office hour policy:

“Can office hours be held online? Many faculty will spend time responding to students email outside of office hours. The University required office hours must be scheduled so students will have access to faculty at specific scheduled times either at a scheduled location or to be held virtually at the scheduled time.”

This Academic Senate statement about office hours is located here:

https://academicsenate.calpoly.edu/content/faq-office-hours

The CLA policy on office hours, distributed annually to its faculty by email, explicitly includes online communication as a basis for reducing the total number of scheduled office hours:

“OFFICE HOURS: Pursuant to university policy (CAM 370.2), all Cal Poly faculty are expected to conduct at least five office hours each week for student consultation. For faculty with reduced teaching schedules and part time faculty, the five hours are reduced in proportion thereof with no less than one face-to-face office hour per week. Faculty have the option of offering 4 hours per week of face-to-face office hours plus 1 hour per week of alternative, but demonstrable, contact with students, such as email or other on-line communication. No prior approval is required, but the format of the alternative hour should be stated in the faculty information about office hours that is given to students, and the contact method must be demonstrable should it ever be necessary to do so. Faculty still have the option of holding 5 hours per week of face-to-face office hours. For full-time faculty, the 4-5 hours of face-to-face office hours must be spread over at least three days. In accordance with this policy, faculty do have a responsibility to respond to student emails, even if it is to let students know about regularly scheduled office hours and ways to schedule an alternate appointment.” (CLA Faculty Information Memo 9/13/2018)

Implementation

The new office hour policy would go into effect no sooner than the term following its enactment by the Academic Senate and ratification by the President. The Academic Senate may propose a later date for enactment, but that should not be later than the following Fall term after ratification by the President.

Colleges need to formulate office hour policies. Any college with formulated and published office hour policies must consider whether their office hour policies are inconsistent with the new university policy. Any inconsistency with university policy must be resolved in their new office hour policy. College level office hour policies would be in Chapter 12 of the college personnel policy documents,
and would be subject to approval the same way that any personnel policy is approved as per UFPP 1.5.5 and 1.5.6.

Current subordinate office hour policies that are roughly in line with the long-standing university policy from CAM 370.2 (such as those in ARCH and CLA) may remain consistent with the new office hour policy. For instance, the subordinate policy from ARCH quoted above requiring five office hours for all faculty would be consistent with a university policy requiring a minimum of less than five because the university policy does not specify a maximum. The subordinate policy from CLA quoted above would also be consistent with the new university policy in its allowance of online modes of office hours even in cases where one’s entire instructional assignment is in normal classroom settings, since it also requires at least as many in-person office hours as the university requires.

What follows is the proposed text of subchapter 12.2...
12.2. **Office Hours**

12.2.1. [CITATION OF FOUNDATIONAL SENATE ACTION] This policy supersedes the previous university policy on office hours originally in CAM 370.2.

12.2.2. Cal Poly’s Educational Mission: “Cal Poly is committed to excellence in teaching and learning. In all disciplines, we seek to provide a student-centered, learner-focused education, facilitated by a low student-teacher ratio in classes conducted primarily by full-time, regular faculty. The cornerstone of our educational philosophy is our commitment to Learn by Doing whereby classroom instruction is complemented by practical, hands-on learning in the laboratory, the studio, and the field.” (Cal Poly Catalog)

12.2.3. One-on-one, direct, personal engagement between students and their instructors and faculty advisors in regularly scheduled office hours is a vital means of contributing to the student-centered mission of Cal Poly.

12.2.4. Asynchronous communication (e.g. email) with students and ad hoc appointments to meet with students are expected normal instructional duties distinct from scheduled office hours.

12.2.5. An office hour is one credit hour (i.e. 50 minutes) of regularly scheduled time for faculty to be available to meet in a regularly scheduled location.

12.2.6. Faculty with instructional assignments shall hold scheduled office hours scaled to their instructional assignments. Scheduled office hours should be held during the days and times when classes are normally scheduled, distributed across days and at times suited to the needs of students. During final exam week office hours may be rescheduled as necessary, and should be suited to the needs of the students served in the instructional assignment.

12.2.7. Colleges that assign duties warranting the holding of office hours shall include office hour policies in their personnel policies documents.

12.2.8. **Scheduled instructional office hours**

12.2.8.1. Minimum weekly office hour scheduling shall be scaled to instructional assignments as follows:

<table>
<thead>
<tr>
<th>Instructional WTU</th>
<th>Lecturer</th>
<th>Tenure-Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 up to and including 4</td>
<td>1 office hour</td>
<td>2 office hours</td>
</tr>
<tr>
<td>&gt;4 up to and including 8</td>
<td>2 office hours</td>
<td>3 office hours</td>
</tr>
<tr>
<td>&gt;8 up to and including 12</td>
<td>3 office hours</td>
<td>4 office hours</td>
</tr>
<tr>
<td>&gt;12</td>
<td>4 office hours</td>
<td></td>
</tr>
</tbody>
</table>

12.2.8.2. Faculty receiving assigned time for teaching large format classes shall schedule office hours according to the total WTU for the instructional assignment and assigned time related to that course.

12.2.8.3. If colleges or departments have any further provisions about the scheduling of office hours, those provisions shall be defined in their personnel policy document.

12.2.9. **Scheduled advising office hours**

12.2.9.1. Assigned time for advising duties may have an amount of office hours defined as part of the advising function. Any advising
office hours attached to assigned time shall be determined by the instructional unit that issues the assigned time and specified in the assignment. Office hours for advising duties earning assigned time contribute to the total office hour obligation of the faculty member.

12.2.9.2. Department chair and head responsibilities shall include the requirements for the scheduling of advising office hours required for their assignment. Colleges shall determine the minimum office hours required for department chairs and heads.

12.2.10. **Mode of office hours**

12.2.10.1. Scheduled office hours should be congruent with the mode of engagement with students for the instructional or advising function that requires the scheduling of the office hours.

12.2.10.2. For normal classroom instruction, scheduled office hours should be held in-person in the faculty member’s office. Faculty with more than one scheduled office hour may hold up to one office hour conducted in a synchronous online mode suited to the nature of the engagement with the affected students.

12.2.10.3. For online courses, scheduled office hours should be conducted in a synchronous online mode suited to the nature of the engagement with the enrolled students.

12.2.10.4. Hybrid courses may warrant an appropriate combination of in-person and synchronous online office hours.

12.2.10.5. Colleges and departments shall specify in their office hour policies any general allowances or requirements for alternate locations or synchronous online modes of conducting office hours.

12.2.11. **Notification**

12.2.11.1. Office hours shall be posted by the beginning of the second week of instruction in faculty listings on department websites. Colleges and instructional units can determine additional ways for posting office hours that conspicuously and conveniently inform the university community of when and where office hours shall be conducted, such as common boards at department offices, on placards near faculty offices, or other online directories.

12.2.11.2. If the university adopts a standard online directory generally accessible to the university community that is capable of presenting faculty schedules, then office hours should be posted in such an online directory.

12.2.11.3. Faculty should notify enrolled students and department administrators and administrative support staff of any need to cancel office hours in a timely manner appropriate to the needs of the students served by those office hours.

12.2.12. **Exceptions**

12.2.12.1. Exceptions to the policies about the scheduling of instructional and advising office hours should coordinate the needs of the instructor and the students given the nature of the instructional or advising assignment.

12.2.12.2. Exceptions require department chair/head and college dean approval.
12.2.12.3. Exceptions should be temporary and specific.
12.2.12.4. Exceptions that extend beyond a specific instructor’s temporary needs should be treated as a basis for revisiting the college or department office hour policies.
12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.
From: The Academic Senate Instruction Committee
To: Dustin Stegner, Chair of the Academic Senate
Subject: Academic Calendar 2021-2022

Dustin:

The ASIC met yesterday and discussed the feedback from the colleges and others. The majority of the feedback favored these choices:

- Summer: Option 1
- Fall: Option 2
- Winter: no consensus, most feedback expressed no preference
- Spring: Option 1

We discussed the relative advantages of the various plans, and decided that the reasons these options were chosen were sound. We understand that a Monday start may present challenges for WOW week, but weighed that against having the first day of class on a day when many students, and perhaps faculty, would be absent. In the end, we voted 3-2 to recommend the four options above. Note that we had no preference for winter.

Sincerely,

John
Date: September 9, 2019
To: College Deans (Academic Deans’ Council)
Mark Borges, ASI President
Beth Gallagher, Human Resources
John Hagen, Academic Senate Instruction Committee
Keith Humphrey, Student Affairs
Lorlie Leetham, Cal Poly Corporation
Al Liddicoat, Academic Personnel
Dustin Stegner, Academic Senate
Cynthia Villa, Administration and Finance

Cc: President Jeffrey Armstrong, Interim Provost Mary Pedersen, Jessica Darin, Bill Britton, Alison Robinson, James Maraviglia, Brian Tietje, Susan Olivas

From: Cem Sunata, University Registrar
Subject: 2021-2022 Academic Calendar Proposals and Consultation

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.

Currently, Cal Poly is operating on an approved Academic Calendar extending through the end of Spring Quarter 2021. Attached are quarter-by-quarter calendar proposals for the period from Summer Quarter 2021 through Spring Quarter 2022. 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. Note there are three options for the Fall 2021 quarter; the first day of classes in Option #1 falls on Thursday, September 16, 2021, which is Yom Kippur. Also note that a new option has been added for the Spring quarter, with final exams concluding on a Thursday and commencement ceremonies starting on Friday.

By copy of this letter we are requesting recipients, except for the Academic Senate Chair and the Academic Senate Instruction Committee, to seek input from their respective organizations. After receiving and assessing input, the recipients should send any comments and/or recommendations on the proposed options, to Susan Olivas, Office of the Registrar (solivas@calpoly.edu) on or before Monday, October 7, 2019.

After the collected feedback is provided to the Academic Senate Instruction Committee for review, the Academic Senate Executive Committee is requested to make their recommendation on or before Friday, November 8, 2019.

If you have any questions regarding development of the calendar, please contact Susan Olivas at ext. 6-2533.
Summer Quarter 2021

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 five 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, followed by a 5-day final examination period. Actual sessions and their final examination periods will be determined at a later date.

<table>
<thead>
<tr>
<th>Summer 2021</th>
<th>Break between Spring &amp; Summer terms</th>
<th>First Day of Classes</th>
<th>Academic Holiday</th>
<th>Last Day of Classes</th>
<th>Final Exam Period</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>1 week</td>
<td>June 21, Monday</td>
<td>July 5, Monday</td>
<td>10-week session: August 27, Friday</td>
<td>August 30 - September 3, Monday - Friday</td>
<td>Labor Day occurs on Monday, September 6. This option allows a Monday start and conclusion of the summer term by Labor Day. Instructional Days = 49</td>
</tr>
</tbody>
</table>

Summer 2021
49 Possible Instructional Days

<table>
<thead>
<tr>
<th>June 2021</th>
<th>July 2021</th>
<th>August 2021</th>
<th>September 2021</th>
</tr>
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<tbody>
<tr>
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<td>S M T W T F S</td>
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<td>1 2 3 4 5 6 7</td>
<td>1 2 3</td>
<td>1 2 3 4 5 6 7</td>
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<td>6 7 8 9 10 11 12</td>
<td>4 5 6 7 8 9 10</td>
<td>8 9 10 11 12 13 14</td>
<td>5 6 7 8 9 10 11</td>
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<td>13 14 15 16 17 18 19</td>
<td>11 12 13 14 15 16 17</td>
<td>15 16 17 18 19 20 21</td>
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<tr>
<td>27 28 29 30</td>
<td>25 26 27 28 29 30 31</td>
<td>29 30 31</td>
<td>26 27 28 29 30</td>
</tr>
</tbody>
</table>

Academic Holiday | First Day of Classes | Final Examination Period | Commencement Day(s)
Fall Quarter 2021

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 a 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 five calendar days between the last day of final examinations and the beginning of the subsequent quarter.”

<table>
<thead>
<tr>
<th>Fall 2021</th>
<th>Break between Summer &amp; Fall terms</th>
<th>First Day of Classes</th>
<th>Academic Holiday</th>
<th>Last Day of Classes</th>
<th>Final Exam Period</th>
<th>Break between Fall &amp; Winter terms</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>• Classes start Thursday</td>
<td>Fall Conference</td>
<td>November 11,</td>
<td>December 3,</td>
<td>December 4,</td>
<td>3 weeks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No classes during Thanksgiving</td>
<td>starts Sept. 9,</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>week</td>
<td>Thursday</td>
<td>November 22 - 26,</td>
<td></td>
<td>Common Finals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classes start Sept.</td>
<td>Monday – Friday</td>
<td></td>
<td>Option</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16, Thursday</td>
<td>11, Thursday</td>
<td></td>
<td></td>
<td>6-10, Monday - Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 calendar days</td>
<td></td>
<td></td>
<td></td>
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<td>Yom Kippur is on Thursday,</td>
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<td>September 16 which is on the</td>
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<td></td>
<td></td>
<td>proposed first day of classes.</td>
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<td></td>
<td></td>
<td>Instructional Days = 51</td>
<td></td>
</tr>
<tr>
<td>Option 2</td>
<td>• Classes start Monday</td>
<td>Fall Conference</td>
<td>November 11,</td>
<td>December 3,</td>
<td>December 4,</td>
<td>3 weeks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No classes during Thanksgiving</td>
<td>starts Sept. 13,</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>week</td>
<td>Monday</td>
<td>November 22 - 26,</td>
<td></td>
<td>Common Finals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classes start Sept.</td>
<td>Monday – Friday</td>
<td></td>
<td>Option</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20, Monday</td>
<td>13, Monday</td>
<td></td>
<td></td>
<td>6-10, Monday - Friday</td>
<td></td>
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<tr>
<td></td>
<td>9 calendar days</td>
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<td></td>
<td>December 13 is designated as an</td>
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<td></td>
<td>Evaluation Day and December 14</td>
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<td></td>
<td>is designated as a Grades Due Day</td>
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<td>to meet the minimum of 170</td>
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<td>faculty work days in an academic</td>
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<td>year.</td>
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<td></td>
<td></td>
<td>Instructional Days = 49</td>
<td></td>
</tr>
<tr>
<td>Option 3</td>
<td>• Classes start Monday</td>
<td>Fall Conference</td>
<td>November 11,</td>
<td>December 3,</td>
<td>December 4,</td>
<td>3 weeks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Classes meet Monday and Tuesday</td>
<td>starts Sept. 13,</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of Thanksgiving week</td>
<td>Monday</td>
<td>November 22 - 26,</td>
<td></td>
<td>Common Finals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classes start Sept.</td>
<td>Wednesday – Friday</td>
<td></td>
<td>Option</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20, Monday</td>
<td>20, Monday</td>
<td></td>
<td></td>
<td>6-10, Monday - Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 calendar days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Instructional Days = 51</td>
<td></td>
</tr>
</tbody>
</table>

Fall 2021 Option 1 (Classes start on a Thursday; no classes during Thanksgiving week)

51 Instructional Days:

<table>
<thead>
<tr>
<th>September 2021</th>
<th>October 2021</th>
<th>November 2021</th>
<th>December 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>1 2</td>
<td>1 2 3 4 5 6 7</td>
<td>5 6 7 8 9 10 11</td>
</tr>
<tr>
<td>5 6 7 8 9 10 11</td>
<td>10 11 12 13 14 15 16</td>
<td>14 15 16 17 18 19 20</td>
<td>12 13 14 15 16 17 18</td>
</tr>
<tr>
<td>12 13 14 15 16 17 18</td>
<td>17 18 19 20 21 22 23</td>
<td>21 22 23 24 25 26 27</td>
<td>19 20 21 22 23 24 25</td>
</tr>
<tr>
<td>19 20 21 22 23 24 25</td>
<td>24 25 26 27 28 29 30</td>
<td>28 29 30</td>
<td>26 27 28 29 30 31</td>
</tr>
</tbody>
</table>

Academic Holiday | Fall Conference | First Day of Classes | Common Finals Option | Final Examination Period | Commencement Day
### Fall 2021 Option 2 (Classes start on a Monday; no classes during Thanksgiving week)

**49 Instructional Days:**

<table>
<thead>
<tr>
<th>September 2021</th>
<th>October 2021</th>
<th>November 2021</th>
<th>December 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S M T W T F S</strong></td>
<td><strong>S M T W T F S</strong></td>
<td><strong>S M T W T F S</strong></td>
<td><strong>S M T W T F S</strong></td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5 6 7 8 9 10 11</td>
<td>3 4 5 6 7 8 9</td>
<td>7 8 9 10 11 12 13</td>
<td>5 6 7 8 9 10 11</td>
</tr>
<tr>
<td>12 13 14 15 16 17 18</td>
<td>10 11 12 13 14 15 16</td>
<td>14 15 16 17 18 19 20</td>
<td>12 13 14 15 16 17 18</td>
</tr>
<tr>
<td>26 27 28 29 30</td>
<td>24 25 26 27 28 29 30</td>
<td>28 29 30</td>
<td>26 27 28 29 30 31</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

### Fall 2021 Option 3 (Classes start on a Monday; classes meet Monday and Tuesday of Thanksgiving week)

**51 Instructional Days:**

<table>
<thead>
<tr>
<th>September 2021</th>
<th>October 2021</th>
<th>November 2021</th>
<th>December 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S M T W T F S</strong></td>
<td><strong>S M T W T F S</strong></td>
<td><strong>S M T W T F S</strong></td>
<td><strong>S M T W T F S</strong></td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5 6 7 8 9 10 11</td>
<td>3 4 5 6 7 8 9</td>
<td>7 8 9 10 11 12 13</td>
<td>5 6 7 8 9 10 11</td>
</tr>
<tr>
<td>12 13 14 15 16 17 18</td>
<td>10 11 12 13 14 15 16</td>
<td>14 15 16 17 18 19 20</td>
<td>12 13 14 15 16 17 18</td>
</tr>
<tr>
<td>26 27 28 29 30</td>
<td>24 25 26 27 28 29 30</td>
<td>28 29 30</td>
<td>26 27 28 29 30 31</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>
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 Quarter 2022

#### Break between Fall & Winter terms

- **Option 1a or 1b**: 3 weeks

#### First Day of Classes

- **Option 1a or 1b**: January 3, Monday

#### Academic Holiday

- **January 17, Monday**
- **February 21, Monday**

#### Last Day of Classes

- **March 11, Friday**

#### Final Exam Period

- **March 12, Saturday**
  - Common Finals Option
- **March 14 - 18, Monday - Friday**

#### Notes

- Follow a Monday schedule on a Tuesday, so there are nine offerings of Monday classes during the term. Options are:
  - 1a) Tuesday, January 18, after Martin Luther King Jr. holiday on January 17
  - 1b) Tuesday, February 22, after President’s Day holiday on February 21

Considerations:
- Can affect part-time instructors with other jobs off-campus (e.g. at Cuesta) and students’ jobs off-campus.
- Occurrence later in term may affect mid-term schedules.

March 21 is designated as an Evaluation Day to meet the minimum of 170 faculty work days in an academic year.

Instructional Days = 48

### Winter 2022 option 1a or 1b

48 instructional days

#### January 2022

- **2nd week**: 1
- **3rd week**: 6, 7, 8
- **4th week**: 13, 14, 15
- **5th week**: 20, 21, 1b

#### February 2022

- **2nd week**: 1
- **3rd week**: 6, 7, 8
- **4th week**: 13, 14, 15
- **5th week**: 20, 21, 1b

#### March 2022

- **1st week**: 1
- **2nd week**: 6, 7, 8
- **3rd week**: 13, 14, 15
- **4th week**: 20, 21, 22

- **5th week**: 27, 28, 29, 30, 31
Spring Quarter 2022

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. 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.”

<table>
<thead>
<tr>
<th>Spring 2022</th>
<th>Break between Winter &amp; Spring terms</th>
<th>First Day of Classes</th>
<th>Academic Holiday</th>
<th>Last Day of Classes</th>
<th>Final Exam Period</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>1 week</td>
<td>March 28, Monday</td>
<td>March 31, Thursday</td>
<td>June 3, Friday</td>
<td>June 4, Saturday Common Finals Option</td>
<td>Due to academic holidays on March 31 and May 30, it’s not possible to have 49 instructional days and end the term prior to the second weekend in June per CAP 211.1. Total instructional days for the year will still total 145-147 to be in compliance with CAP 211.1. Instructional Days = 48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May 30, Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 2</td>
<td>1 week</td>
<td>March 28, Monday</td>
<td>March 31, Thursday</td>
<td>June 2, Thursday</td>
<td>June 4, Saturday Common Finals Option</td>
<td>Due to academic holidays on March 31 and May 30 and final exams starting on June 3, the Friday of the 10th week of instruction, it’s not possible to have a minimum of 48 or 49 instructional days and end the term prior to the second weekend in June, per CAP 211.1. If Option 2 for Spring 2022 is selected, either Option 1 or Option 3 must be selected for Fall 2021 for the required 145-147 total instructional days for the academic year. Final assessment for an activity or lab section that meets only on Fridays would take place during the last class meeting in week 9 of the quarter, instead of week 10. The same would apply to 1-unit lecture or seminar sections that meet only on Fridays. Instructional Days = 47</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>May 30, Monday</td>
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</tbody>
</table>

Spring 2022 Option 1 (Final Exam period Monday, June 6 through Friday, June 10)

48 Instructional Days

<table>
<thead>
<tr>
<th>March 2022</th>
<th>April 2022</th>
<th>May 2022</th>
<th>June 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
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<tr>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
<td>11 12</td>
<td>13 14 15 16 17 18 19</td>
</tr>
<tr>
<td>20 21 22</td>
<td>23 24 25 26 27 28 29</td>
<td>30 31</td>
<td>32 33 34 35 36 37 38</td>
</tr>
<tr>
<td>29 30 31</td>
<td>32 33 34 35 36 37 38</td>
<td>39 40 41</td>
<td>42 43 44 45 46 47 48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Holiday</th>
<th>First Day of Classes</th>
<th>Common Finals Option</th>
<th>Final Examination Period</th>
<th>Commencement Day(s)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
### Spring 2022 Option 2 (Final Exam period Friday, June 3; Monday, June 6 through Thursday, June 9)

47 Instructional Days

<table>
<thead>
<tr>
<th>March 2022</th>
<th>April 2022</th>
<th>May 2022</th>
<th>June 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
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<td>S M T W T F S</td>
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<td>1 2 3 4 5</td>
<td>1 2</td>
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<td>1 2 3 4 5</td>
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<td>6 7 8 9 10 11 12</td>
<td>3 4 5 6 7 8 9</td>
<td>8 9 10 11 12 13 14</td>
<td>5 6 7 8 9 10 11</td>
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<td>13 14 15 16 17 18 19</td>
<td>10 11 12 13 14 15 16</td>
<td>15 16 17 18 19 20 21</td>
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<tr>
<td>27 28 29 30 31</td>
<td>24 25 26 27 28 29 30</td>
<td>29 30 31</td>
<td>26 27 28 29 30</td>
</tr>
</tbody>
</table>

- **Academic Holiday**
- **First Day of Classes**
- **Common Finals Option**
- **Final Examination Period**
- **Commencement Day(s)**
- **Evaluation Day (No Classes)**
<table>
<thead>
<tr>
<th></th>
<th>SUMMER 2021</th>
<th>FALL 2021</th>
<th>WINTER 2022</th>
<th>SPRING 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Year/Term*</td>
<td>--</td>
<td>5</td>
<td>--</td>
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<tr>
<td>MWF Days</td>
<td>29</td>
<td>30/31</td>
<td>29</td>
<td>28/29</td>
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<td>TR Days</td>
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<td>19/20</td>
<td>19</td>
<td>19</td>
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<tr>
<td>Total Instructional Days</td>
<td>49</td>
<td>49/51</td>
<td>48</td>
<td>47/48</td>
</tr>
<tr>
<td>Final Exams</td>
<td>TBD†</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation Day</td>
<td>--</td>
<td>1/0</td>
<td>1</td>
<td>1/0</td>
</tr>
<tr>
<td>Grades Due Day</td>
<td>--</td>
<td>1/0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Commencement</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>1‡</td>
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<tr>
<td>Total Academic Work Days</td>
<td>49†</td>
<td>62</td>
<td>54</td>
<td>54</td>
</tr>
</tbody>
</table>

Total Academic Year Instructional Days (F-W-Sp) = 145 or 146
Total Academic Year Work Days (F-W-Sp) = 170

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

---

* Fall Conference

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

‡ Spring commencement occurs over the course of 2-3 days with departments participating in 1 of those days.
2021-2022 Academic Calendar Options  
Consultation Feedback  

See the following pages for feedback from:  

ASI  

Academic Affairs  
• College of Agriculture, Food and Environmental Sciences  
• College of Architecture and Environmental Design  
• College of Engineering  
• College of Liberal Arts  

Academic Personnel  

Administration and Finance  

Student Affairs
Re: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Mark Christopher Borges  
Mon 10/7/2019 2:15 PM  
To: Academic Calendar <acadcal@calpoly.edu>  

Hi,

ASI Student Government is recommending the following options:
Fall Quarter 2021 - Option 1
Winter Quarter 2022 - Option 1a
Spring Quarter 2022 - Option 1

Thank you.

Best,

Mark Borges (he, him, his)  
ASI President

Associated Students, Inc.  
California Polytechnic State University  
1 Grand Ave.  
San Luis Obispo, CA 93407-0675  
P: 805-756-5828  
asi.calpoly.edu

From: Academic Calendar <acadcal@calpoly.edu>  
Sent: Monday, September 9, 2019 8:31 AM  
To: Christine Theodoropoulos <theo@calpoly.edu>; Andy Thulin <athulin@calpoly.edu>; Scott A. Dawson <sdawson@calpoly.edu>; Amy Spencer Fleischer <afleisch@calpoly.edu>; Philip J. Williams <pjaw@calpoly.edu>; Dean E. Wendt <dwendt@calpoly.edu>; Beth Gallagher <begallag@calpoly.edu>; John P. Hagen <jhagen@calpoly.edu>; Keith B. Humphrey <humphrey@calpoly.edu>; Lorlie Hull Leetham <lleetham@calpoly.edu>; Al Liddicoat <allidico@calpoly.edu>; ASI President <asipresident@calpoly.edu>; Dustin Stegner <psteegner@calpoly.edu>; Cynthia Viscaino Villa <cvvilla@calpoly.edu>  
Cc: Jeffrey Dyer Armstrong <jarmstro@calpoly.edu>; Mary E. Pedersen <mpederse@calpoly.edu>; Jessica Lyn Darin <darin@calpoly.edu>; Bill Britton <bbbritto@calpoly.edu>; Alison Robinson <arobin31@calpoly.edu>; James L. Maraviglia <jmaravig@calpoly.edu>; Brian Tietje <btietje@calpoly.edu>; Susan Olivas <solvias@calpoly.edu>; Cem Sunata <csunata@calpoly.edu>; Michele Reynolds <mreyno03@calpoly.edu>; Academic Calendar <acadcal@calpoly.edu>  
Subject: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Please review the attached options for the 2021-2022 academic calendar and respond by October 7 with the proposal recommended by your college or organization.

- You are encouraged to solicit input from your respective departments or organization.
- Request input be provided directly back to you or your designee. If it's submitted to the Office of the Registrar, then it will be redirected to you for consideration.

The following options have been proposed for the Fall 2021 term:

- Classes start on Thursday with no classes during Thanksgiving week (note that Yom Kippur falls on the first day of classes)
- Classes start on Monday with no classes during Thanksgiving week
- Classes start on Monday with classes meeting on Monday and Tuesday of Thanksgiving week

A couple of options have been presented for Winter 2022 to address the occurrence of two Monday holidays in the term.

A new option has been introduced and added for Spring term, which would allow commencement ceremonies to occur over three days, Friday through Sunday.

See the attached memo for further details. We look forward to receiving your comments by Monday, October 7.

Questions may be directed to Susan Olivas in the Office of the Registrar (ext. 6-2533 or solivas@calpoly.edu).

Thank you,
Office of the Registrar
Re: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Andy Thulin
Tue 10/1/2019 2:07 PM
To: Academic Calendar <acadcal@calpoly.edu>
Cc: Richard Cavaleto <rcavaleto@calpoly.edu>; Jim Prince <jpprice@calpoly.edu>

Hello,

We have discussed with our department heads and associate deans and the majority preference is as follows:

Fall 2021: Option 2
Winter 2022: 1b
Spring 2022: Option 1

Regards,
Andy

Andrew J. Thulin, Ph.D.
Dean
College of Agriculture, Food and Environmental Sciences
Cal Poly, San Luis Obispo, CA

office 805-756-2161
cafes.calpoly.edu

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Sent: Monday, September 9, 2019 8:31 AM
To: Christine Theodoropoulos <theo@calpoly.edu>; Andy Thulin <athulin@calpoly.edu>; Scott A. Dawson <scdawson@calpoly.edu>; Amy Spencer Fleischer <afleisch@calpoly.edu>; Philip J. Williams <pjw@calpoly.edu>; Dean E. Wendt <dwendt@calpoly.edu>; Beth Gallagher <begallag@calpoly.edu>; John P. Hagen <jhagen@calpoly.edu>; Keith B. Humphrey <humphrey@calpoly.edu>; Lorrie Hull Leetham <lleetham@calpoly.edu>; Al Liddicoat <aliddico@calpoly.edu>; ASI President <asipresident@calpoly.edu>; Dustin Stegner <pstegner@calpoly.edu>; Cynthia Vizcaino Villa <c villa@calpoly.edu>
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Thank you,
Office of the Registrar
Re: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Christine Theodoropoulos
Fri 9/27/2019 11:00 AM
To: Academic Calendar <acadcal@calpoly.edu>
Cc: Mark N. Cabrinha <mcabrinha@calpoly.edu>; James Mwangi <jmwangi@calpoly.edu>

The College of Architecture and Environmental Design recommends Option 2 for Fall Quarter 2021. This would start classes on a Monday and allow for no classes during Thanksgiving week, such that all weeks of teaching are intact Monday through Friday.

We recommend Option 1 for Spring Quarter 2022, with the last day of classes on a Friday so that courses meeting on Friday can be taught over the full 10 week quarter.

We have no preference for the day in Winter Quarter 2022 that is used to restore a Monday class schedule. January 17 or February 21 work equally well for us.

Christine

Christine Theodoropoulos
Dean
College of Architecture and Environmental Design
California Polytechnic State University
San Luis Obispo, California

Direct 805-756-5916
Cell 805-459-0803
Theo@calpoly.edu
www.caed.calpoly.edu
www.calpoly.edu

From: Academic Calendar <acadcal@calpoly.edu>
Sent: Friday, September 27, 2019 10:39 AM
To: Christine Theodoropoulos <theo@calpoly.edu>; Andy Thulin <athulin@calpoly.edu>; Scott A. Dawson <scdawson@calpoly.edu>; Amy Spencer Fleischer <afleisch@calpoly.edu>; Philip J. Williams <pji@calpoly.edu>; Dean E. Wendt <dwendt@calpoly.edu>; Beth Gallagher <begallag@calpoly.edu>; John P. Hagen <jhagen@calpoly.edu>; Keith B. Humphrey <humphrey@calpoly.edu>; Lorlie Hull Leetham <lleetham@calpoly.edu>; Al Liddicoat <aliddico@calpoly.edu>; ASI President <asipresident@calpoly.edu>; Dustin Stegner <pstegner@calpoly.edu>; Cynthia Vizcaino Villa <cvilla@calpoly.edu>
Cc: Jeffrey Dyer Armstrong <jarmstro@calpoly.edu>; Mary E. Pedersen <mpederse@calpoly.edu>; Dean E. Wendt <dwendt@calpoly.edu>; Beth Gallagher <begallag@calpoly.edu>; Lorlie Hull Leetham <lleetham@calpoly.edu>; Al Liddicoat <aliddico@calpoly.edu>; ASI President <asipresident@calpoly.edu>; Dustin Stegner <pstegner@calpoly.edu>; Cynthia Vizcaino Villa <cvilla@calpoly.edu>

Subject: Fw: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

This is a friendly reminder to submit feedback regarding the proposed 2021-22 academic calendar by Monday, October 7.

See the attached memo for instructions for responding with feedback on the proposals. Questions may be directed to Susan Olivas in the Office of the Registrar (ext. 6-2533 or solivas@calpoly.edu).

Thank you,
Office of the Registrar

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Cc: Jeffrey Dyer Armstrong <jarmstro@calpoly.edu>; Mary E. Pedersen <mpederse@calpoly.edu>; Jessica Lyn Darin <darin@calpoly.edu>; Bill Britton <bbritto@calpoly.edu>; Alison Robinson <arobin31@calpoly.edu>; James L. Maraviglia <jmaravg@calpoly.edu>; Brian Tietje <btietje@calpoly.edu>; Cem Sunata <csunata@calpoly.edu>; Michele Reynolds <mreyno03@calpoly.edu>; Susan Olivas <solivas@calpoly.edu>; Academic Calendar <acadcal@calpoly.edu>

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- You are encouraged to solicit input from your respective departments or organization.
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The following options have been proposed for the Fall 2021 term:

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A new option has been introduced and added for Spring term, which would allow commencement ceremonies to occur over three days, Friday through Sunday.

See the attached memo for further details. We look forward to receiving your comments by Monday, October 7.

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Thank you,
Office of the Registrar
CENG prefers option 2 for Fall 2021. We do not wish to start on Yom Kippur, and prefer no classes during thanksgiving week. For winter 2022 we prefer option 1b and for spring 2022 we prefer option 1.

Amy S. Fleischer, PhD
Dean, College of Engineering
California Polytechnic State University
San Luis Obispo, CA
gfleisch@calpoly.edu
805 756-2131
Instagram: dramyfleischer
Twitter: @amyfleischer
LinkedIn: Amy Fleischer
pronouns: She/her/hers
Re: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Eric Mehiel
Mon 10/7/2019 9:34 AM
To: Academic Calendar <acadcal@calpoly.edu>
Cc: Amy Spencer Fleischer <afleisch@calpoly.edu>

Good morning,

After gathering feedback from several programs, the College of Engineering supports Option 2 for Fall and therefore Option 1 for the Spring. Either Winter Option work well.

One bit of feedback, Saturday Common finals are a challenge for students since there is minimal DRC support and little to no time for students to study. Something to consider in future considerations.

Thanks,

Eric

pronouns he / him / his
Associate Dean for Diversity and Student Success
College of Engineering
Cal Poly, San Luis Obispo, CA

office 805-756-2131
ceng.calpoly.edu

---

From: Amy Spencer Fleischer <afleisch@calpoly.edu>
Sent: Monday, September 9, 2019 8:41 AM
To: Eric Mehiel <emehiel@calpoly.edu>
Subject: FW: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Can you coordinate any feedback – perhaps send out to the chairs?

Amy

Amy S. Fleischer, PhD
Dean, College of Engineering
California Polytechnic State University
San Luis Obispo, CA
afleisch@calpoly.edu
805 756-2131
Instagram: dramyfleischer
LinkedIn: Amy Fleischer
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See the attached memo for further details. We look forward to receiving your comments by Monday, October 7.

Questions may be directed to Susan Olivas in the Office of the Registrar (ext. 6-2533 or solivas@calpoly.edu).

Thank you,
Office of the Registrar
Dear Susan,

I have spoken to faculty and chairs about the proposed options. There is a strong feeling in my college that starting classes on Yom Kippur day sends a terrible message as the university tries to improve in the area of diversity and inclusion. In terms of options 2 and 3, I wouldn’t say there’s a clear majority preference for one or the other. I hope this helps. Best.

Philip J. Williams
Dean
College of Liberal Arts
Cal Poly, San Luis Obispo, CA
pronouns he/him/his

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CAL POLY
Susan Olivas

From: Al Liddicoat
Sent: Monday, October 7, 2019 1:26 PM
To: Susan Olivas
Subject: FW: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Susan,

Chris Blackburn coordinated input from AP which is included in the email below.

Albert A. Liddicoat, Ph.D.
Vice Provost for Academic Affairs and Personnel
California Polytechnic State University, San Luis Obispo
Office Phone: (805) 756-5217 Email: aliddico@calpoly.edu

From: Chris Blackburn <cblackbu@calpoly.edu>
Sent: Wednesday, October 2, 2019 10:43 AM
To: Al Liddicoat <aliddico@calpoly.edu>; Elena Morelos <elmorelo@calpoly.edu>
Subject: RE: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Hi Al,

Summer 2021 – no issues with proposed Option 1
Fall 2021 – our preference would be Option 2. Usually, we prefer earlier starts to accommodate the high volume of appointment processing. However Option 1 that starts the earliest, falls on Yom Kippur, 9/9/2021. Option 2 starts on 9/13, which is workable, not too close to payroll cut-off. Also, it works best with the preferred Spring Option 1. Winter 2022 – no issues with proposed Option 1a or 1b – I did have to check previous calendars for the New Year’s holiday. It looks like it will be observed 12/31/21.
Spring 2022 – our preference is Option 1. It follows the typical Spring calendar ending on a Friday with commencement on Sat and Sun. Option 2 the quarter would end the following Monday 6/13/22, not a processing problem per se, just problematic in that there may be confusion and questions related to working/attendance requirements for Monday 6/13.

Let me know if you have questions.

Thanks,

Chris

From: Al Liddicoat <aliddico@calpoly.edu>
Sent: Friday, September 27, 2019 8:39 AM
To: Chris Blackburn <cblackbu@calpoly.edu>; Elena Morelos <elmorelo@calpoly.edu>
Subject: RE: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Thanks Chris.

Albert A. Liddicoat, Ph.D.
Vice Provost for Academic Affairs and Personnel
From: Chris Blackburn <cblackbu@calpoly.edu>
Sent: Friday, September 27, 2019 8:33 AM
To: Elena Morelos <elmorelo@calpoly.edu>; Al Liddicoat <aliddico@calpoly.edu>
Subject: RE: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

I'll look at it and respond early next week.

Chris

From: Elena Morelos <elmorelo@calpoly.edu>
Sent: Friday, September 27, 2019 8:17 AM
To: Al Liddicoat <aliddico@calpoly.edu>; Chris Blackburn <cblackbu@calpoly.edu>
Subject: Re: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

I do not have any input and defer to you and Chris.

Elena

Elena Morelos
Director of Academic Employment
Academic Personnel
Cal Poly
San Luis Obispo, California

Direct (805) 756-6575
elmorelo@calpoly.edu

From: Al Liddicoat <aliddico@calpoly.edu>
Sent: Thursday, September 26, 2019 5:01 PM
To: Chris Blackburn <cblackbu@calpoly.edu>; Elena Morelos <elmorelo@calpoly.edu>
Subject: FW: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Do either of you have any input to share with the Registrar for the 2021-22 Academic Calendar? The Fall option 2 seems to create two work days without instruction which seems to be a filler to hit the target number of work days. Is this OK Chris?

Albert A. Liddicoat, Ph.D.
Vice Provost for Academic Affairs and Personnel
California Polytechnic State University, San Luis Obispo
Office Phone: (805) 756-5217 Email: aliddico@calpoly.edu

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Questions may be directed to Susan Olivas in the Office of the Registrar (ext. 6-2533 or solivas@calpoly.edu).

Thank you,
Office of the Registrar
Susan Olivas

From: Jennifer L. Haft
Sent: Tuesday, October 1, 2019 8:26 AM
To: Susan Olivas
Cc: Cindy Ann Pilg; Cari Wilson; Cynthia Vizcaino Villa
Subject: RE: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Good morning Susan,

Thank you for allowing Administration and Finance the opportunity to review and provide feedback on the academic schedules for academic year 2021-2022. Below is our compiled feedback:

Fall – Option 2 – In light of the University’s mission toward greater diversity and inclusion, beginning class on Yom Kippur does not seem to be appropriate. This would alienate a population of the campus community from day one.

Winter – Option 1B – It is extremely helpful for our facilities staff to have Monday through Wednesday to complete small projects, while the students are away. The week-long break in the academic schedule also helps Public Safety.

Spring – Option 1

Please let me know if you have any questions.

Thanks,
Jen

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Thank you,

Office of the Registrar
Cem—

Please see the attached memorandum wherein Student Affairs has provided feedback on the proposed AY 2021-22 calendars.

Thank you—

Joette

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A. Joette Eisengart
Sr. Director of Operations | Student Affairs
Cal Poly State University | San Luis Obispo, CA 93407 | 805.756.7193

CAL POLY
MEMORANDUM

TO: Cem Sunata  
University Registrar

DATE: September 24, 2019

FROM: Keith B. Humphrey, Vice President for Student Affairs

Cc: Jeffrey Armstrong  
Mary Pedersen  
Jessica Darin  
Bill Britton  
Alison Robinson  
James Maraviglia  
Brian Tietje  
Susan Olivas

SUBJECT: 2021-2022 Academic Calendar Proposals

After consulting with our Student Affairs Division leadership representing their respective areas, the following options are preferred for AY 2021-2022 Fall, Winter and Spring Quarters:

- **Fall**: Option 1 is preferred, but we are proposing different start and end dates for the Fall Term. Student Affairs proposes first day of classes starting on Thursday, September 23rd (respecting Yom Kippur, which falls on the 16th), and Commencement taking place on December 18th.

- **Winter**: No preference.

- **Spring**: Option 2 is preferred.

Thank you for providing the opportunity for Student Affairs’ feedback. Please contact me at x6-1522 if there are any questions.
Re: 2021-2022 Academic Calendar Consultation - Response Requested by October 7

Keith B. Humphrey
Fri 9/27/2019 1:56 PM
To: Academic Calendar <acadcal@calpoly.edu>; Christine Theodoropoulos <theo@calpoly.edu>; Andy Thulin <athulin@calpoly.edu>; Scott A. Dawson <scdawson@calpoly.edu>; Amy Spencer Fleischer <afleisch@calpoly.edu>; Philip J. Williams <pjw@calpoly.edu>; Dean E. Wendt <dwendt@calpoly.edu>; Beth Gallagher <bgallag@calpoly.edu>; John P. Hagen <jhagen@calpoly.edu>; Lorrie Hull Leetham <leetham@calpoly.edu>; Al Liddicoat <aliddico@calpoly.edu>; ASI President <aspresident@calpoly.edu>; Dustin Stegner <psetegner@calpoly.edu>; Cynthia Vizcaino Villa <cvvilla@calpoly.edu>
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Good afternoon all,

Student Affairs submitted a suggestion as part of our formal response to push the academic calendar back one week in September, so that the first day of classes does not take place on Yom Kippur, thereby alleviating placing our Jewish students, faculty and staff in challenging positions on such a critical day.

Classes would begin on September 23 and Commencement would take place on December 18 in our proposal. I wanted to make you all aware of this, should you wish to comment on that suggestion in your formal response.

Thank you,
Keith

Keith B. Humphrey, Ph.D.
Vice President for Student Affairs
805-756-1521
humphrey@calpoly.edu
studentaffairs.calpoly.edu

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