

CAL POLY

**Academic Senate**

805.756.1258

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

**Meeting of the Academic Senate Executive Committee**

**Tuesday, November 10, 2015**

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

- I. **Minutes:** Approval of October 13, 2015 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. **Approval of Academic Senate committee charges for 2015-2016:** (pp. 4-5).
  - B. **Approval of Margaret Bodemer (Lecturer Social Sciences, CLA) as part-time academic employee for the 2015-2016 academic year.**
  - C. **Appointments to Academic Senate committee for 2015-2017, University committees 2015-2016, and task forces:** (pp. 6-7).
  - D. **Resolution to Amend the Definition of Membership of the General Faculty on the *Constitution of the Faculty*:** Manzar Foroohar, Statewide Senator (pp. 8-9).
  - E. **[TIME CERTAIN 4:15 P.M.] CONFIDENTIAL: closed meeting – Executive Committee members only: Honorary Degrees:** Keith Humphrey, Vice President for Student Affairs (Materials sent electronically. Please do not print materials).
  - F. **[TIME CERTAIN 4:30 P.M.] Approval of Instruction Committee's recommendations for 2017-2018 Academic Calendar:** Dustin Stegner, chair of the Instruction Committee (pp. 10-20).
  - G. **Resolution to Add the Function of Task Forces:** Gary Laver, Academic Senate chair (p. 21).
- V. **Discussion Item(s):**
  - A. **Review of CAP 420: removal of section 420.4 – amorous relations and resolution AS-471-96/SWC Resolution on Amorous Relationships** (pp. 22-32).
  - B. **Discuss CAP 330 – Slacklining Policy** (pp. 33-34).
  - C. **Clarification of TERMS OF OFFICE *Bylaws of the Academic Senate* II.B.1** (p. 35).
- VI. **Adjournment:**

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

**MINUTES OF THE**  
**ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, October 13, 2015**  
**01-409, 3:10 to 5:00pm**

- I. Minutes: M/S/P to approve the Executive Committee minutes from September 22, 2015.
- II. Communication(s) and Announcement(s): Gary Laver, Academic Senate Chair, spoke on the handout on the numbers and salaries of MPPs on campus. The information will be a communication to the full senate as well as published as raw data.
- III. Reports:
  - A. **Academic Senate Chair (Laver):** Department chairs and administrators are discussing the possibility of modifying the program review cycles so that they are every 7 years instead of 6.
  - B. **President's Office:** none.
  - C. **Provost (Pederson):** Academic Programs submitted an interim report and received a letter of response. The letter highlighted the two areas we've been working on campus-wide for our overall accreditation, which are "assessment of student learning" and "diversity and inclusivity". There is also a mid-cycle report coming up in 2017 as part of the 10-year accreditation processes.
  - D. **Statewide Senate (Foroohar/LoCascio):** Foroohar reported on a virtual meeting with the Statewide Faculty Affairs Committee. They are working on 4 resolutions; 2 are in first reading and 2 are in second reading. Two notable resolutions are a second reading resolution on background checks and a first reading resolution on shared governance. LoCascio reported on his discussions with the Statewide Academic Affairs Committee on what the definition of a master's program should be. They also endorsed that ethnic studies programs should be available, but not a graduation requirement.
  - E. **ASI Representative (Monteverdi):** ASI is considering a policy change to include cost of living as part ASI's salary increases since it is currently only merit based.
- IV. Special Report:

Kara Samaniego, Cal Poly Safer, spoke on the services offered by Cal Poly Safer and encouraged faculty to utilize the education services available to their students. Samaniego can be contacted at [kbarbier@calpoly.edu](mailto:kbarbier@calpoly.edu).
- V. Business Item(s):
  - A. **Approval of Academic Senate committee charges for 2015-2016:** M/S/P to approve the Academic Senate committee charges for 2015-2016 with the following corrections:
    - Budget and Long-Range Planning Committee:*
      - Look at KPI and suggest criteria for evaluating ~~targeted growth options~~ academic plan. Executive Committee clarification needed.
    - Faculty Affairs Committee:*
      - Implications of electronic RPT.
    - Curriculum Committee:*
      - Explore "course renewal" cycle (at least a best practices report) (in tandem with GEGB)
      - Review the current membership and clarify PCS/IT positions.
    - GE Governance Board:*
      - Library vs. PCS representative on GE Governance Board?
    - Instruction Committee:*
      - Possible charge: grading and return exam/homework to students, progress report on grades, and/or standing before finals. For students to have some idea of grade.
      - Field trip policy review – streamline process.

- B. **Appointment of Gour Choudhury and Doris Derelian, Food Science & Nutrition to the Academic Senate CAFES caucus for 2015-2017 term:** M/S/P to appoint Gour Choudhury and Doris Derelian to the Academic Senate CAFES caucus for the 2015-2017 term.
- C. **Appointments to Academic Senate committee for 2015-2017, University committees 2015-2016, and task forces:** M/S/P to approve the appointment of the following people to the respective committees:  
*College of Agriculture, Food, and Environmental Sciences*  
Curriculum Committee Michael McCullough, Agribusiness  
*Orfalea College of Business*  
Distinguished Teaching Award Committee Lei-da Chen, Management  
*College of Liberal Arts*  
Distinguished Teaching Award Committee Alyson McLamore, Music  
Grants Review Committee Dawn Neill, Social Sciences
- Curriculum Appeals Committee:**  
Doug Keesey, English  
Josh Machamer, Theater & Dance  
Jim Mueller, Mathematics  
Andrew Schaffner, Statistics
- Athletics Advisory Board:**  
Jason Lepore (2015-17), Economics  
Katie McCormick (2015-16), Art & Design
- GWR Task Force:**  
Brian Self, Mechanical Engineering
- USCP/DLO Task Force:**  
Lei-da Chen, Management, HR, and IS
- Exceptional Student Service Committee:**  
Lei-da Chen, Management, HR, and IS  
Emily Hamilton, Mathematics  
Martin Mehl, Communication Studies
- Workplace Enhancement Strategy Task Force:**  
David Janzen, Computer Science
- D. **Resolution on Revising the Criteria for the Distinguished Scholarship Awards:** Don Choi, Distinguished Scholarship Committee chair, presented a resolution to revise the criteria for the Distinguished Scholarship Award in order to align them with current practices and help streamline the selection process. M/S/P to agendize the Resolution on Revising the Criteria for the Distinguished Scholarship Awards.
- E. **Resolution on California State University (CSU) 2015-16 Presidential Searches:** Manzar Foroohar, Statewide Senator, presented a resolution that calls for more open, transparent processes for current and future CSU presidential searches. M/S/P to agendize the Resolution on California State University (CSU) 2015-2016 Presidential Searches.

VI. Adjournment: 5:00pm

Submitted by,



Alex Ye  
Academic Senate Student Assistant

## Charges for 2015-2016 Academic Senate Committees

### Budget and Long-Range Planning Committee – **Approved 10.13.15**

- Better understanding of the budget allocation – meet with Provost/VP AFD.
- Look at KPI and suggest criteria for evaluating ~~targeted growth options~~ academic plan. Executive Committee clarification as needed. **Winter 2016.**
- Review best practices in strategic plans and associated action plans (vis-à-vis Vision 2022).
- BLRP involvement in revisitations of campus-wide allocation models.
- Participate in Master Plan activities.
- 0515-Write a resolution asking the President to develop an official written strategic plan that has at its core measurable objectives and metrics
- 0615-Work with administration to develop a set of meaningful metrics that can be tracked (Committee report 061715. Work with Kimi Ikeda and Victor Brancart)
- Examine advancement activities

### Curriculum Committee

- Discuss double counting courses

### **Approved 10.13.15**

- Explore the development of undergraduate certificate programs.
- Explore “course renewal” cycle (at least a best-practices report) (in tandem with GEGB). **Spring 2016**
- Examine impact of Quarter Plus courses (in tandem with GEGB). **Spring 2016**
- ~~Curriculum refresh proposal (at least a best-practices report).~~ **Spring 2016**
- Distinction between units/departments.
- Ongoing review of curriculum proposals.
- Review the current membership and clarify PCS/IT positions.

### Faculty Affairs Committee –

Discuss double counting and getting a minor without additional courses

### **Approved 10.13.15**

- First full draft of University Faculty Personnel Action by January 1, 2016; Faculty Affairs Committee approval in Winter 2016; to Executive Committee thereafter.
- Modification of exceptional service assigned time application
- Narrative evaluations: A) task force with administration and ASI on ASI’s proposal of regular dissemination to student body; B) input on move to electronic collection
- Input on response to Chancellor’s letter
- Review of CAP-project leftovers as needed
- Implications of electronic RPT

### Fairness Board - **Approved 09.22.15**

- Revision of campus cheating policy. **End of Winter 2016**

### GE Governance Board – **Approved 10.13.15**

- Ongoing review of curriculum proposals: catalog cycle proposals and continuous course review proposal. **August 2015.**
- GE program review. **Report due in August 2015.**
- Explore “course renewal” cycle (in tandem with ASCC). **Spring 2016**
- Examine impact of Quarter Plus courses (in tandem with ASCC). **Spring 2016**
- “Pathways” discussion.
- Library vs. PCS representative on GE Governance Board?



Instruction Committee – **Approved 10.13.15**

- Discuss ways to raise faculty and students awareness about academic dishonesty/plagiarism.
- Possible charge: grading and returning exam/homework to students, progress report on grades, and/or standing before finals. For students to have some idea of grade.
- Narrative evaluations: A) task force with administration and ASI on ASI's proposal of regular dissemination to student body; B) input on move to electronic collection
- Field trip policy review – streamline process.
- Revision of campus cheating policy. **End of Winter 2016**
- Office hours update for a report (not a resolution) **End of Winter 2016**
- Review of CAP-project leftovers as needed
- 0315-Work with Risk Management and any other appropriate group to develop university-wide forms for the colleges to adopt for internships (AS-804-15)
- 0315-Review AS-804-15 policy and implementation during spring 2016 (AS-804-15)
- 0315-Feedback on the statement on competency-based assessment of student learning (S. Walker email 031915)
- 0415-Review and revise office hour policy (as discussed with FACT – G. Stegner email 042715)

## Research, Scholarship and Creative Activities Committee

- Fact finding on efficient methods that ensure the concept of Research, Scholarship and Creative Activities become an incentive for faculty.
  - Continuation of the discussion of support mechanisms for the Teacher-Scholar Model, including a review of relevant documents from the past.
  - Work towards a regular status report on scholarship at Cal Poly.
  - Teacher-Scholar Model, flexibility for junior faculty – continue discussion with Provost.
- Identify examples of positive and negative practices relating to motivating and developing research, scholarly and creative activities as part of professional development.
- Possible discussion of consulting practices across departments - currently no university-wide policy on reporting of consulting activities and guidelines for review committees on how to evaluate such activities in the tenure process.
- Ad Hoc Committee for establishing published bylaws and mechanism of action by faculty members in the Human Subjects and Research Policies. **Winter 2016**
- 0515-Discuss the proliferation of MPS programs (Committee report spring 2015)

## Sustainability Committee

- Respond to AS-787-14
  1. Produce a list of courses meeting at least two SLOs.
  2. Encourage faculty to teach sustainability in new and existing courses (new)
  3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability (new)
- Develop procedure to identify sustainability courses in catalog (new)
  - Report on case studies from other universities.
- Respond to 2014 CSU Sustainability Policy directives. (new)
  1. "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process.
  2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development."
- Promote/extend the Green Campus/Star Certification.
- Make recommendations regarding the role of sustainability in the University's strategic plan/master plan/action plan.

**Approved 09.22.15**

- Continue assessing SLOs. Prepare and deliver report. **Fall 2015**
- Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum.
- Work with GEGB to develop sustainable pathways in GE.

## 2015-2017 Academic Senate Vacancies

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

Distinguished Teaching Awards Committee (2015-2016)

Instruction Committee (2015-2016)

Research, Scholarship & Creative Activities Committee

Sustainability Committee

Ashraf Tubeileh, Horticulture & Crop Science (.3 years at Cal Poly) Tenure track

I just joined the University in July and was nominated to serve on this committee by Dr. Neal MacDougall. As a cropping systems agronomist, I have been teaching my students about the importance of agricultural sustainability from economic, environmental, and social perspectives. My interest in sustainability is inherent. I grew up in the Middle East, where water availability has always been an issue impacting people's lives every day. Drought and political issues results in the loss of our citrus orchard in the Jordan Valley. As a postdoctoral fellow, I spent five years with the International Center for Agricultural Research in the Dry Areas (ICARDA), based in Aleppo, Syria, and focusing mostly on dryland agriculture. My research at ICARDA has addressed natural resource conservation and sustainability of cropping systems through improving water and soil management. I have also worked for the University of Guelph, and my research portfolio addressed fertilizer-use efficiency and bioenergy crops among other things. I have published several papers focusing on water and fertilizer use efficiency and nutrient management.

I am currently the faculty supervisor for the Cal Poly organic farm, which represents another milestone in Cal Poly's commitment to sustainability. It is a destination for many students from across the Campus who come to contribute to the sustainability cause. By joining the sustainability committee, I look forward to being able to work with fellow faculty and students to better integrate approaches to sustainability inside and outside the classroom. I believe my role would be very important as a liaison between the committee and CAFES, one of the colleges most involved in sustainability activities on Campus.

### **College of Engineering**

Curriculum Committee

Distinguished Scholarship Awards Committee

Grants Review Committee

Tina Smilstein, Electrical Engineering (6.5 years at Cal Poly) Tenured

I enjoy reading applications for grants and conferences. I do not have extensive experience but have been on the CPConnect committee for 2 or 3 years and have read papers for quite a few conferences since getting to Cal Poly. My specialty areas would be electrical and BMed but have reviewed papers for other fields too and enjoy doing the research. Full disclosure, I do not consider myself a good grant writer and that is one of my ulterior motives for volunteering. I would hope some writing skills would wear off on my after participating in this committee.

### **Professional Consultative Services**

Budget & Long-Range Planning Committee

Distinguished Scholarship Awards Committee

Distinguished Teaching Awards Committee

## Task Forces

USCP/DLO Task Force – 2 vacancies 2015-2016

## 2015-2016 University Vacancies

Academic Assessment Council – vacancy for CAFES only 2015-2018

Accommodation Review Board – 2015-2017

Campus Safety and Risk Management Committee – 2015-2017

Institutional Animal Care and Use Committee – 2015-2016

Intellectual Property Review Committee – 2 vacancies – CAFES and PCS – 2015-2017

Sheree Fu, Library – PCS, Tenure track

I am interested in serving on the Intellectual Property Review Committee as the PCS representative. As an engineering librarian, I believe I bring a unique perspective to the review and administration of campus IP policies. My understanding of information science, patent development and patent searching provides me a strong organizational knowledge of intellectual property. I am eager to learn more about copyright and trademarks, current and emerging legal issues, how these matters impact faculty and the campus, and university IP policy development and revision.

University Union Advisory Board – 2015-2016

Adopted:

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

**AS-\_\_-15**

**Background Statement:** On January 23, 2015, the Academic Senate CSU unanimously approved resolution AS-3199-15/FA Non-Tenure Track Faculty and Shared Governance in the California State University: A Call to Campus Senates. Such resolution encourages campus senates to review or revise their constitutions and policies in order to include lecturers, non-tenure track librarians, coaches, and counselors, in the term "faculty" in a manner consistent with the CSU-CFA Collective Bargaining Agreement (Article 2.13).

**RESOLUTION TO AMEND THE DEFINITION OF MEMBERSHIP OF THE GENERAL  
FACULTY ON THE *CONSTITUTION OF THE FACULTY***

1     RESOLVED:     That the definition of General Faculty in Article I and Article III.1 of the current *Constitution of the*  
2                                 *Faculty* be amended; and be it further

3  
4     RESOLVED:     That the Academic Senate conduct a General Faculty referendum to amend Article I and Article  
5                                 III.1 of the current *Constitution of the Faculty* as follows:

6  
7     ARTICLE I.     MEMBERSHIP OF THE GENERAL FACULTY

8     ~~Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at Cal Poly and~~  
9     ~~belong to at least one of the following entities: (1) full-time academic employees holding faculty rank whose~~  
10    ~~principal duty is within an academic department, unit, or program; (2) faculty members in the Pre-Retirement~~  
11    ~~Reduction in Time Base Program; (3) full-time probationary and/or permanent employees in Professional~~  
12    ~~Consultative Services as defined in Article III.1.b of this constitution; (4) full-time coaches holding a current faculty~~  
13    ~~appointment of at least one year; (5) lecturers holding full-time appointments of at least one year in one or more~~  
14    ~~academic departments, units, or programs; or (6) lecturers with a current assignment of 15 WTUs for at least three~~  
15    ~~consecutive quarters.~~

16  
17    Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at Cal Poly and  
18    belong to at least one of the following entities:

19  
20    (1) full-time or part-time (PRTBs, FERPs, and faculty with reduction in time base) tenured/tenure-track instructional  
21    faculty;

22  
23    (2) lecturers holding full-time appointments of at least one year, or who have had three consecutive quarters with an  
24    assignment of 15 WTUs per quarter;

25  
26    (3) part-time lecturers holding appointments for at least six consecutive years;

27  
28    (4) full-time or part-time probationary and/or permanent employees in Professional Consultative Services (PCS)  
29    which include (a) librarians; (b) counselors (SSP: SSP-ARI, SSP-ARII, and SSP-ARIII); (c) student services  
30    professionals (SSPs III and IV); and (d) physicians;

31  
32    (5) full-time temporary employees in PCS holding appointments of at least one year which include (a) librarians; (b)  
33    counselors (SSP: SSP-ARI, SSP-ARII, and SSP-ARIII); (c) student services professionals (SSPs III and IV); (d)  
34    physicians; and (e) coaches;

(6) part-time temporary employees in PCS holding current employment of at least six consecutive years which include (a) librarians; (b) counselors (SSP: SSP-ARI, SSP-ARII, and SSP-ARIII); (c) student services professionals (SSPs III and IV); (d) physicians; and (e) coaches; and

(7) faculty participating in the Faculty Early Retirement Program (FERP);

Members of the General Faculty, including department chairs/heads, shall not cease to be members because of any assigned time allotted to them for the carrying out of duties consistent with their employment at Cal Poly. "Visiting Personnel," visiting faculty, and volunteer instructors shall not be members of the General Faculty. Members of the General Faculty who are on leave for at least one year shall not be voting members during their leave.

Nonvoting membership in the General Faculty shall consist of all academic personnel not included in the voting membership.

### ARTICLE III. THE ACADEMIC SENATE

#### Section 1. Membership

- (a) Colleges with fewer than 30 faculty members shall elect two senators. All other colleges shall elect three senators, plus one additional senator for each additional 30 ~~faculty~~ members FTEF (Full Time Equivalent Faculty) or major fraction thereof.<sup>1</sup>
- (b) Designated personnel in Professional Consultative Services (excepting directors) shall be represented in the Academic Senate by the formula of one senator per each fifteen FTE (Full Time Equivalent) members or major fraction thereof.<sup>2</sup>
  - (1) ~~Full-time probationary or permanent Librarians; and~~
  - (2) ~~Full-time probationary or permanent (a) counselors; (b) student services professionals [SSP]; SSP I academically related, SSP II academically related, and SSP III academically related; (c) SSPs III and IV; (d) Cooperative Education lecturers; and (e) physicians.~~
  - (3) ~~Full-time coaches holding a current faculty appointment of at least one year.~~
- (c) Part-time lecturers in an academic department/teaching area and part-time employees in Professional Consultative Services, other than those who are members of the General Faculty as defined in Article I, will be represented by one voting member in the Senate.
- (d) Senators acting in an at-large capacity are the current Academic Senate Chair, the immediate Past Academic Senate Chair, and the CSU academic senators. All at-large positions shall be voting positions except for the Academic Senate Chair which is a nonvoting position except when the Chair's vote is needed to break a tie.
- (e) Ex officio, nonvoting members are (1) the President of the University or designee, (2) the Provost or designee, (3) one representative from among the academic deans, (4) the ASI President, (5) the Chair of ASI Board of Directors, and (6) the Vice President for Student Affairs.

Proposed By: Academic Senate Executive Committee  
Date: November 4, 2015

<sup>1</sup> All calculations are based on employment data from October of the academic year of the election

<sup>2</sup> All calculations are based on employment data from October of the academic year of the election

To: Gary Laver, Chair, Academic Senate  
From: Dustin Stegner, Chair, Instruction Committee  
Subject: Recommendations for Academic Calendar, 2017-18  
Date: November 3, 2015

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The Academic Senate Instruction Committee met to discuss the proposed options for the 2017-18 academic calendar. The only feedback received about the 2017-18 calendar was from AFD. One AFD manager indicated that the mid-week start times violates CAP. However, since CAP 211.11 reads, "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." The current options are not adhering closely to the "whenever possible," but CAP does provide leeway here.

The committee thus recommends the following options:

- Summer 2017: Option 1 – No other options were provided
- Fall 2017: Option 1 – This option allows for an optional common final time. The rationale for this recommendation is that the common final time currently conflicts with the final examination times for evening and night courses. Since the Saturday common final time is optional, programs would have the discretion whether to implement it.
- Winter 2018: Option 1 – Please see the rationale for Fall 2017.
- Spring 2018: Option – Please see the rationale for Fall 2017

In addition to the official calendar options provided by the Registrar's Office, the committee discussed two issues.

First, at the request of an academic senator, the committee was asked to solicit feedback on the decision to move to a week-long Thanksgiving Holiday (rather than the Wednesday-Friday holiday that is in place for the 2015-16 academic calendar). The feedback from across the university was very mixed—but one of the themes that emerged from it was that the Thanksgiving holiday is disruptive to instruction because week 11 and the finals examination period are separated by the holiday break.

Second, the committee asked for comment across the different colleges about the possibility of an earlier start time to the fall quarter so that the quarter would end the Friday before Thanksgiving. This would solve the problem of the Thanksgiving holiday disruption and create a more substantial winter break for students, especially out-of-state and international students, to return home and for faculty to prepare for the winter and spring quarters. This is an issue that has been discussed in the past, but has not been formally pursued.


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



**Date:** September 25, 2015

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

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

**From:** Cem Sunata, University Registrar 

**Subject:** 2017-2018 Academic Calendar Consultation

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

Currently, Cal Poly is operating on an approved Academic Calendar extending through the end of Spring Quarter 2017. Attached are quarter-by-quarter calendar proposals for the period from Summer Quarter 2017 through Spring Quarter 2018. For each quarter's proposal:

- Applicable Campus Administrative Policy (CAP) is cited.
- The various options and corresponding considerations are presented in a table format.
- Calendar displays with relevant months are provided for each option. Key dates are highlighted, such as final examination periods and academic holidays.

Ultimately, the calendar for the entire year will be a combination of the selected proposals for each quarter.

By copy of this letter we are requesting that all recipients, **except for the Academic Senate Chair and Academic Senate Instruction Committee, send any comments and/or recommendations on the proposed options to Susan Olivas, Office of the Registrar (solivas@calpoly.edu) on or before Friday, October 16, 2015.**

We are then requesting that the Academic Senate Executive Committee, after reviewing the proposals and the feedback received from other parties, makes its recommendation on or before **Friday, November 17, 2015.**

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

Attachments



## Summer Quarter 2017

### Campus Administrative Policy for consideration:

- Per CAP 211.1, "Summer quarter should end prior to Labor Day. Spring quarter should end prior to the second weekend in June."
- Per CAP 211.1, "The need to start the first day of instruction on a Monday shall take higher priority in planning the academic calendar than ending summer quarter prior to Labor Day and ending spring quarter prior to the second week in June."
- Per CAP 211.2, "Whenever possible, quarter breaks should include no less than 5 calendar days between the last day of final examinations and the beginning of the subsequent quarter."

Summer 2017	Break between Spring and Summer terms	First Day of Classes	Academic Holiday	Last Day of Classes	Final Exam Period	Notes
Option 1	3 business days	June 22, Thursday	July 4, Tuesday	*10-week session: August 29, Tuesday	August 30 - September 1, W – F, for a 10-week session	In order for the Summer term to end prior to Labor Day: <ul style="list-style-type: none"> <li>• There is a break of 3 business days between spring and summer terms.</li> <li>• Final examination period is shortened to 3 days, Wednesday-Friday, August 30 - September 1, for a 10-week session.</li> </ul> Instructional Days = 48

\* For reference, dates have been provided for a 10-week session, the longest session in a term. Actual sessions to be offered during the summer term will be determined at a later date.

JUNE 2017						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2017						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

### Legend:

Academic Holiday	First Day of Classes	Final Exams	Commencement
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## Fall Quarter 2017

Campus Administrative Policy for consideration:

- Per CAP 211.1, "Whenever possible, the first day of instruction each quarter shall be a Monday with a 48-day minimum per quarter (49-day minimum spring quarter) and the last day of instruction each quarter shall be a Friday."
- Per CAP 211.1, "In calendar years in which the first Monday of the quarter falls on a major religious or cultural holiday, it is recommended that instruction shall begin on Tuesday of that week."

Fall 2017	Break between Summer and Fall terms	First Day of Classes	Academic Holiday	Last Day of Classes	Final Exam Period	Break between Fall and Winter terms	Notes
Option 1	Labor Day holiday plus 2 business days	Fall Conference starts Sept. 7, Thursday  Classes start Sept. 14, Thursday	November 10, Friday  November 20 - 24, Monday – Friday	December 1, Friday	December 2, Saturday Common Finals Option  December 4-8, M – F	4 weeks	There is no major religious or cultural holiday on the first day of classes. Between summer and fall, there is a break of 2 business days plus the Labor Day holiday. Between fall and winter, there is a break of 4 weeks.  <u>Saturday common finals option</u> Instructional Days = 51
Option 2	Labor Day holiday plus 2 business days	Fall Conference starts Sept. 7, Thursday  Classes start Sept. 14, Thursday	November 10, Friday  November 20 - 24, Monday – Friday	December 1, Friday	December 4-8, M - F	4 weeks	There is no major religious or cultural holiday on the first day of classes. Between summer and fall, there is a break of 2 business days plus the Labor Day holiday. Between fall and winter, there is a break of 4 weeks.  <u>No Saturday common finals</u> Instructional Days = 51

-13-

# Fall Option 1

SEPTEMBER 2017						
S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

## Legend:

Academic Holiday	Fall Conference	First Day of Classes	Final Exams	Commencement	Common Finals Option
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## Fall Option 2

SEPTEMBER 2017						
S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

Legend:

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

### 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 2018	Break between Fall and Winter terms	First Day of Classes	Academic Holiday	Last Day of Classes	Final Exam Period	Notes
Option 1	3 or 4 weeks (depending on Fall option)	January 8, Monday	January 15, Monday  February 19, Monday	March 16, Friday	March 17, Saturday Common Finals  March 19 - 23, M - F	<p>Option is to follow a Monday schedule on another day of the week, so there are nine offerings of Monday classes during the term.</p> <p><b><u>Saturday common finals option</u></b></p> <p>Follow a Monday schedule on Tuesday, February 20, following the President's Day holiday on Monday, February 19. Considerations:</p> <ul style="list-style-type: none"> <li>Can affect part-time faculty with other jobs off-campus (e.g. at Cuesta) and students' jobs off-campus.</li> <li>Occurrence later in term may affect mid-term schedules.</li> </ul> <p>Note: Cesar Chavez Day on March 31 occurs during the spring break.</p> <p>Instructional Days = 48</p>
Option 2	3 or 4 weeks (depending on Fall option)	January 8, Monday	January 15, Monday  February 19, Monday	March 16, Friday	March 19 - 23, M - F	<p>Option is to follow a Monday schedule on another day of the week, so there are nine offerings of Monday classes during the term.</p> <p><b><u>No Saturday common finals</u></b></p> <p>Follow a Monday schedule on Tuesday, February 20, following the President's Day holiday on Monday, February 19. Considerations:</p> <ul style="list-style-type: none"> <li>Can affect part-time faculty with other jobs off-campus (e.g. at Cuesta) and students' jobs off-campus.</li> <li>Occurrence later in term may affect mid-term schedules.</li> </ul> <p>Note: Cesar Chavez Day on March 31 occurs during the spring break.</p> <p>Instructional Days = 48</p>

## Winter Option 1

JANUARY 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Legend:

Academic Holiday	First Day of Classes	Change to a Monday Schedule	Final Exams	Common Finals Option
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## Winter Option 2

JANUARY 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Legend:

Academic Holiday	First Day of Classes	Change to a Monday Schedule	Final Exams
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## Spring Quarter 2018

### Campus Administrative Policy to consider:

- Per CAP 211.1, "Whenever possible, the first day of instruction each quarter shall be a Monday with a 48-day minimum per quarter (49-day minimum spring quarter) and the last day of instruction each quarter shall be a Friday. In calendar years in which the first Monday of the quarter falls on Cesar Chavez Day, instruction shall begin on Tuesday of that week."
- Per CAP 211.1, "Summer quarter should end prior to Labor Day. Spring quarter should end prior to the second weekend in June."

Spring 2018	Break between Winter and Spring terms	First Day of Classes	Academic Holiday	Last Day of Classes	Final Exam Period	Notes
Option 1	1 week	April 2, Monday	May 28, Monday	June 8, Friday	June 9, Saturday Common Finals  June 11 - 15, M - F	To avoid having three Monday holidays in the same term, the Winter 2018 term starts the week of January 8 – the week after the January 1 holiday, which would be observed on Monday, January 1. As a result, the Spring term starts later and doesn't end until the third weekend in June.  <b><u>Saturday common finals option</u></b> Instructional Days = 49
Option 2	1 week	April 2, Monday	May 28, Monday	June 8, Friday	June 11 - 15, M - F	To avoid having three Monday holidays in the same term, the Winter 2018 term starts the week of January 8 – the week after the January 1 holiday, which would be observed on Monday, January 1. As a result, the Spring term starts later and doesn't end until the third weekend in June.  <b><u>No Saturday common finals</u></b> Instructional Days = 49

Spring Option 1

April 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Legend:

Academic Holiday	Fall Conference	First Day of Classes	Final Exams	Commencement	Common Finals Option
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Spring Option 2

April 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Legend:

Academic Holiday	Fall Conference	First Day of Classes	Final Exams	Commencement
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SUMMARY OF CALENDAR DAYS  
Academic Year (F-W-Sp)

	Summer 2017	Fall 2017	Winter 2018	Spring 2018
<b>Beginning Year/Term*</b>	--	5	--	--
<b>MWF Days</b>	29	30	29	29
<b>TR Days</b>	19	21	19	20
<b>Total Instructional Days</b>	48	51	48	49
<b>Final Exams</b>	TBD <sup>†</sup>	5 or 6	5 or 6	5 or 6
<b>Commencement</b>	--	1	--	1 <sup>‡</sup>
<b>Total Academic Work Days</b>	48 <sup>†</sup>	62 or 63	53 or 54	55 or 56

Total Academic Year Instructional Days (F-W-Sp) = 148

Total Academic Year Work Days (F-W-Sp) = 170 or 173

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

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\* Fall Conference

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

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



Adopted:

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

**AS-\_\_-15**

**RESOLUTION TO ADD THE FUNCTION OF TASK FORCES**

1 RESOLVED: That the *Bylaws of the Academic Senate* be amended as follows:  
2

3 VIII. COMMITTEES

4 A. GENERAL

5 The functional integrity of the Academic Senate shall be maintained by the  
6 committee process. The committee structure shall include standing committees  
7 staffed by appointment or ex officio status, elected committees staffed by  
8 election, and ad hoc committees or task forces staffed either by appointment or  
9 election as directed by the Academic Senate Executive Committee. The  
10 Executive Committee may create ad hoc committees or task forces as it deems  
11 necessary for specific purposes, which, in the judgment of the Academic Senate  
12 Chair, cannot be handled adequately by the standing committees. Only the  
13 Executive Committee is authorized to create ad hoc committees or task forces,  
14 and these shall report to the Academic Senate by way of the Executive  
15 Committee.

Proposed by: Academic Senate Executive Committee

Date: March 11, 2015

Revised: May 27, 2015

Adopted: November 26, 1996

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

**AS-471-96/SWC  
RESOLUTION ON  
AMOROUS RELATIONSHIPS**

- WHEREAS, Faculty or instructional staff hold positions of authority that involve the legitimate exercise of power over others; and
- WHEREAS, Trust and respect are diminished when those in positions of authority abuse or appear to abuse their power; and
- WHEREAS, The issue of appropriate and inappropriate relationships between students and faculty or instructional staff is very complex; and
- WHEREAS, It is the responsibility of Cal Poly faculty to maintain the highest standards of professional ethics; and
- WHEREAS, Cal Poly's Faculty Code of Ethics and the AAUP's Statement on Professional Ethics affirm that (1) professors adhere to their proper roles as intellectual guides and counselors, (2) they make every reasonable effort to assure that their evaluations of students reflect each student's true merit, and (3) they avoid any exploitation of students; therefore, be it
- RESOLVED: That Cal Poly adopt the attached *Policy on Amorous Relationships Between Students and Faculty or Instructional Staff Who Evaluate or Supervise Them*.

Proposed by the Status of Women Committee  
May 13, 1996  
Revised October 29, 1996  
Revised November 12, 1996

## **POLICY ON AMOROUS RELATIONSHIPS BETWEEN STUDENTS AND FACULTY OR INSTRUCTIONAL STAFF WHO EVALUATE OR SUPERVISE THEM**

California Polytechnic State University, San Luis Obispo

May 10, 1996

### **I. POLICY STATEMENT: AMOROUS RELATIONSHIPS IN THE INSTRUCTIONAL CONTEXT**

**It is the policy of California Polytechnic State University, San Luis Obispo that faculty members or other instructional staff shall not initiate, pursue, or be involved in any amorous or sexual relationships (hereinafter referred to as amorous relationships) with any student whom they evaluate or supervise by virtue of their teaching, research, or administrative responsibilities.**

Friendships or mentoring relationships between faculty or instructional staff and students are not proscribed by this Policy, nor is it the intent of this Policy that such non-amorous relationships be discouraged or limited in any way.

### **II. RATIONALE FOR POLICY**

The University's educational mission is promoted by professionalism in faculty-student relationships, and professionalism is fostered by an atmosphere of mutual trust and respect. Actions of faculty or other members of the instructional staff that undermine this professionalism jeopardize the University's ability to fulfill its educational mission. Trust and respect are diminished when those in positions of authority abuse or appear to abuse their power.

Faculty members and other instructional personnel exercise power over students, whether in giving them praise and criticism, evaluating their work, making recommendations for their further studies or future employment, or conferring other benefits on them. Because it may easily involve or appear to involve a conflict of interest, an amorous or sexual relationship between a faculty member or other member of the instructional staff and a student entails serious ethical concerns when the faculty or instructional staff member has professional responsibility for the student.

Voluntary consent by the student in such a relationship is difficult to determine with certainty, given the fundamentally asymmetric nature of the relationship. Because of the complex and subtle effects of that power differential, relationships may well be less consensual than the individual whose position confers power believes, and the faculty or instructional staff member bears a special burden of accountability in any such involvement.

Further, amorous or sexual relationships in which one person is in a position to review the work or influence the career of another may provide grounds for complaint by others outside the relationship when that relationship appears to give undue access or advantage to the individual involved in the relationship, or to restrict opportunities, or create a hostile and unacceptable environment for those outside the relationship. Other students and faculty may be affected by behavior that makes or appears to make obtaining benefits (such as advancing one student over others) contingent on amorous or sexual favors.

### III. DEFINITIONS

As used in this Policy, the term "faculty member" or "instructional staff" means any member of the university community who engages in instructional or evaluative activities of any student who is enrolled in a course being taught by that individual or whose academic work, including work as a teaching or research assistant, is being supervised or evaluated by that individual. Graduate or undergraduate students, when performing official University academic supervisory or evaluative roles with respect to other students, are considered instructional staff for the purposes of this Policy.

As used in this Policy, an amorous relationship exists when, without the benefit of marriage, two persons as ~~consenting~~ partners (a) have a sexual union or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.

As used in this Policy, to "evaluate or supervise" means:

- a. To assess, determine or influence (1) one's academic performance, progress or potential or (2) one's entitlement to or eligibility for any instructionally conferred right, benefit or opportunity, or
- b. To oversee, manage or direct one's academic or other institutionally prescribed activities.

### IV. AMOROUS RELATIONSHIPS OUTSIDE THE INSTRUCTIONAL CONTEXT

Amorous relationships between faculty members or other members of the instructional staff and students occurring outside the instructional context may also lead to difficulties. Particularly when the individual and the student are in the same academic unit or in units that are academically allied, relationships that the involved parties view as consensual may be disruptive to unit activities and appear to others to be exploitative. Further, in these and other situations, the faculty or instructional staff member may face serious conflicts of interest. In any such situation, therefore, faculty or instructional staff members should be most careful to remove themselves from involvement with any decisions that may reward or penalize the student.

### V. PROCESS AND SANCTIONS

Because of the sensitive nature of such relationships, every reasonable effort should be made

to resolve alleged Policy violations on an informal basis if possible. Concerns about problems related to this Policy may be taken to the administrative official most directly involved, excluding the person alleged to have violated this Policy, or to one of the individuals listed below in Section VIII.

Any remedial actions taken through informal procedures by the administrative official most directly concerned, assuming s/he is not the person alleged to have violated this Policy, will depend on the totality of the circumstances. Efforts should be made to be constructively educational and to be corrective rather than punitive if a Policy violation is found: an acknowledgment of the violation and a commitment not to violate the Policy in the future, along with a warning or other appropriate action directed toward the faculty or other instructional staff member, may be sufficient resolution. In cases where further action is deemed appropriate, sanctions may range from a letter of reprimand to dismissal of faculty, all in accordance with applicable University procedures as identified in Articles 18 and 19 of the Collective Bargaining Agreement.

## VI. APPEALS

If not satisfied with the administrative official's decision, the faculty member or other member of the instructional staff accused of a Policy violation may proceed, in accordance with established procedures, to the grievance or hearings committees to which he or she otherwise has access.

## VII. ABUSE OF THIS POLICY

Complaints found to have been intentionally dishonest or made in willful disregard of the truth may subject the complainant to disciplinary action, with possible sanctions ranging from a letter of reprimand to dismissal.

## VIII. RESOURCES FOR ASSISTANCE AND INFORMATION

Questions concerning this Policy may be addressed to the University's Director of Affirmative Action (756-2062), Women's Program/Student Life and Activities (756-2476), the Sexual Harassment Advisors (names and numbers are available from Director of Affirmative Action), the Vice President of Student Affairs (756-1521), and the Vice President of Academic Affairs (756-2186).

Copies of the Policy are available from Department Chairs and from the offices listed above. These offices are also prepared to help people understand what the Policy means and what options for resolution are available if they believe they have experienced a problem related to this Policy in connection with their academic study or work at the University.

## CHAPTER FOUR

### OFFICE OF THE PRESIDENT

#### 420 EQUAL OPPORTUNITY

##### 420.1 Administration

Under the general direction of the director of University Diversity and Inclusivity, the director of Equal Opportunity is responsible for implementing and maintaining employment policies and procedures that comply with applicable state and federal non-discrimination and Affirmative Action obligations, laws, and regulations.

##### 420.2 Mission

The mission of the Office of Equal Opportunity is to expand, strengthen, and support inclusive excellence, and to increase respect for differences, multiculturalism, and collaboration within Cal Poly's work and educational communities. In support of the Cal Poly mission, the Equal Opportunity staff members are committed to promoting a culture that values individual and organizational integrity, civility, and diversity.

In order to accomplish this mission, we:

- Ensure University adherence to Equal Employment Opportunity (EEO) laws and regulations;
- Serve as campus Americans with Disabilities Act (ADA) and Section 504 compliance officer, supporting the efforts of Cal Poly to comply with all relevant disability laws;
- Serve as campus Title IX Coordinator, overseeing Cal Poly's handling of Title IX complaints, education and compliance efforts;
- Conduct investigations of alleged CSU or Cal Poly policy violations related to protected class status, whistleblowing, and/or other Equal Opportunity issues;
- Participate in campuswide efforts to increase inclusivity, assess and enhance campus climate;
- Provide direction on the implementation of the California Child Abuse and Neglect Reporting Act ("CANRA"), the requirement for mandatory reporting of child abuse and neglect; and
- Facilitate Conflict of Interest training, and assist with employee filings of the annual Form 700.

##### 420.3 Sexual Harassment

Cal Poly is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange. In the University environment, all individuals are entitled to benefit from University programs and activities without having to tolerate inappropriate behavior because of their gender.

This policy applies to all members of the University community and everyone is expected to give the subject the serious attention it requires. Sexual harassment violates University policy, seriously threatens the academic environment, is contrary to law, and will not be tolerated. The University also will not tolerate sexually harassing conduct by a non-employee toward any member of the University community where the non-employee and the member of the University community are participating in University activities. Independent contractors, vendors, and others who do business with the University or on University premises are expected to comply with this policy, and the University will take appropriate action if they fail to do so.

420.4 Amorous Relationships between Students and Faculty or Instructional Staff Who Evaluate or Supervise

420.4.1 Positions of Authority

It is recognized that faculty or instructional staff hold positions of authority that involve the legitimate exercise of power over others. Trust and respect are diminished when those in positions of authority abuse or appear to abuse their power. The issue of appropriate and inappropriate relationships between students and faculty or instructional staff is very complex. It is the responsibility of Cal Poly faculty to maintain the highest standards of professional ethics. Cal Poly's Faculty Code of Ethics and the American Association of University Professors Statement on Professional Ethics affirm that: "professors adhere to their proper roles as intellectual guides and counselors; they make every reasonable effort to assure that their evaluations of students reflect each student's true merit; and they avoid any exploitation of students."

420.4.2 Academic Senate Resolution AS-471-96

On November 26, 1996, the Cal Poly Academic Senate adopted Academic Senate Resolution AS-471-96/SWC, Resolution on Amorous Relationships. On March 24, 1997, the resolution was approved by the President with a minor modification. This Policy was originally issued via Administrative Bulletin 98-1 to promulgate the policy, effective as of March 24, 1997.



## References for CAP 420:

1. Date approved by the President: March 7, 2014
2. Effective Date: March 7, 2014
3. Responsible Department/Office: Equal Opportunity
4. Revision History: May 22, 2014 editorial name change, February 10, 2015 references updated.
5. Related University Policies, Procedures, Manuals and/or Documents:
  - a. Equal Opportunity website.
  - b. Campus Administrative Bulletin 98-1: Cal Poly Policy on Amorous Relationships Between Students and Faculty or Instructional Staff Who Evaluate or Supervise Them.
  - c. CSU Executive Order 926, California State University Board of Trustees Policy on Disability Support and Accommodations and its successors.
  - d. CSU Executive Order 929, Reporting Procedures for Protected Disclosure of Improper Governmental Activities and/or Significant Threats to Health or Safety (Whistleblower Complaints) and its successors.
  - e. CSU Executive Order 1058, Complaint procedure for CSU employees, former employees and applicants for specific CSU employment who believe they have been retaliated against for making a protected disclosure (Whistleblower Retaliation) and its successors.
  - f. CSU Executive Order 1095, Implementation of Title IX, VAWA/Campus SaVE Act, and Related Sex Discrimination, Sexual Harassment and Sexual Violence Legislation and its successors.
  - g. CSU Executive Order 1098, Student Conduct Procedures and its successors.
  - h. CSU Executive Order 1097, Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation Against Students and Systemwide Procedure for Handling Discrimination, Harassment and Retaliation Complaints by Students and its successors.
  - i. Executive Order 1083, Systemwide policy which provides direction on the implementation of the California Child Abuse and Neglect Reporting Act ("CANRA") (Penal Code 11164-11174.3), the requirement for mandatory reporting of child abuse and neglect and its successors.
  - j. Executive Order 1088, Reaffirms California State University's commitment to maintaining and implementing employment policies and procedures that comply with applicable affirmative action laws and regulations and its successors. Previously, the Systemwide affirmative action policy was combined with the nondiscrimination policy in one executive order. For clarity, the two policies are now articulated in two separate executive orders. This executive order supersedes Executive Order 883 and articulates the Systemwide affirmative action policy.
  - k. Executive Order 1096, Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation Against Employees and Third Parties and Procedures for Handling Discrimination, Harassment and Retaliation Allegations by Employees and Third Parties and its successors.



- l. The Federal Genetic Information Nondiscrimination Act (GINA): The CSU, in its HR Technical Letter HR/EEO 2011-02, Summary of the mandates of the law provides a copy of the Federal Register, Part III, EEOC 29 CFR Part 1635, "Regulations Under the Genetic Information Nondiscrimination Act of 2008; Final Rule."
  - m. The CSU Systemwide Employment Discrimination Complaint Procedure, Outlines by unit/employee group which employment discrimination complaint policy (if any) applies to their group and the appropriate procedures.
  - n. The California Political Reform Act of 1974, Requires the University to adopt and communicate Conflict of Interest (COI) codes. In addition, the code requires employees in designated positions to file a Statement of Economic Interest (Form 700) annually, and complete Ethics Training within 6 months of assuming office and every two years thereafter.
6. Laws, Regulations and/or Codes of practice referred to herein or related to this policy:
- a. Title VII of the Federal 1964 Civil Rights Act: Title 42 U.S.C. Section 2000 et seq.
  - b. Title IX of the Federal Education Amendments of 1972: Title 20 U.S.C. Section 1681 et seq.
  - c. The Federal Genetic Information Nondiscrimination Act of 2008: Title 42, U.S.C. Section 2000ff.
  - d. The Federal Age Discrimination in Employment Act of 1967, Title 29 U.S.C. Section 633a(c).
  - e. The Federal Rehabilitation Act, Sections 501, 502, 503, 504 and 508: 29 U.S.C. Section 791.
  - f. The Federal Americans with Disabilities Act of 1990, Titles I, II, III, and IV, and the ADA Amendments Act of 2008: 42 U.S.C. Section 12101 et seq.
  - g. The Federal Family and Medical Leave Act of 1993: Title 29 U.S.C. Sections 2611 – 2615.
  - h. The Federal Pregnancy Discrimination Act: Title 42 U.S.C. Section 2000e(k).
  - i. The Federal statute prohibiting discrimination in employment against military service members and veterans, Title 38 U.S.C. Section 4311.
  - j. The California Fair Employment and Housing Act (FEHA): California Government Code Section 12940 et seq.
  - k. The California Whistleblower Protection Act: California Government Code Section 8547.
  - l. The California Political Reform Act of 1974: California Code of Regulations Section 81000 et seq.
  - m. California Government Code Section 12950.1.

## CSU Policy on Consensual Relationships<sup>-30-</sup>

A CSU Employee shall not enter into a consensual relationship with a Student or Employee over whom s/he exercises or influences direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority. In the event such a relationship already exists, each Campus shall develop a procedure to reassign such authority to avoid violations of this policy.

Consensual relationship means a sexual or romantic relationship between two persons who voluntarily enter into such a relationship. While sexual and/or romantic relationships between members of the University community may begin as consensual, they may evolve into situations that lead to Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking subject to this policy.

The Campus Policy on Consensual Relationships can be found here: [Executive Order 1096 \(pdf\)](#). Questions concerning the policy may be addressed to the Office of Equal Opportunity (756-6770).

## Non-Discrimination Policy

It is the policy of the CSU to prohibit discrimination against faculty members on the basis of race, color, religion, ancestry, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, or veteran status. Cal Poly will not tolerate acts of racism or discrimination of any type. The University is committed to being a community enriched by individual differences, in which diversity is valued and respected and in which all members live and work free from harassment, abuse, mockery, and discrimination.

## Drug-Free Environment

Cal Poly is fully committed to achieving an alcohol and drug-free environment for its students and employees. Federal law requires that Cal Poly create and maintain a drug-free environment and implement a prevention program for students and employees.

The University recognizes that alcohol and other drug dependencies are treatable conditions. Employees who suffer from a substance abuse problem are encouraged to get help immediately. Employee health insurance plans often defray part of the cost of rehabilitation programs. Cal Poly will also accommodate employees by allowing the use of sick leave or unpaid time off to participate in such programs.

A list of organizations which provide alcohol and other drug dependency treatment services may be obtained through the Employee Assistance Program anytime by visiting [www.liveandworkwell.com](http://www.liveandworkwell.com). You will be asked to either create a confidential personal login

## **Executive Order 1096 Procedure Timeline**

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Executive Order 1096 provides a systemwide procedure for handling allegations of Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking by certain individuals (see Article III C. 1. Filing a Complaint.) Below is a summary of the Executive Order 1096 procedure timeline. For a full understanding and complete text, please consult Executive Order 1096.

- **Immediately following an act/action/incident that falls under Executive Order 1096** or as soon as possible thereafter, Complainants who believe they are or may have been victims of Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence or Stalking, may initiate the **Article III. Campus Procedure for Responding to Complaints** to receive information about the procedures that exist for resolving such matters. All incidents should be reported even if a significant amount of time has passed. However, delaying a report or Complaint may impede the ability to conduct an investigation or take appropriate remedial actions.

**For the purpose of this Executive Order, Working Days** are defined as Monday through Friday, excluding all official holidays or Campus closures at the Campus where the Complaint originated or at the Chancellor's Office (CO) where the Complaint Appeal is reviewed.

- **Within ten (10) Working Days after receipt of a Complaint**, an intake interview shall be conducted with the Complainant.
- **Within ten (10) Working Days** after reviewing all written Complaints and the information received during the intake interview, the Discrimination/Harassment/Retaliation (DHR) Administrator or Title IX Coordinator will notify the Complainant that the Complaint has been accepted for investigation and the timeline for completion of the investigation. If the DHR Administrator or Title IX Coordinator determines the Complainant has failed to state a Complaint within the scope of this Executive Order, s/he will provide the Complainant with written notice of this determination within **ten (10) Working Days**. The DHR Administrator or Title IX Coordinator will also inform the Complainant that if additional information is provided, the Complaint will be reviewed again.
- **Within sixty (60) Working Days after the intake interview**, the Investigator shall complete the investigation, write and submit an investigation report to the campus designated DHR Administrator or Title IX Coordinator. If this timeline is extended pursuant to Article V. E, it shall not be extended for a period longer than an additional **thirty (30) Working Days** from the original due date.
- **Within ten (10) Working Days of receiving the investigation report**, the DHR Administrator or Title IX Coordinator shall review the investigation report and notify the Parties in writing of the investigation outcome. If the DHR Administrator or Title IX Coordinator performed the investigation, s/he shall notify the Parties in writing of the investigation outcome within **ten (10) Working Days** of completing the investigation report. The Notice shall indicate whether or not this Executive Order was violated and the Complainant's and Respondent's right to file an Appeal under this policy.

## **Executive Order 1096 Procedure Timeline**

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- **Within ten (10) Working Days after the date of the Notice of Investigation Outcome**, the Complainant may file a written appeal with the CO.
- **Within thirty (30) Working Days after receipt of the written Appeal**, the CO designee shall respond to the appealing party, unless the timeline has been extended pursuant to Article IV. G or Article V. E. A separate notification shall be provided to the non-appealing party, indicating whether or not the allegations were substantiated on Appeal by a Preponderance of the Evidence.
- **Closure.** The CO Appeal Response is final and concludes the Complaint and Appeal process under this Executive Order.

**Pursuant to EO 1096, Article V. E, the timelines noted above may be extended as follows:**

The timeline for the procedures contained within this Executive Order may be extended for any reason deemed to be legitimate by the Campus investigator/CO Appeal reviewer or by mutual agreement of the Parties. The timelines stated within this Executive Order will be automatically adjusted for a reasonable time period that should not exceed an additional **thirty (30) Working Days** for a Campus investigation or an additional **thirty (30) Working Days** for a reopened Campus investigation under Article IV. The Complainant and Respondent shall receive written notification of any period of extension.

### **CHAPTER THREE**

#### **ADMINISTRATION AND FINANCE**

- 334.1.3 Slacklining Policy
- 334.1.3.1 All slacklining activity must comply with this policy as well as campus policy in whole.
- 334.1.3.2 Slacklining is defined as an activity in which the participant walks on a span of nylon climbing or slackline webbing, positioned horizontally with the ground below and securely anchored at two fixed points.
- 334.1.3.3 Slacklining is permitted between the hours of sunrise and sunset. To provide for the safety of the campus community the following guidelines have been established:
  - 334.1.3.3.1 Slacklining is solely permitted in designated locations on campus.
  - 334.1.3.3.2 Slacklines are only permitted to be affixed to specially installed poles within the designated locations.
  - 334.1.3.3.3 Participants and spectators assume any and all risk associated with this activity. For participants, the risks include but are not limited to, death, paralysis, and serious injury. Participants and spectators take full responsibility for following this section and best safety practices within this activity.
  - 334.1.3.3.4 All slacklines may be affixed on a temporary basis while in use by a responsible person and slacklines must be removed when not in use. The owner of the slacklining equipment is responsible for setting up and taking down the equipment by sunset each day and may not leave equipment unattended.  
Unattended slacklining equipment may be removed and stored without notice.
  - 334.1.3.3.5 All equipment associated with the practice of slacklining should be maintained in an operable and safe condition, which is the sole responsibility of the participants. Spotters are strongly recommended.
  - 334.1.3.3.6 This policy may be enforced by the University Police department for the safety of the community and to protect University property. University Police will respond and take appropriate action. Violations of this policy may result in both University sanctions and/or criminal prosecution.
  - 334.1.3.3.7 Slacklines may not be attached to campus trees, and may not be affixed to any other campus fixture, including but not limited to, buildings, bike racks, handrails, art objects, fences or light poles.
  - 334.1.3.3.8 The slackline may not be elevated to a height of more than 4 feet at the center of the span.
  - 334.1.3.3.9 University Police may direct that equipment which appears to be unsafe or improperly set up be removed.
  - 334.1.3.3.10 Participants may not be under the influence of drugs or alcoholic beverages.

- 334.1.3.3.11 At the direction of University Police, for any reason, the activity must be curtailed and all equipment removed immediately.
- 334.1.4 Hammocking is defined as an activity in which a hanging, easily swung length of canvas or heavy netting suspended between two trees or other supports and used as a seat or bed.
- 334.1.4.1 Hammocking is prohibited on Cal Poly property. This policy may be enforced by the University Police Department for the safety of the community and to protect University property. University Police will respond and take appropriate action. Violations of this policy may result in both University sanctions and/or criminal prosecution.

## **Clarification of *Bylaws of the Academic Senate***

Spring 2015

### **II. MEMBERSHIP OF THE ACADEMIC SENATE**

#### **B. TERMS OF OFFICE**

1. Terms of office for senators: the elected term of office for senators shall be two years. A senator can serve a maximum of two consecutive, elected terms and shall not again be eligible for election until one year has elapsed. A senator appointed to fill a temporary vacancy for an elected position shall serve until the completion of that term or until the senator being temporarily replaced returns, whichever occurs first. If this temporary appointment is for one year or less, it shall not be counted as part of the two-term maximum for elected senators. The representative for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms.