Meeting of the Academic Senate Executive Committee
Tuesday, October 26, 2021
3:10 to 5:00pm
https://calpoly.zoom.us/j/81395837963

I. Minutes: October 12, 2021 (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. [CLOSED SESSION, TIME CERTAIN 3:15 p.m.] Honorary Degree: Keith Humphrey, Vice President for Student Affairs (Materials sent electronically)
B. Appointments to Academic Senate Committees for the 2021-2022 term (pp. 4-5)
C. Appointments to University Committees for the 2021-2022 term (pp. 6-8)
D. Resolution to Include Caste Identity in Cal Poly’s Non-Discrimination Policy: Marilyn Tseng, Academic Senate Diversity Committee Chair and Manmit Singh (p. 9-12)
E. [TIME CERTAIN 4:40 p.m.] Approval of Instruction Committee’s Recommendations for the 2023-2024 Academic Calendar: John Hagen, Academic Senate Instruction Committee Chair (p. 13-19)

V. Discussion Item(s):

VI. Adjournment:
Meeting of the Academic Senate Executive Committee  
Tuesday, October 12, 2021  
3:10 to 5:00pm  
https://calpoly.zoom.us/j/83797193093  

I. Minutes: September 21, 2021 (pp. 2-3). M/S/P approved the minutes from September 21, 2021  

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

III. Reports:  
A. Academic Senate Chair: Thomas Gutierrez, Academic Senate Chair, announced an apology for the reports that did not get to be announced due to time confinements in the first Academic Senate meeting; they will be reviewed at the next Academic Senate meeting.  
B. President’s Office: Cynthia Jackson-Elmoore, representative for the President’s Office, discussed the two instances of sexual assault on campus and encourages teachers to allow processing space and support for students such as counseling services and SAFER. Also discussed is that our COVID-19 positivity rate is at .02% with three active cases on campus as well as off campus.  
C. Provost: Cynthia Jackson-Elmoore, Provost, announced that online classes will extend to summer 2022, with survey data for this summer showed that people still want available summer classes online. Federal Relations Consultants are working with campus stakeholders to ensure that if there are any curriculum changes, the processing needs to go through before December 15, 2021.  
D. Statewide Senate: Gary Laver, Statewide Senator, announced an update on the three pieces of legislation mentioned in the first Academic Executive meeting: AB927, AB928, and AB1111 were all passed in the state of California.  
E. CFA: Lewis Call, CFA President, discussed that contract bargaining with the CSU Chancellor’s Office has reached an impasse. The CSU salary proposal is purported as a 2% increase for faculty members salaries but is actually a pay cut overall because it does not match the rate inflation. Call encouraged faculty to join the union or attend CFA chapter meetings to discuss a future strike.  
F. ASI: Tess Loarie, ASI President, shared events for ASI in the upcoming future such as Buck the Stigma week to help students check in with their mental health and Flex Your Right will be targeting students to register to vote in our local elections. As for their legislation, CSSA approved the policy agenda for ASI.  

IV. Business Item(s):  
A. Appointment of Samuel Shalhoub as the 2021-2022 Part-Time Employee Representative. M/S/P to appoint Samuel Shalhoub as the 2021-2022 for part-time employee representative  
B. Resolution on General Education and Languages Other Than English: M/S/P to agendize resolution on general education and languages other than English. Gary Laver, Chair, Academic Senate General Education Governance Board (pp. 4-7) Rachel Fernflores introduced the resolution by provided details about the contents of the resolution as well as the intention behind it. José Navarro provided feedback and the executive committee recommended changes based on his feedback that were adopted into the resolution.
V. **Discussion Item(s):** none

VI. **Adjournment:** 4:30

Submitted by,

_Sessa Renfrew_

Sessa Renfrew  
Student Assistant
Statements of Interest Received for
2020-2022 Academic Senate Committee Vacancies by College
(All appointments are for 2-years unless noted below)

**College of Architecture and Environmental Design**
Budget and Long Range Planning Committee 2020-2022
Paul Redden, Construction Management (8 years at Cal Poly) Lecturer
I worked at Chevron for 30+ years and spent a couple of years in the planning department. This was at the facility level and at the corporation level. I am familiar with budgeting cycle and early cost estimating

Fairness Board 2020-2022
Cole McDaniel, Architectural Engineering (17 years at Cal Poly) Tenured
I am interested in helping students and faculty come to a proper resolution when difficult circumstances arise.

Instruction Committee 2021-2023
USCP Review Committee – One Faculty Members at Large 2020-2022

**College of Agriculture, Food and Environmental Sciences**
USCP Review Committee – One Faculty Members at Large 2020-2022
None

**College of Engineering**
USCP Review Committee – One Faculty Members at Large 2020-2022

**College of Liberal Arts**
USCP Review Committee – One Faculty Members at Large 2020-2022

**College of Science and Math**
USCP Review Committee – One Faculty Members at Large 2020-2022

**Orfalea College of Business**
Distinguished Teaching Award Committee 2021-2023
GE Governance Board 2020-2023
Faculty Affairs Committee 2020-2022
Bradford Anderson, Accounting (14 years at Cal Poly) Tenured
I am interested in serving in this role in order to assist with faculty related matters. In addition to being a tenured faculty member, I have also served in multiple academic MPP roles (Associate Dean - OCOB 2010-2014; Interim Vice President for Research and Economic Development - 2013-2019). This background provides me with depth in understanding the vast, complicated framework of issues that come to the FAC. Thank you for considering me for this role.

Fairness Board 2021-2023
USCP Review Committee – One Faculty Members at Large 2020-2022
**Professional Consultative Services**
Curriculum Committee 2021-2023
Distinguished Teaching Award Committee 2021-2023
Fairness Board 2020-2022
Sustainability Committee 2021-2023
GE Governance Board 2019-2022
Statements of Interest Received for
2020-2022 University Committee Vacancies
(All appointments are for 1-year unless noted below)

Academic Assessment Council - Two vacancies: School of Education (2021-2024) and PCS (2020-2023)
   PCS (2020-2023)
   SOE (2021-2024)

Commencement Policy Committee – 5 vacancies
   CAED – VACANT (2020-2022)
   CAFES – VACANT (2021-2023)
   CENG – VACANT (2021-2023)
   CSM – VACANT (2021-2023)
   OCOB – VACANT (2021-2023)
   Eric Olsen, Industrial Tech & Packaging (18 years at Cal Poly) Tenured
   I have worked on this committee years ago and would happy to help make Cal Poly Commencement work better for all stakeholders. Let me know if I can help.

Disability Access and Inclusion Committee: One vacancy ARB (2021-2023)
   Brian Self, Mechanical Engineering (15 years at Cal Poly) Tenured
   I have been involved in disability advocacy since 2008, and am the incumbent on this committee. I teach a rehabilitation engineering course and also have close ties to the DRC.

Graduation Writing Requirement (GWR) Advisory Board: One vacancy
   OCOB (2020-2022)
   Jack Wroldsen, Accounting and Business Law (2 years at Cal Poly) Tenure Track
   I teach a course (BUS 404) from which student assessment data is presented for OCOB’s AACSB accreditation in relation to the writing standard (Learning Objective 4.1, “Demonstrate effective written communication skills”). Accordingly, I am interested in joining the GWR Advisory Board to bolster my involvement with the writing requirements used across Cal Poly’s curriculum in other colleges beyond OCOB.

   PCS (2019-2022)
   Jeanine Scaramozzino, Library (13 years at Cal Poly) Tenured
   I have been interested in serving on this committee for many years. Since arriving at Cal Poly as a subject librarian and previously serving as directors of the Data and GIS Services Unit and the Academic and Scholarly Communications Unit that includes the campus institutional repository (Digital Commons) I have been fielding student and faculty IP and copyright questions for 13 years. I have worked with campus lawyers to discuss numerous copyright and IP issues over the years. I served on the Grant Review Committee for many years as a member and chair (2008-2016 & 2017, chair 2013-2016) and have an active research project that includes collaborators
from 5 colleges. As a librarian I keep up with changes and discussions of IP (including information and data ownership) nationally and internationally. I work with my colleagues nationally and internationally and actively engage in regular discussions and national/international/EU policies surrounding IP and information sharing. As the campus is working to significantly increase outside academic institution and industry partnerships I would like to contribute to the discussions surrounding student and faculty IP, NDAs, patents, etc. I appreciate your consideration of my application.

**Status of Women Committee** – 5 vacancies

**CAED – VACANT (2021-2023)**

**Stacy Kolegraff, Construction Management (10 years at Cal Poly) Tenure Track**

Thank you for considering me for service on the Status of Women Committee. Looking at the description of the committee charge, this committee addresses issues that concern women students, faculty and staff on Cal Poly’s campus.

As a tenure-track faculty member in Construction Management (CM), and the only female full-time instructor in the department, I am frequently sought out by our female students as an advisor, confidant, and mentor – a responsibility I truly take to heart. Because of this, I have helped our female students start the Women in Construction (WIC) club, which has created a space where our female students can connect and develop a support structure that helps them personally, academically, and professionally. I am privileged to work with this group of amazing women who will help elevate our industry. In addition to being faculty advisor for this club, I also serve as a committee member of the CAED Faculty and Staff Diversity, Equity and Inclusion committee and committee chair of the newly-formed CM Diversity and Inclusion committee.

Through these committees and advising opportunities, I have been able to connect with faculty, staff and students and understand some of the challenges experienced by women on our campus and within my industry. It is because of these opportunities that my focus for research has evolved to become more centered around women’s issues and experiences in the construction industry (and, really, all around us). I am currently a PhD candidate at Indiana State University’s Technology Management Department (concentration in construction management). With the help and support of my advisor, I am working to better understand the experiences of women (more specifically, mothers) within the industry, with an emphasis on artifacts and policies that perpetuate patriarchal structures. I am hoping this research will help me better understand some of the barriers and opportunities women face, and identify ways that they can be fully included.

I have also worked with students on senior projects identifying ways to recruit more women into our program, ways that WIC has positively impacted personal, academic and professional development, and ways in which company-issued personal protective equipment (PPE), specifically safety vests, have not been designed to various body types. As a result of this, we will be hosting a Safety Vest Hack-a-Thon this April to redesign/rebuild the safety vest to create a greater sense of inclusion for women
in the industry – to show that their needs are valued and considered, and also provide them with a safety vest that is actually safe.

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 am excited at the prospect of being on a committee that moves our community forward.

Thank you again for your consideration for this committee; I look forward to hearing from the selection team.

Jennifer Shields, Architecture (6 years at Cal Poly) Tenured
In a profession and a department where women are underrepresented, I believe this committee has a very important role in improving the campus climate for women. Particularly with the recent rapes, and other security incidents on campus, protecting women and shifting the undercurrent of misogyny is critical.

My research includes daylighting the work of the first female architect in California, Julia Morgan, which is held in Special Collections and Archives at Kennedy Library. She was also the first women to be admitted to the renowned Ecole des Beaux-Arts in Paris, where she graduated in 1902. The virtual interactive exhibition just launched, and an in-person show of her original drawings, photos, and correspondence will open at the University Art Gallery in January 2022. My concerns at Cal Poly include safety issues that can be remediated easily - like better lighting, more free evening transportation for students, and building security (door locks) for students working in studios at night - as well as cultural concerns like the perception of women in dominantly male fields, and the perception of female faculty.

CAFES – VACANT (2020-2022)
CENG – VACANT (2021-2023)
OCOB – VACANT (2020-2022)

Trisha Daughtrey – Accounting (8 years at Cal Poly) Lecturer
I have completed the CTLT’s Introduction to Equitable and Inclusive teaching workshop during Winter quarter 2021. I received the OCOB de Werd Award for Impact on Student Success for 2018-2019 as well the Outstanding Educator Award several years running. My expectation is to be part of policy recommendations to support the advancement of women on campus.

University Union Advisory Board: One vacancy (2020-2021)
RESOLUTION TO INCLUDE CASTE IDENTITY IN CAL POLY’S NON-DISCRIMINATION POLICY

Impact on existing policy: This clarifies and amplifies Cal Poly’s non-discrimination policy as published in the Cal Poly Catalog.

WHEREAS, Cal Poly follows the California State University’s (CSU) non-discrimination policies as stated in Executive Orders 1096 and 1097 affirming CSU commitment to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect; and

WHEREAS, EO 1096 and 1097 specifically prohibit discrimination and Harassment because of any Protected Status: i.e., age, Disability (physical and mental), Gender (or sex), Gender Identity (including transgender), Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion (or Religious Creed), Sexual Orientation, sex stereotype, and Veteran or Military Status; and

WHEREAS, caste is a rigid structure of social stratification and hierarchy characterized by hereditary status and social barriers sanctioned by custom, law or religion; and

WHEREAS, caste identity is inextricably intertwined with legally recognized protected characteristics such as ancestry and other intersecting social identities, but it is not an officially recognized “protected class” within US federal law or current executive orders of the California State University EO 1096, and EO 1097; and

WHEREAS, caste-oppressed groups in the US, California, and Cal Poly continue to experience discrimination and harassment based on their caste status; and

WHEREAS, clarification and guidance is needed on how the Cal Poly community will address campus-based discrimination and harassment as it relates to caste; therefore, be it

RESOLVED: that the Academic Senate recognizes caste identity as falling within the purview of Cal Poly’s current policy and procedure for addressing discrimination and
harassment based on race, color, ancestry, religious creed, and national or ethnic origin; and

RESOLVED: that Cal Poly hereby prohibits discrimination and harassment based on caste identity; and

RESOLVED: that the Academic Senate of the California Polytechnic State University urges the CSU to include caste in its anti-discrimination policy by updating the language within Executive Orders 1096 and 1097; and be it further

RESOLVED: that the Academic Senate of the California Polytechnic State University urges the CSU to affirm its commitment to recognizing and taking adequate action to address the inequities faced by caste oppressed students, staff, and faculty.

Proposed by: Academic Senate Diversity Committee
Date: October 26, 2021

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.
ADDITIONAL BACKGROUND ON CASTE

Caste is a structure of oppression that affects over 1 billion people across the world based in birth that determines social status and assigns “spiritual purity”. There are four main caste groups: Brahmins, Kshatriyas, Vaishyas, and Shudras, and those outside the caste system entirely, with lower caste Shudras and those outside the caste system, known as Dalits meaning “broken but resilient” and formerly known as “untouchables”, considered oppressed by caste. Caste is now present in Hindu, Sikh, Muslim, Christian, and Buddhist communities; throughout South Asia, including India, Pakistan, Bangladesh, Sri Lanka, and Nepal; and globally such as in the indentured communities of the Caribbean, proving to be an inter-faith, international issue.

Caste discrimination has long been overlooked by American institutions, with almost all institutions in the United States failing to protect caste oppressed people, highlighted most recently by the recent lawsuit filed by California Department of Fair Employment and Housing against Cisco regarding caste discrimination in the workplace. The inequalities associated with caste status have become embedded in all of the major South Asian American institutions, and they extend into American mainstream institutions that have significant South Asian immigrant populations, with some of the caste social locators being last names, whether a family eats meat, whether they own land in their country of origin, who they want to marry or be in romantic relationships with, and whether they are allowed to be out in their place of worship and community.

Caste discrimination appears to be widespread. 25 percent of Dalits who responded to a survey executed by Equality Labs reported facing verbal or physical assault based on their caste in the United States, one in three Dalit students report being discriminated against during their education in the United States, two out of three Dalits surveyed reported being treated unfairly at their workplace in the United States, 60 percent of Dalits report experiencing caste-based derogatory jokes or comments in the United States, and 20 percent of Dalit respondents report feeling discriminated at a place of business because of their caste in the United States.

The CSU has a large and growing body of international students, specifically from South Asia, making caste a global issue that impacts sites of higher education such as Cal Poly and the CSU. Numerous Dalit and caste oppressed students outed themselves as caste oppressed during the public CSSA meeting to testify to their personal experiences of caste-based violence within the CSU, and are at risk without defined protections. In @ShadesOfCalPoly, an unofficial platform exposing discrimination at Cal Poly, one testimonial from a Cal Poly student read, “I remember

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1 https://www.equalitylabs.org/castesurvey
2 https://www.equalitylabs.org/castesurvey
5 https://www.equalitylabs.org/castesurvey
6 As Dalit scholar and thinker Dr. B.R. Ambedkar wrote, “if Hindus migrate to other regions on earth, Indian caste would become a world problem.”
7 https://fb.watch/5hmRq6ao2k/
boys of Indian Student Association asking people about their caste as a joke, but I didn't see the joke in that,” making clear the caste consciousness amongst South Asian students on CSU campuses. Other Dalit and caste oppressed students have published their experiences of caste-based discrimination in both the Los Angeles Times and San Francisco Chronicles.

Other universities have begun taking steps to address caste discrimination. In November 2019, Brandeis University recognized the importance of adding caste to its anti-discrimination policy, understanding that “caste identity is so intertwined with many of the legally recognized and protected characteristics, discrimination based on a person’s caste is effectively the same.”

More action has been taken in California early in 2021. In February, the Faculty Diversity and Equity Committee of CSU East Bay’s Academic Senate passed “20-21 FDEC 3: Resolution in Support of Providing Protection to Dominated and Oppressed Castes at California State University, East Bay.” At Cal Poly, the ASI Board of Directors, representing the official voice of Cal Poly students, unanimously passed “Resolution #21-01: Resolution Calling for Cal Poly and the CSU to Include Caste in the Anti-Discriminatory Policy.” In April, the Cal State Student Association (CSSA), which serves as the official voice of students CSU-wide, unanimously passed “Resolution for the CSU to include Caste in Anti-Discrimination Policy, SR 2020-2021:05.”

8 https://www.instagram.com/p/CEzsbpLDPwa/?utm_source=ig_web_copy_link
12 https://docs.google.com/document/d/1SPkv__aESzMuP8wPtF9dnW_clfQj2ESRa7tWR8iGY/edit
The Academic Senate Instruction Committee met this week and discussed the feedback from the colleges and others. The majority of the feedback favored these choices:

**Fall:** 1  
**Winter:** 1a
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 2023</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>
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<tbody>
<tr>
<td>Option 1</td>
<td>7 days calendar</td>
<td>June 26, Monday</td>
<td>July 4, Tuesday</td>
<td>10-week session: September 1, Friday</td>
<td>September 5 - 7, Tuesday - Thursday</td>
<td>Labor Day occurs on Monday, September 4. Final exams will occur September 5-7, after Labor Day. MWF (30), TR (19) Instructional Days = 49</td>
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Summer 2023

49 Possible Instructional Days

<table>
<thead>
<tr>
<th>June 2023</th>
<th>July 2023</th>
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Legend:
- Academic Holiday
- Fall Conference
- First Day of Classes
- Common Finals Option
- Final Examination Period
- Commencement Day
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 2023</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>
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<tbody>
<tr>
<td>Option 1</td>
<td>6 calendar days</td>
<td>Fall Conference starts Sept. 14, Thursday Classes start Sept. 21, Thursday</td>
<td>November 10, Friday November 20 - 24, Monday – Friday</td>
<td>December 8, Friday</td>
<td>December 9, Saturday Common Final Option December 11-15, Monday - Friday</td>
<td>3 weeks</td>
<td>November 11, Saturday Veterans Day observed on Friday, November 10 MWF (30), TR (21) Instructional Days = 51</td>
</tr>
<tr>
<td>Option 2</td>
<td>10 calendar days</td>
<td>Fall Conference starts Sept. 18, Monday Classes start Sept. 25, Monday</td>
<td>November 10, Friday November 20 - 24, Monday – Friday</td>
<td>December 8, Friday</td>
<td>December 9, Saturday Common Final Option December 11-15, Monday - Friday</td>
<td>3 weeks</td>
<td>November 11, Saturday Veterans Day observed on Friday, November 10 September 25, Monday (Yom Kippur) Evaluation day required on Monday, December 18 to meet minimum faculty work days for the year MWF (29), TR (20) Instructional Days = 49</td>
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<tr>
<td>Option 3</td>
<td>11 calendar days</td>
<td>Fall Conference starts Sept. 19, Tuesday Classes start Sept. 26, Tuesday</td>
<td>November 10, Friday November 21 - 24, Tuesday – Friday</td>
<td>December 8, Friday</td>
<td>December 9, Saturday Common Final Option December 11-15, Monday - Friday</td>
<td>3 weeks</td>
<td>November 11, Saturday Veterans Day observed on Friday, November 10 Option 3 classes would be required Monday of Thanksgiving week to meet minimum days of instruction for the year Evaluation day required on Monday, December 18 to meet minimum faculty work days for the year MWF (29), TR (20) Instructional Days = 49</td>
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### Fall 2023 Option 1 (Classes start on Thursday, September 21)

**51 Instructional Days:**

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- **Academic Holiday**
- **Fall Conference**
- **First Day of Classes**
- **Common Finals Option Period**
- **Final Examination Period**
- **Commencement Day**

### Fall 2023 Option 2 (Classes start on Monday, September 25)

**49 Instructional Days:**

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- **Academic Holiday**
- **Fall Conference**
- **First Day of Classes**
- **Common Finals Option Period**
- **Final Examination Period**
- **Commencement Day**
- **Evaluation Day (No Classes)**

### Fall 2023 Option 3 (Classes start on Tuesday, September 26)

**49 Instructional Days:**

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- **Academic Holiday**
- **Fall Conference**
- **First Day of Classes**
- **Common Finals Option Period**
- **Final Examination Period**
- **Commencement Day**
- **Evaluation Day (No Classes)**

### Common Finals
- Final Examinations
- Academic Holiday
- Fall Conference
- First Day of Classes
- Common Finals Option Period
- Final Examination Period
- Commencement Day
- Evaluation Day (No Classes)
Winter Quarter 2024

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.
• 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.”

<table>
<thead>
<tr>
<th>Winter 2024</th>
<th>Break between Fall &amp; Winter 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 1a or 1b</td>
<td>3 weeks</td>
<td>January 8, Monday</td>
<td>January 15, Monday, February 19, Monday</td>
<td>March 15, Friday</td>
<td>March 16, Saturday Common Final Option, March 18 - 22, Monday - Friday</td>
<td>• Evaluation day required on Monday, March 25 to meet total faculty work days for the year • Follow a Monday schedule on a Tuesday, so there are nine offerings of Monday classes during the term. Options are: 1a) Tuesday, January 16, after Martin Luther King Jr. holiday on January 15 1b) Tuesday, February 20, after Washington holiday on February 19 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. Instructional Days = 48 MWF (29), TR (19)</td>
</tr>
</tbody>
</table>

Winter 2024 option 1 with 1a or 1b 48 instructional days

<table>
<thead>
<tr>
<th>January 2024</th>
<th>February 2024</th>
<th>March 2024</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>
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<tr>
<td>1 2 3 4 5 6</td>
<td>1 2 3</td>
<td>1 2</td>
</tr>
<tr>
<td>7 8 9 10 11 12 13</td>
<td>4 5 6 7 8 9 10</td>
<td>3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>14 15 1a 17 18 19 20</td>
<td>11 12 13 14 15 16 17</td>
<td>10 11 12 13 14 15 16</td>
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<tr>
<td>21 22 23 24 25 26 27</td>
<td>18 19 1b 21 22 23 24</td>
<td>17 18 19 20 21 22 23</td>
</tr>
<tr>
<td>28 29 30 31</td>
<td>25 26 27 28 29</td>
<td>24 25 26 27 28 29 30</td>
</tr>
<tr>
<td>31</td>
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</table>
Spring Quarter 2024

**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.
- 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.”

<table>
<thead>
<tr>
<th>Spring 2024</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>9 calendar days</td>
<td>April 2, Tuesday</td>
<td>May 27, Monday</td>
<td>June 7, Friday</td>
<td>June 8, Saturday Common Finals Option</td>
<td></td>
</tr>
</tbody>
</table>

**Considerations:**
- Sunday, March 31 (Cesar Chavez) observed on Monday, April 1
- 2-day commencement period on Saturday and Sunday
- Tuesday, May 28, after Memorial Day holiday, classes follow Monday schedule
- Evaluation day required Monday, June 17 to meet total faculty work days.

**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.

MWF (29), TR (19)
Instructional Days = 48

**Spring 2024 Option 1**

**48 Instructional Days**

<table>
<thead>
<tr>
<th>March 2024</th>
<th>April 2024</th>
<th>May 2024</th>
<th>June 2024</th>
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</thead>
<tbody>
<tr>
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<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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<td>24 25 26 27 28 29 30</td>
<td>28 29 30</td>
<td>26 27 28 29 30 31</td>
<td>23 24 25 26 27 28 29</td>
</tr>
</tbody>
</table>

| 31 |

- Academic Holiday
- First Day of Classes
- Common Finals Option
- Final Examination Period
- Commencement Day(s)
- Change to a Monday Schedule
- Evaluation Day (No Classes)
<table>
<thead>
<tr>
<th></th>
<th>SUMMER 2023</th>
<th>FALL 2023</th>
<th>WINTER 2024</th>
<th>SPRING 2024</th>
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</thead>
<tbody>
<tr>
<td>Beginning Year/Term*</td>
<td>--</td>
<td>5</td>
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<tr>
<td>MWF Days</td>
<td>30</td>
<td>30/29</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>TR Days</td>
<td>19</td>
<td>21/20</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Total Instructional Days</td>
<td>49</td>
<td>51/49</td>
<td>48</td>
<td>48</td>
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<tr>
<td>Final Exams</td>
<td>TBD†</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Evaluation Day</td>
<td>--</td>
<td>0/1</td>
<td>1</td>
<td>1</td>
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<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>62/61</td>
<td>54</td>
<td>55</td>
</tr>
</tbody>
</table>

Total Academic Year Instructional Days (F-W-Sp) = 145 to 147
Total Academic Year Work Days (F-W-Sp) = 170 to 171

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 work days 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 days with departments participating in 1 of those days.