

CAL POLY

Instructionally Related Activities (IRA)

Proposal for NEW Recognition - Fiscal Year (FY) 2013-2014

PLEASE READ BEFORE COMPLETING THIS PROPOSAL

If you are applying for an IRA for the first time and you currently have club status or you are trying to decide between applying for club status or IRA recognition, please carefully consider the following information: The university recognizes three distinct types of student organizations: student clubs, Independent Student Organizations (ISOs) and Instructionally-Related Activities (IRAs). Each of these organization categories enjoys the rights and privileges of recognition by the university but have unique funding approaches. Student organizations are assigned to only one of these categories based upon organizational purpose and funding eligibility and cannot occupy a dual status. Therefore, a group that currently functions as a student club will lose its club status and associated funding if it receives IRA recognition.

Completed forms not to exceed five pages in length.

Boxes automatically expand as you type.

1. Activity Name

Phoenix Challenge Flexo College Competition

2. Coordinator (Cal Poly Faculty or Staff member)

Colleen Twomey

Assistant Professor

Name

Title

GrC

CLA

Department/Unit

College/Division

Signature

Date

ctwomey@calpoly.edu

805-756-7385

E-mail Address

Phone Number

3. Category

Pick the category that best matches the proposed activity.

College – Activity will primarily impact one or two colleges.

University Interest - Activity will impact multiple colleges and the university at large and fits into one of the following subcategories:

Performing Arts

Media

Cal Poly Heritage

Campus Community

University Interest Student Affairs – Activity will impact multiple colleges and the university at large and the originating unit/department is housed in Student Affairs.

4. Purpose and Goals

a. Briefly state the purpose of this proposed IRA.

b. Concisely describe the goals for this proposed IRA and the plan for achieving those goals.

c. Clearly explain what portion of the plan will be supported by IRA funds.

The Phoenix Challenge Foundation is an organization of industry professionals who are dedicated to encouraging today's youth in exploring the exciting career opportunities available to them through the Flexographic printing and packaging industry. Every year, an international field of colleges and universities compete to design, prepare files, and print a "real life" package to be judged at the annual Flexographic Technical Association Forum. This FTA forum is the largest industry and trade association in the packaging printing field and provides students the opportunity to test the skills and knowledge they learn at Cal Poly, compete with other colleges who have graphic communication programs, and network and interact with industry professionals from around the globe. In addition, this competition provides awareness of Cal Poly to the flexographic and packaging industry and helps them to understand the caliber of students associated with the GrC program.

The purpose of the IRA is to help fund the student travel to the annual FTA competition. Typically, four or five students comprise the Phoenix Challenge team each year at Cal Poly (and two professors). The Forum competition is a four-day event. Travel, hotel, and meal costs for the students need to be covered.

The goals of the IRA are to promote student skills to organize and carry out this project under the guidance of the rubric provided by the Phoenix Challenge organization. All students have the opportunity to compete in the project at Cal Poly (design the package, appropriately prep the files, and print the package), travel to the FTA destination (which is in a different location each year), present the project as a team to a panel of judges, and attend the FTA Annual Forum (which is included at no cost). The industry conference hosts over a thousand professionals and each year students attend the keynotes and technical presentations for no cost. In addition, students have the opportunity to interact with industry professionals to discuss their project and work with FTA staff on Forum related activities.

The IRA funds will be used to support travel to the FTA Annual Forum so students can present the project to the panel of judges. The winner of the competition gets a write up in Flexo Magazine, the industry's leading periodical, and is recognized in front of the entire constituency with a trophy.

5. Funds

- a. Briefly describe efforts and success to date in obtaining funds from other sources.

Typically, funds are requested through industry donations, which has been extremely challenging these past few years. Companies are not as willing to donate funds to student projects as their own budgets have been impacted.

- b. If the proposed activity receives recognition, what is the projected IRA subsidy amount that will be requested: \$ 5000.00

6. Estimated Involvement

- a. Number of students projected to be active participants in the planning and implementation of this activity 5 and their major(s) of origin GrC(majors and minors), and IT (majors and minors).

b. Number of target audience (as applicable): students N/A others 1200 (number of FFTA members who will see the results of the competition—this is the number of people who attend the conference).

7. Key Learning Outcomes 2013-14

- a. **Provide** a list of what students will learn, do, or value as a result of their participation in this IRA. Use action verbs to describe cognitive, affective, and performance skills. Follow this link to see examples of "observable verbs".

As a result of their participation and competition in the Phoenix Challenge Flexo College Competition, students will have an increased ability to:

- * Prepare and plan the project which entails market research, branding, design, prepress, and print of a packaged product.
- * Respond to a specific criteria in the rubric that gives them guidelines they must meet in order to be considered to compete.
- * Employ effective time management, organizational, and teamwork skills as they work on this year-long project.
- * Identify and review different packaging structures and materials (every year the project is different) for the purposes of environmental sustainability and life cycle analysis.
- * Consider all cultures and economies when choosing a particular structure or package (for example, will this package be able to provide a perishable food to a third world country without the need of refrigeration, or consider the design elements in such a way as to not be offensive).

- * Utilize search techniques such as library resources and databases, in addition to industry resources such as contacting professionals and conducting interviews.

- * Keep accurate, clear and readable records to support the decisions they made during the project.

- * Demonstrate and apply their knowledge in GrC/IT by assembling the package design, printing the project, and reporting the project in a manner such that it is presented logically to industry professionals.

- * Clearly explain results and conclusions as learning points to a panel of industry judges. Past judges have included professionals from Pepsi, Sobe, and Frito Lay, as well as commercial package printing companies.

- * Learn how to employ the skills they acquired during their careers at Cal Poly in a "real life" project, and utilize team presentation and reporting skills to deliver the results in a professional manner. The experience of having their work critiqued by potential employers in industry, to interact with other students in other colleges, and to attend this highly technical conference before they start their career is priceless.

b. Check the University Learning Objectives below that align with the learning outcomes provided in #7a.

All students who complete an undergraduate program at Cal Poly should be able to:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Think critically and creatively. | <input checked="" type="checkbox"/> Communicate effectively. |
| <input checked="" type="checkbox"/> Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology. | <input checked="" type="checkbox"/> Work productively as individuals and in groups |
| <input checked="" type="checkbox"/> Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability. | <input checked="" type="checkbox"/> Use their knowledge and skills to make a positive contribution to society. |
| | <input checked="" type="checkbox"/> Locate and gather credible information from a variety of sources such as library, internet, etc. for completion of projects (one attribute of "engage in lifelong learning"). |

c. Check the Diversity University Learning Objectives below that align with the learning outcomes provided in #7a.

All students who complete an undergraduate or graduate program at Cal Poly should be able to make reasoned decisions based on a respect and appreciation for diversity as defined in the Cal Poly Statement on Diversity, which is included in the catalog. They should be able to:

- Demonstrate an understanding between diversity, inequality, and social, economic, and political power both in the United States and abroad
- Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities
- Consider perspectives of diverse groups when making decisions
- Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

8. Assessment Plan 2013-14

a. Check the assessment methods that will be used to determine to what degree participating students met the intended learning outcomes provided in #7a.

- Exhibits of Student Work Student Surveys
 Student Focus Groups Student Interviews Other – describe An industry panel of judges will evaluate the project based on a rubric provided to the colleges who are participating in the competition. Students will have the project on display, present their findings in person, and provide written accounts on the project.

9. Course Affiliation

a. List one to three courses that support the activities or goals of the proposed IRA (as applicable). Indicate how these courses support the learning outcomes listed in #7a.

Course Prefix: GrC 316 Course Title: Flexography co-requisite
 Course Prefix: GrC 337 Course Title: Consumer co-requisite
 Packaging
 Course Prefix: IT 330 Course Title: Issues of Packaging co-requisite

10. Criteria

a. Provide justification for recognition by checking all the IRA Criteria below that may apply :

<input checked="" type="checkbox"/>	This IRA's description is clearly articulated.	<input checked="" type="checkbox"/>	This IRA is connected to the academic mission of the division, college, and/or department.
<input checked="" type="checkbox"/>	This IRA is affiliated with one or more identified course(s).	<input checked="" type="checkbox"/>	Learning outcomes for this IRA are defined.
<input checked="" type="checkbox"/>	This IRA occurs outside any organized instructional setting.	<input checked="" type="checkbox"/>	This IRA fosters the crossing of disciplinary boundaries.
<input checked="" type="checkbox"/>	One or more students participate directly in this IRA.	<input checked="" type="checkbox"/>	Participation in this IRA does not require enrollment in an academic course.
<input checked="" type="checkbox"/>	Participation in this IRA is not limited to students from any particular major or minor.	<input checked="" type="checkbox"/>	The public has access to view or listen to this IRA.
<input checked="" type="checkbox"/>	This IRA enhances Cal Poly's reputation.	<input checked="" type="checkbox"/>	There is evidence of, or a plan for, sound financial management of this IRA.
<input checked="" type="checkbox"/>	There is evidence of or a plan for all students having the opportunity to participate.	<input checked="" type="checkbox"/>	There is demonstrated support from the division, college, and/or department in the form of funds, facility use, supplies, faculty/staff time, etc.
<input checked="" type="checkbox"/>	Attempts are being made (or have been made) to secure funds from other source(s).		

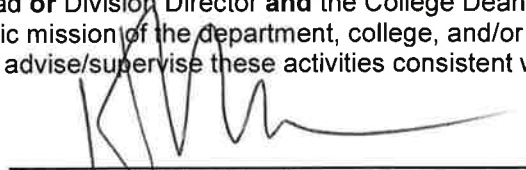
b. Briefly describe how specific features of the proposed activity align with the IRA criteria.

Phoenix Challenge is not part of the GrC curriculum, but offers students studying GrC and/or packaging (IT) an opportunity to demonstrate and extend the skills they have acquired. Based on demonstrated skills, five students of various disciplinary backgrounds are selected each year to participate in this year-long commitment. Under the guidance of a faculty advisor, these students work on their own time, both as a team and independently, to create and print a project consisting of a package structure and design; the findings are presented to and judged by industry professionals. Participation in the competition is fully consistent with and connected to the academic missions of the university, college, and department, all of which seek to foster "teaching, scholarship, and service in a Learn by Doing environment in which students, staff, and faculty are partners in discovery."

This IRA is interdisciplinary and is not limited to GRC students. In addition, this IRA enhances Cal Poly's reputation. For example, last year's Phoenix Challenge project offered the students an opportunity to redesign Cal Poly chocolates -- nine discreet packages. Although only four packages were required for the competition, the Cal Poly chocolate team was so impressed with what the students did, they had the students redesign all the packaging for chocolates--including printing and converting the packages. In addition, in a cross-disciplinary fashion, IT students designed an outer point of purchase display for the chocolates such that local stores (such as Spencer's) could more easily present them. What started as a college competition for the Phoenix Challenge students ultimately turned into a multidisciplinary, real-world opportunity for GrC, IT, and Dairy students to work together to rebrand a very popular Cal Poly product so that it truly stood out on the shelves and increased sales. Cal Poly won the competition last year.

11. Recommendation – The Department Chair/Head or Division Director and the College Dean/Vice President confirm that this activity is connected to the academic mission of the department, college, and/or division, and undertake to assign university faculty and/or staff to advise/supervise these activities consistent with university policies and procedures.

Dr. Harvey R. Levenson
Department Chair/Head or Division Director
(name)



Department Chair/Head or Division Director
(signature)

2-7-2013
Date

Douglas L. Epperson
College Dean/Vice President (name)



College Dean/Vice President (signature)

2-19-13
Date

Jeffrey Thomson
Student Council Chair or ASI President (type name)



Student Council Chair or ASI President
(signature)

Date

Academic Programs Office (<http://www.academicprograms.calpoly.edu/IRA/>)

FOR USE BY IRACC ONLY

IRA Recognition:

- Approval Recommended
- Approval Not Recommended
- University Interest

Rationale:

Mary E. Pedersen, IRAAC Co-Chair

Date

**Instructionally Related Activities (IRA)
Budget Proposal - Fiscal Year 2013-14**



Activity Name: Phoenix Challenge
Department ID: _____

Attention - Complete this form only if seeking FIRST time recognition.

This proposed budget should demonstrate how IRA funds will be utilized and align with the explanation provided in #4c of the Proposal for New Recognition. Completion of this form does not indicate recognition or approval.

SOURCES OF FUNDS	2013-14 Projected Amount
Requested IRA subsidy:	5,000.00
College/Department discretionary funds:	_____
College-based fees:	_____
*Other (Explain below)	_____
Total sources of funds: \$	5,000.00

***Provide detailed explanation of "Other" Sources of Funds.**

USES OF FUNDS

To program reserve:	_____
Salaries & wages:	_____
Supplies & services:	_____
Travel:	5,000.00
Other:	_____
Total use of funds: \$	5,000.00

Provide detailed explanations of all projected expenditures on page 2.

Expenditure Guidelines are available on the IRA website at

http://www.academicprograms.calpoly.edu/IRA/ira_budget_guidelines_032405.html

The unexpended balance within each IRA fund shall not exceed 20% of the current year's allocation and/or revenues. Balances in excess of 20% will require a written explanation on future expenditure plans per the year end student fee reporting process. Unexpended balances in excess of the 20% may be subject to transfer to division level accounts.

Colleen Twomey
IRA Coordinator (print)

Signature

2-19-13
Date

Harvey Levenson
Department Chair/Head (print)

Signature

2/19/13
Date

\$	
College recommended IRA subsidy	
Douglas L. Epperson (print name) College Dean or Vice President Student Affairs	
Signature	Date
Jeffrey Thomson (print name) Student Council Chair or ASI President	
Signature	Date
Joy C. Sisler (print name) Budget Analyst <i>Signature indicates figures are within expenditure guidelines.</i>	
Signature	Date

Supplemental Explanations - Use of IRA Funds

For any amounts entered under "**Use of IRA Funds**" on page one, please provide detailed explanations of planned expenditures. Double click in any box to begin typing.

To program reserves: Explain why funds will be held in reserve.

Salaries & Wages: To whom are salaries and wages paid? What is their role for this IRA? Note that salaries, stipends, or wages for faculty, students, or others to participate in IRA programs/activities may not be paid using IRA funds. However, a case may be made to pay employees such as lab technicians or truck drivers to perform tasks essential to the provision of IRA programs/activities in which students will participate.

Supplies & Services: Provide a detailed list of supplies & services. Explain how they relate to this IRA.

Travel: Explain who is traveling, where they are traveling to, and why. The competition is held in a different geographic location each year. Travel would include flights for the 5 students, in addition to taxi rides, hotel lodging, and meals. A tentative budget would be \$1000 per student for 5 students distributed as follows for a 4-day conference: Airfare \$500, Meals & incidentals \$25 per day for 4 days, Hotel \$100 per night for 4 nights.

Other: Explain in detail any other expenses and how they relate to this IRA.