Meeting of the Academic Senate Executive Committee  
Tuesday, October 31, 2017  
01-409, 3:10 to 5:00pm

I. **Minutes:** Approval of October 5 and October 10, 2017 minutes (pp. 2-4).

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. Academic Senate Appointments to Senior Project Task Force: (pp. 5-7).
   B. Appointments of Jose Navarro, Ethnic Studies as a replacement for Charmaine Farber to the Academic Senate CLA caucus for the 2017-2018 term and Peter Schlosser, Graphic Communication to the Academic Senate CLA caucus for the 2017-2018 term.
   C. Appointment of Hunter Glanz as chair of the Academic Senate Instruction Committee for winter quarter 2018.
   D. [CLOSED SESSION, TIME CERTAIN 3:30 P.M.] CONFIDENTIAL VOTING MEMBERS ONLY: Honorary Degrees, Keith Humphrey (materials will be sent electronically).
   E. [TIME CERTAIN 4 P.M.] Approval of Instruction Committee’s recommendations for 2019-2020 Academic Calendar: Corinne Lehr, Instruction Committee Chair (pp. 8-15).
   F. Discussion and Approval of Dean of CENG, CLA, and Library Advertisement (pp. 16-26).
   G. New Charge for Curriculum Committee: Work with appropriate groups to develop criteria for GWR expansion and submit a resolution for approval.
   H. Resolution to Modify the Terms of Office on the Bylaws of the Academic Senate: Gary Laver, Statewide Senators (pp. 27-28).

V. **Discussion Item(s):**
   Discussion of Senate Chairs Open Letter: Dustin Stegner, Academic Senate Chair (p. 29).

VI. **Adjournment:**
I. Business Item(s):

A. Appointment of Charmaine Farber, Graphic Communications Department to the Academic Senate CLA Caucus for the 2017-2019 term. M/S/P to appoint Charmaine Farber, Graphic Communications Department to the Academic Senate CLA Caucus for the 2017-2019 term.

B. Selection of Representatives to the CLA Dean Search Committee. M/S/P to approve the following selection of faculty candidates to the CLA Dean Search Committee:
   - Denise Isom, Ethnic Studies Department
   - Josh Machamer, Theatre & Dance Department
   - Kate Murphy, History Department
   - Kathryn Rummell, English Department
   - Brett Bodemer, Kennedy Library
   - Sandra Clement, Biological Sciences Department

C. Selection of Representatives to the CENG Dean Search Committee. M/S/P to approve the following selection of faculty candidates to the CENG Dean Search Committee:
   - David Braun, Electrical Engineering Department
   - Daniel Jansen, Civil & Environmental Engineering Department
   - Patrick Lemieux, Mechanical Engineering Department
   - Phil Nico, Computer Science & Software Engineering Department
   - Phil Costanzo, Chemistry & Biochemistry Department
   - Thomas Fowler, Architecture Department

D. Caucus Chairs Orientation. Dustin Stegner, Academic Senate Chair, discussed the roles of caucus chairs and provided a written copy of caucus chair duties. These duties can be found in the Academic Senate bylaws at: http://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/constitutions_bylaws/const_bylaws_summer_2017.pdf

II. Discussion Item(s): none.

III. Adjournment: 3:56 p.m.

Submitted by,

Mark Borges
Academic Senate Student Assistant
Minutes of the Academic Senate Executive Committee  
Tuesday, October 10, 2017  
01-409, 3:10 to 5:00pm

I. Minutes: M/S/P the approval of the September 19, 2017 minutes of the Academic Senate Executive Committee.

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

III. Reports:
A. Academic Senate Chair: Dustin Stegner, Academic Senate Chair, announced the October 27, 2017 deadline for the Distinguished Scholarship Award nominating period and the November 27, 2017 deadline for the Distinguished Teaching Award nominating period.

B. President’s Office: Jessica Darin, President’s Chief of Staff, reported that the CSU Chancellor’s Office would be performing a routine evaluation of President Armstrong. Darin reported that the most recently admitted group of Cal Poly students had one of the highest overall profiles in institutional history, including higher overall GPAs and standardized test scores. She also reported that President Armstrong would be speaking at the November 14th Academic Senate meeting to discuss the budget as well as a first-generation STEM student challenge. Finally, Darin reported on improvements to the city’s public transportation.

C. Provost: none.

D. Statewide Senate: Jim LoCascio, Statewide Senator, and Gary Laver, Statewide Senator, discussed the Statewide Senators support of AB 19, which would provide free tuition for first time students at community colleges.

E. CFA: Graham Archer, CFA SLO Chapter President, reported that the head of bargaining and president of CFA would be coming on October 26, 2017 to explain the tentative contract agreement.

F. ASI: Riley Nilsen, ASI President, reported on the success of Indigenous Peoples’ Day held on October 9, 2017, and encouraged faculty to participate in Buck the Stigma, ASI Student Government’s mental health awareness week, occurring the week of October 16, 2017. Daniela Czerny, Chair of the ASI Board of Directors, reported on a vigil ASI Student Government members held for those affected by the Las Vegas shooting and encouraged staff and faculty to donate to ASI Student Government’s toiletry drive throughout the week to assist those relocated to shelters because of the Santa Rosa fires.

IV. Business Item(s):
A. Appointment of Keith Wiley – Architecture Department to the Academic Senate CAED caucus for fall quarter 2017. M/S/P to appoint Keith Wiley, Architecture Department, to the Academic Senate CAED caucus for the fall quarter of 2017.


C. Appointment of Chris Surfleet - Natural Resources Management and Environmental Sciences Department, Fernando Campos - Animal Science Department, and Mark Edwards - Animal Science Department to the Academic Senate CAFES caucus for the 2017-2019 term. M/S/P to appoint Chris Surfleet, Natural Resources Management and Environmental Sciences Department, Fernando Campos, Animal Science Department, and Mark Edwards, Animal Science Department, to the Academic Senate CAFES caucus for the 2017-2019 term.
D. Approval of 2 WTUs of Release Time for Denise Isom, Chair of the USCP Review Committee. M/S/P to approve 2 WTUs of Release Time for Denise Isom, Chair of the USCP Review Committee.

E. Appointments to Academic Senate Committees for 2017-2019. M/S/P to appoint the following individuals to their respective Academic Senate Committee for 2017-2019, unless stated otherwise:

- Brent Nuttall: Architectural Engineering, GE Governance Board 2017-2020
- Trevor Harding: Materials Engineering, Instruction Committee 2017-2018
- Kevin Lin: Experience Industry Management, Faculty Advisory Committee on Library
- Manocher Djassemi: Industrial Technology & Packaging, Senior Project Task Force
- Doris Derelian: Food Science & Nutrition, Senior Project Task Force

F. Appointments to University Committee for 2017-2019. M/S/P to appoint the following individuals to their respective Academic Senate Committee for 2017-2019:

- Eric Mehiel: Aerospace Engineering, Academic Assessment Council
- Marc Horney: Animal Science, Academic Assessment Council
- Beena Khurana: Director of MBA programs, Academic Assessment Council
- Christy Chand: Theatre & Dance, Disability Access and Compliance Committee
- Nathaniel Martinez: Biological Sciences, Intellectual Property Review Committee

G. Resolution on Retiring Obsolete Resolutions: Gary Laver, Statewide Senator. Gary Laver, Statewide Senator, proposed a resolution that would create a process to remove old resolutions that are not pertinent to the university’s current practices, should such a resolution be found during research. M/S/P to agendize the Resolution on Retiring Obsolete Resolutions.

H. GE Governance Board Charge: Dustin Stegner, Academic Senate Chair. Dustin Stegner, Academic Senate Chair, proposed a new charge for the GEGB. It would charge the committee to work with appropriate groups to develop criteria for GWR expansion and submit a resolution for approval and would be due fall 2017. M/S/P to approve the GE Governance Board Charge.

V. Discussion Item(s):

A. Gary Laver’s continuing services on the Campus Administrative Policy Committee. Dustin Stegner, Academic Senate Chair, reminded the group that Gary Laver, Statewide Senator, will continue working on the Campus Administrative Policy Committee.

B. Senior Project Task Force. Dustin Stegner, Academic Senate Chair, discussed the Senior Project Task Force with the members of the Executive Committee. The task force is charged with reviewing current senior project practices amongst various departments across Cal Poly and revising the Senior Project Policy, providing recommendations the committee feels will best enhance the capstone experience.

C. Resolution on Executive Order 1100 – CSU General Education Breadth Requirements. Dustin Stegner, Academic Senate Chair, proposed the Resolution on Executive Order 1100 – CSU General Education Breadth Requirements in an effort to support other CSU campuses that are affected by the Executive Order’s constrictive timeline. M/S/P to agendize the Resolution on Executive Order 1100 – CSU General Education Breadth Requirements.

VI. Adjournment: 4:55 p.m.

Submitted by,

Mark Borges
Academic Senate Student Assistant

805-756-1258 ~ academic senate.calpoly.edu
Vacancies for 2017-2019 Academic Senate Committees
*Indicates willingness to chair if release time is available

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN
Grants Review Committee
Instruction Committee

COLLEGE OF ENGINEERING
Distinguished Teaching Awards Committee (2017-2018)
Grants Review Committee

COLLEGE OF SCIENCE AND MATH
Fairness Board

ORFALEA COLLEGE OF BUSINESS
Fairness Board
GE Governance Board (2017-2020)

PROFESSIONAL CONSULTATIVE SERVICES
Distinguished Teaching Awards Committee
GE Governance Board (winter 2017-winter 2018, replacement for Bussert)

SENIOR PROJECT TASK FORCE - Vacancies for CAED, CLA, CENG, CSM

CAED - Brian Osborn, Architecture (1.5 years at Cal Poly) Tenure track
I wish to express my interest in serving on the Senior Project Task Force. I teach in the fifth-year curriculum within the Bachelor of Architecture program and so am familiar with this specific format of the senior project. Our students complete the Senior Project through a year-long, 18-unit series of courses including a Thesis Seminar (Arch 492) offered in the Fall term and Design Studio (Arch 481), offered in Fall, Winter and Spring. Through participation in the Senior Project Task Force I hope to better understand the Senior Project Policies and to revise/ update those policies as required to ensure that they represent an effective learn-by-doing experience. Prior to joining the tenure track faculty in architecture at Cal Poly, I was an Assistant Professor of Landscape Architecture at the University of Virginia. Prior to that I was a full-time, non-tenure track Instructor at Rutgers University, and a Visiting Assistant Professor at the Pratt Institute.

CAED - Phil Barlow, Construction Management (12 years at Cal Poly) Tenured
Thank you for the opportunity to submit my "Statement of Interest" for the Senior Project Task Force. I believe it is extremely important to take a fresh and comprehensive look at Cal Poly's senior project capstone experience, a requirement of all Cal Poly undergraduate students. I remember fondly my own senior project as an undergraduate in the Construction Management Program (CM '86). Having spoken with many alumni over my twelve years as a professor at Cal Poly, I have affirmed that senior project is one of Cal Poly's most meaningful educational experiences. Every Cal Poly graduate should leave this institution with their own story about their senior project experience and how it profoundly impacted them.

In a Spring 2009 learn-by-doing survey of Department Head/Chairs, respondents agreed (95%) that student senior projects made the most important contribution to student learning in
support of Cal Poly's learn-by-doing practice. This level of significance placed on senior projects is impressive, yet this same survey also exposed a clear disconnect between faculty/staff and students. Faculty and staff attach a "much greater importance to the senior project (80.1%) as providing the most opportunities for learn-by-doing than students do (40.9%)" (WASC, 2009, p.18). This disconnect is a red flag, and I agree with the WASC report that a more articulate policy regarding senior project is required.

It is also important "that, in all programs, the senior project or thesis is truly a learn-by-doing experience that integrates the broad sweep of advanced learning" (WASC, 2009, p.20). To make certain that goal is obtained, I believe a renewed commitment and campus reawakening to the importance of a significant student lead senior project experience would be well received. This is where university and college-level policy, resource support, and marketing enthusiasm could make a substantial contribution to the senior project experience for all students across the campus.

As a member of the Construction Management faculty, I have been involved in many of the academic institutions which comprise the faculty governance of Cal Poly. Relevant University level service includes being a member on the Academic Senate (4 years), Academic Senate Curriculum Committee (5 years - current), and as a member of the Cal Poly Corporation Board of Directors (2 years - current); CAED College level service includes being a member of CAED – Strategic Planning Committee (1 year) and College Curriculum Committee (5 years); and Department level service includes Curriculum Committee Chair (5 years) and Student Advisor (12 years).

More directly related to this position, I was a member of the WASC Learn-by-doing Working Group which helped inform our latest self-study report. In addition, I am the current Senior Project Director for the Construction Management Program. We have recently revamped are entire senior project program to better align with the ULOs and ensure our students receive a robust and meaningful senior project. I have also recently submitted two grant proposals related to further improving our students senior project experience by increasing collaboration with other departments.

I understand this task force will be meeting every other week starting in November during the Fall 2017 and Winter 2018. This should not be a problem logistically. Currently, I have some flexibility in my schedule to insert a meeting for this purpose. I feel passionate about senior projects and believe in doing all we can to enrich these experiences for all Cal Poly students. For these reasons, I would like to be included on the task force.

**CENG – Hugh Smith, Computer Science (17 years at Cal Poly) Tenured**
I have been a strong supporter of both the CSSE’s senior project and also the CPE Capstone design course. I am very interested in improving and preserving Cal Poly’s leadership in learn by doing as evidenced in our senior design courses.

**CENG - John Ridgely, Mechanical Engineering (15 years at Cal Poly) Tenured**
I have been asked by my colleagues to represent to the University the year-long, team-based, industry-supported Senior project model which has been adopted by some departments in the College of Engineering. I would of course also like to learn about how Senior project is treated in other colleges and bring the information back to my colleagues in engineering. I have advised Senior projects during each year of my teaching at Cal Poly as well as during academic leave. Before the current model was adopted, I advised individual Seniors in addition to a full teaching load; after the change, I have taught formal Senior project laboratory sessions both within my department and, for two years, in the College of Engineering’s multidisciplinary Senior project course.
Senior Project Task Force

Background:
The senior project, a capstone experience required of all Cal Poly undergraduates, is among a number of high-impact practices that have been shown to be educationally effective. During the last six-year program review cycle, the senior project was the university theme; the senior project was also a major concern of Cal Poly’s last WASC self-study, entitled “Our Polytechnic Identity in the 21st Century” (the 2009 and 2012 reports are available online at https://content-calpoly- edu.s3.amazonaws.com/wasc/1/documents/cpr_updated_report_march_2015.pdf and https://content-calpolyedu.s3.amazonaws.com/wasc/1/documents/eer_updated_report_web_march_2015.pdf). The two reports contain a number of action items, including a recommendation to revise the senior project policy to clarify the nature of the capstone experience in relationship to the University Learning Objectives (ULOs). Cal Poly’s general policy governing the senior project has not been updated since 2001 (AS 562-01, CAM 211.41), and subsequent policy revisions have been focused on the timely completion (AS-594-03) and archival storage of senior projects (AS-683-09).

Charges:
Review the recommendations of the self-study and the findings of program review, including the recommendations to “[e]nsure that, in all programs, the senior project or thesis is truly a learn-by-doing experience that integrates the broad sweep of advanced learning” (CPR Action Items) and to “[r]eview all university- and program-level senior project policies to ensure their currency and to ensure that all programs understand and implement these policies” (EER Action Items)

Revise the Senior Project Policy to clarify the nature of the capstone experience in relationship to the ULOs and in the context of high-impact practices, using the evidence provided by the EER report (EER Action Items)

Based on this review, propose an updated, comprehensive policy on the senior project, which includes clear guidance on the desired nature of the capstone experience. This follows the EER Action Item recommendation

Meetings:
• Task force should meet every other week, and plan on completing its work in Winter 2018.
• The task force will elect a chair.

Fall 2017 Membership:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Represents</th>
<th>Department</th>
<th>College/Unit</th>
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<td>Kennedy Library</td>
<td>Academic Services</td>
<td></td>
<td>65677</td>
<td>jscaramo</td>
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</tbody>
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Re: 2019-2020 Academic Calendar Consultation

Corinne Rita Lehr

To: ggregory@calpoly.edu

Re: Gladys E Gregory <ggregory@calpoly.edu>, Dustin Stegner <psteegne@calpoly.edu>: 

Hello,

The instruction committee met this morning with 8 out of 9 members present. The committee made the following recommendations regarding the academic calendar:

1. **Fall 2019 Option 1.** (Thursday start, full week at Thanksgiving). This option is less convenient to faculty due to the Thursday start, but it increases student safety. We considered both the reduced hospitalizations due to excessive drinking with the Thursday start, and the reduced driving risks during a longer Thanksgiving break.

2. **Winter 2020 Option 1a** (following a Monday schedule on Tuesday, January 21, after Martin Luther King Jr. holiday on January 20). This option allows the schedule to be normalized early in the quarter and minimizes effects on midterm schedules.

We also briefly discussed the Saturday common finals and members of the committee were very supportive of these.

Best,

Corinne
Summer Quarter 2019

Campus Administrative Policy for consideration:

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

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

<table>
<thead>
<tr>
<th>Summer 2019</th>
<th>Break between Spring &amp; Summer terms</th>
<th>First Day of Classes</th>
<th>Academic Holiday</th>
<th>Last Day of Classes</th>
<th>Final Exam Period</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Option 1</td>
<td>1 week</td>
<td>June 24, Monday</td>
<td>July 4, Thursday</td>
<td>10-week session: August 30, Friday</td>
<td>September 3-5, Tuesday - Thursday</td>
<td>Due to Labor Day on September 2, the final examination period is shortened and follows a three-day block, which has been utilized in previous summers. (Note: In summer quarters 2014, 2015, 2016, and 2017 there were 2-6 classes in the 10-week session with finals week exams. All other classes were activities, laboratories, or supervisory.) Instructional Days = 49</td>
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Summer 2019

49 Possible Instructional Days

<table>
<thead>
<tr>
<th>June 2019</th>
<th>July 2019</th>
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Academic Holiday  First Day of Classes  Final Examination Period  Commencement Day(s)
Fall Quarter 2019

Campus Administrative Policy for consideration:

- Per CAP 211.1, “Whenever possible, the first day of instruction each quarter shall be a Monday with a 48-day minimum per quarter (49-day minimum spring quarter) and the last day of instruction each quarter shall be a Friday.”
- Per CAP 211.1, “In calendar years in which the first Monday of the quarter falls on a major religious or cultural holiday, it is recommended that instruction shall begin on Tuesday of that week.”
- Per CAP 211.2, “Whenever possible, quarter breaks should include no less than 5 calendar days between the last day of final examinations and the beginning of the subsequent quarter.”

<table>
<thead>
<tr>
<th>Fall 2019</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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<tr>
<td>Option 1</td>
<td>6 calendar days</td>
<td>Fall Conference starts Sept. 12, Thursday Classes start Sept. 19, Thursday</td>
<td>November 11, Monday November 25 - 29, Monday – Friday</td>
<td>December 6, Friday</td>
<td>December 7, Saturday Common Finals Option December 9-13, Monday - Friday</td>
<td>3 weeks</td>
<td>There is no major religious or cultural holiday on the first day of classes. Instructional Days = 51</td>
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<tr>
<td>Option 2</td>
<td>10 calendar days</td>
<td>Fall Conference starts Sept. 16, Monday Classes start Sept. 23, Monday</td>
<td>November 11, Monday November 25 - 29, Monday – Friday</td>
<td>December 6, Friday</td>
<td>December 7, Saturday Common Finals Option December 9-13, Monday - Friday</td>
<td>3 weeks</td>
<td>There is no major religious or cultural holiday on the first day of classes. December 16 is designated as an Evaluation Day and December 17 is designated as a Grades Due Day to meet the minimum of 170 faculty work days in an academic year. Instructional Days = 49</td>
</tr>
<tr>
<td>Option 3</td>
<td>10 calendar days</td>
<td>Fall Conference starts Sept. 16, Monday Classes start Sept. 23, Monday</td>
<td>November 11, Monday November 27 - 29, Wednesday – Friday</td>
<td>December 6, Friday</td>
<td>December 7, Saturday Common Finals Option December 9-13, Monday - Friday</td>
<td>3 weeks</td>
<td>There is no major religious or cultural holiday on the first day of classes. Instructional Days = 51</td>
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Fall 2019 Option 1 (Classes start on a Thursday; no classes during Thanksgiving week)

51 Instructional Days:

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### Fall 2019 Option 2 (Classes start on a Monday; no classes during Thanksgiving week)

**49 Instructional Days:**

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### Fall 2019 Option 3 (Classes start on a Monday; classes meet Monday and Tuesday of Thanksgiving week)

**51 Instructional Days:**

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<th>November 2019</th>
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<td>6  7  8  9  10  11  12</td>
<td>3  4  5  6  7  8  9</td>
<td>8  9  10  11  12  13  14</td>
</tr>
<tr>
<td>15  16  17  18  19  20  21</td>
<td>13  14  15  16  17  18  19</td>
<td>10  11  12  13  14  15  16</td>
<td>15  16  17  18  19  20  21</td>
</tr>
<tr>
<td>29  30</td>
<td>27  28  29  30  31</td>
<td>24  25  26  27  28  29  30</td>
<td>29  30  31  1  2  3  4</td>
</tr>
</tbody>
</table>
**Winter Quarter 2020**

**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.

<table>
<thead>
<tr>
<th>Winter 2020</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 6, Monday</td>
<td>January 20, Monday</td>
<td>March 13, Friday</td>
<td>March 14, Saturday Common Finals Option</td>
<td>Follow a Monday schedule on a Tuesday, so there are nine offerings of Monday classes during the term. Options are: 1a) Tuesday, January 21, after Martin Luther King Jr. holiday on January 20; 1b) Tuesday, February 18, after President’s Day holiday on February 17. Considerations:  - Can affect part-time instructors with other jobs off-campus (e.g. at Cuesta) and students’ jobs off-campus.  - Occurrence later in term may affect mid-term schedules. March 23 is designated as an Evaluation Day to meet the minimum of 170 faculty work days in an academic year. Instructional Days = 48</td>
</tr>
</tbody>
</table>

| Winter 2020 option 1a or 1b | 48 instructional days |

<table>
<thead>
<tr>
<th>January 2020</th>
<th>February 2020</th>
<th>March 2020</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>
</tr>
<tr>
<td>29 30 31 1 2 3 4</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>5 6 7 8 9 10 11</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
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<td>12 13 14 15 16 17 18</td>
<td>14</td>
<td>15 16 17 18 19 20 21</td>
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<tr>
<td>19 20 21 22 23 24 25</td>
<td>19 20 21</td>
<td>22 23 24 25 26 27 28</td>
</tr>
<tr>
<td>26 27 28 29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>

**Academic Holiday** | **First Day of Classes** | **Change to a Monday Schedule** | **Common Finals Option** | **Final Examination Period** | **Evaluation Day (No Classes)**
Spring Quarter 2020

Campus Administrative Policy for consideration:

- Per CAP 211.1, “Whenever possible, the first day of instruction each quarter shall be a Monday with a 48-day minimum per quarter (49-day minimum spring quarter) and the last day of instruction each quarter shall be a Friday. In calendar years in which the first Monday of the quarter falls on Cesar Chavez Day, instruction shall begin on Tuesday of that week.”

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

Spring 2020

<table>
<thead>
<tr>
<th>Spring 2020</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>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>1 week</td>
<td>March 30, Monday</td>
<td>March 31, Tuesday</td>
<td>June 6, Saturday</td>
<td>Common Finals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 25, Monday</td>
<td></td>
<td>Common Finals Option</td>
<td>June 8 - 12, Common Finals Option</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>May 26, Monday-Friday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 211.1 states there should be a minimum of 49 instructional days in the spring quarter, but because Cesar Chavez Day falls on Tuesday, March 31, and classes start on the preceding Monday, it’s not possible to have 49 instructional days and end the term prior to the second weekend in June, also in CAP 211.1. Although there would not be 49 instructional days for the Spring term, total instructional days for the academic year will total 145-147 and be in compliance with CAP 211.1.</td>
</tr>
</tbody>
</table>

Instructional Days = 48
### SUMMARY OF CALENDAR DAYS
#### Academic Year (F-W-Sp)

<table>
<thead>
<tr>
<th></th>
<th>SUMMER 2019</th>
<th>FALL 2019</th>
<th>WINTER 2020</th>
<th>SPRING 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Year/Term*</td>
<td>--</td>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>MWF Days</td>
<td>30</td>
<td>29/30</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>TR Days</td>
<td>19</td>
<td>20/21</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Total Instructional Days</td>
<td>49</td>
<td>49/51</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Final Exams</td>
<td>TBD*</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation Day</td>
<td>--</td>
<td>1/0</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>Grades Due Day</td>
<td>--</td>
<td>1/0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Commencement</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>1*</td>
</tr>
<tr>
<td>Total Academic Work Days</td>
<td>49†</td>
<td>62</td>
<td>54</td>
<td>54</td>
</tr>
</tbody>
</table>

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

Per CAP 211.1: The typical academic year shall consist of 147 instructional days; from year-to-year a variation of plus or minus two days is permissible. There shall be a minimum of 170 and 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.
Date: August 31, 2017

To: College Deans (Academic Deans’ Council)
Beth Gallagher, Human Resources
Keith Humphrey, Student Affairs
Lorlie Leetham, Cal Poly Corporation
Corinne Lehr, Academic Senate Instruction Committee
Al Liddicoat, Academic Personnel
Riley Nilsen, ASI President
Dustin Stegner, Academic Senate
Cynthia Villa, Administration and Finance

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

From: Cem Sunata, University Registrar

Subject: 2019-2020 Academic Calendar Proposals and Consultation

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

Currently, Cal Poly is operating on an approved Academic Calendar extending through the end of Spring Quarter 2019. Attached are quarter-by-quarter calendar proposals for the period from Summer Quarter 2019 through Spring Quarter 2020. 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 recipients, except for the Academic Senate Chair and the Academic Senate Instruction Committee, to seek input from their respective organizations and then send any comments and/or recommendations on the proposed options, to Susan Olivas, Office of the Registrar (solivas@calpoly.edu) on or before Monday, October 16, 2017.

After the collected feedback is provided to the Academic Senate Instruction Committee for review, the Academic Senate Executive Committee is requested to make their recommendation on or before Friday, November 10, 2017.

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

Attachments
DEAN, COLLEGE OF ENGINEERING

THE POSITION: As the principal academic leader of the College, the Dean provides support for the faculty, staff, and students by creating an inclusive environment and strong sense of community. Teaching, learning, scholarship, research and professional engagement, and service to the University and community are important priorities of the College and will be an important focus of the Dean. Student success must be a core passion and commitment. The Dean is responsible for the quality of academic programs and for managing the fiscal, human, and physical resources of the College. As the chief fundraiser for the College, a strong track record of developing relationships with and securing gifts and support from alumni, individual donors, foundations, and corporate partners will be essential.

The successful applicant must be prepared to demonstrate the leadership ability necessary to continue to distinguish the College of Engineering as a premier Learn by Doing College that is keeping pace with the ever-changing practice of engineering and is reflective of the comprehensive polytechnic character of the University.

The Dean participates in the development of University-wide policy as a member of the Academic Deans' Council and the President's Strategic Leadership Team. The Dean works collaboratively and collegially with College Deans and university leadership to develop and implement initiatives in support of the University's mission. The Dean is appointed by the Provost and Executive Vice President for Academic Affairs in consultation with the President of the University.

In close partnership with the administration, faculty, staff, and students, the incoming Dean will collaboratively develop a vision that leads the College into the future; drive fundraising and resource development for the College; foster an inclusive culture that promotes student, staff, and faculty success; and identify areas for interdisciplinary and cross-college collaboration.

QUALIFICATIONS: The ideal candidate should demonstrate evidence of the following qualifications and characteristics:

- Significant academic and administrative experience;
- An earned doctorate in an engineering related discipline;
- Credentials appropriate for a tenured appointment at the rank of professor within the College of Engineering;
- Strong experience and a commitment to engage the College in a comprehensive program of fundraising activities;
- A demonstrated capacity for academic leadership and team building;
- Capable of leading, supporting, and supervising a diverse faculty and staff by facilitating a collegial and inclusive culture;
• The ability to foster collaborative relationships and activities across disciplines and colleges;
• Evidence of a strong commitment to excellent teaching and scholarship; commitment to supporting the use of technology to enhance student learning;
• A demonstrated ability and a strong personal commitment to student welfare and success, Learn by Doing, excellence through continuous improvement and the comprehensive polytechnic university principles at Cal Poly;
• Capability to expand alliances with the private sector and community members;
• Experience in the strategic planning process;
• Ability to work effectively with and enhance a diverse campus community and strong commitment to support inclusive excellence throughout the University and community;
• Ability to foster sustainability throughout the University and community;
• Ability to engage with and support students, staff, and faculty;
• Vision to build upon the strengths of the College of Engineering to forge an enticing pathway to distinguish Cal Poly engineers as future leaders and citizens towards the betterment of society.

COMPENSATION: Salary is commensurate with the background and experience of the individual selected. Cal Poly offers excellent fringe benefits, including health, dental and vision insurance, retirement participation in the California Public Employees' Retirement System and educational benefits for eligible employees. All rights associated with the appointment are governed by the Management Personnel Plan (MPP) adopted by the CSU Board of Trustees.

THE COLLEGE: Highly selective and known especially for its hands-on focus and sought-after graduates who contribute immediately in the workplace, Cal Poly's College of Engineering enjoys an excellent national reputation. U.S. News & World Report has ranked the College as one of the top five public-master’s engineering schools every year since 2000. The College is the largest of Cal Poly’s six Colleges with eight academic departments and two academic programs that offer 13 Bachelor of Science degrees, nine Masters of Science degrees, and six blended/joint bachelor and master's degree programs. The College’s areas of distinction include: assistive technologies, autonomous flight, CubeSat, cybersecurity, fire protection engineering, HVAC, human motion biomechanics, innovation and entrepreneurship, multicultural and women's engineering programs, and regenerative medicine.

The College of Engineering employs approximately 230 tenured/tenure-track faculty and part-time lecturers and 50 staff. Currently there are over 6,000 undergraduate and graduate students and admission is extremely competitive. Incoming first year students have an average high school GPA of 4.06, an average SAT score of 1341, and average ACT score of 30.05. Over the past few years the percentage of women in engineering at Cal Poly has steadily increased, with 24.1% female enrollment in 2016-17. The College manages and administers a complex set of revenue and funding sources including: State General Funds of approximately $24 million, Academic Fees of $8 million, Endowments over $44 million, University Campus Programs funds over $8 million and Cal Poly Corporation funding of over $2 million. There has been growth in philanthropic activities, yielding $15 million in gifts and pledges in FY 2016-17.

Cal Poly is committed to the success of all students who enroll in the College of Engineering. This commitment is supported by a 9-person professional advising staff team—with two additional graduate
student interns—in the Engineering Student Services Center, which includes the Multicultural Engineering Advising Program. The Multicultural Engineering Program (MEP) is an academic support program designed to recruit, retain and graduate a diverse population of students, especially groups which continue to remain the most underrepresented in engineering. Just recently Cal Poly was the recipient of the ASEE Best Diversity paper award. The College is also home to the Women’s Engineering Program (WEP), a program that supports Cal Poly women engineering students through a variety of academic, leadership, and social activities. The College is also a partner in the Cal Poly Scholars Program, a living-learning program aimed at recruiting and retaining high achieving students from California Partner High Schools that focuses on supporting students to think critically and creatively; build respect for diversity; work collaboratively; and build scholarly expertise and lifelong learning. All these programs leverage strong support networks to build an academic community and provide the necessary bridges for students’ academic and professional success.

Campus facilities include more than 80 state-of-the-art laboratories and eight buildings, providing students access to advanced technological systems. Students also participate in real-world engineering problem solving through internships, class projects and the senior project capstone design experience, and by participating in design competitions. Cal Poly teams have recently won national championships in the ASCE Concrete Canoe Competition, AIAA Aircraft Design competition, and the Society of Women Engineers Team Tech. The school’s project-based learning emphasis helps ensure that graduates are accustomed to working in diverse, goal-oriented teams. The mission statement for the College is: “To provide an excellent Learn by Doing education and graduate in-demand, Day One-ready professionals.”

REVIEW, APPLICATIONS AND NOMINATIONS: Cal Poly has retained Isaacson, Miller, a national executive search firm, to assist in this search. The search committee will review nominations and applications until the position is filled. The anticipated starting date for the position is July 1, 2018. Nominations and inquiries can be submitted via the Isaacson, Miller website at www.imsearch.com/6372. To apply, visit www.calpolyjobs.org to complete the required online Cal Poly Management Employment Application. Completed applications must be submitted to Requisition Number 104653. In addition, each applicant must provide as separate attachments to the online application a detailed curriculum vitae or resume, and a cover letter. The cover letter should address the applicant’s qualifications and experience for this position, including a personal statement of the applicant’s views on academic administration and the role and responsibilities of engineering faculty, as well as the applicant’s experiences with and views on leadership, their management style, and diversity and inclusion in higher education. Please indicate Requisition Number 104653 on all attachments.

FOR ASSISTANCE WITH ONLINE APPLICATION PROCESS: Contact Academic Personnel via e-mail academic-personnel@calpoly.edu or phone (805) 756-2844. Cal Poly Website: www.calpoly.edu

At California Polytechnic State University, San Luis Obispo, we believe that cultivating an environment that embraces and promotes diversity is fundamental to the success of our students, our employees and our community. Bringing people together from different backgrounds, experiences and value systems fosters the innovative and creative thinking that exemplifies Cal Poly’s values of free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.
Cal Poly’s commitment to diversity informs our efforts in recruitment, hiring and retention. California Polytechnic State University is an affirmative action/equal opportunity employer.
DEAN, COLLEGE OF LIBERAL ARTS

THE POSITION: The Dean of the College of Liberal Arts contributes to exemplifying Cal Poly’s most fundamental value—student success—by providing vision, wisdom, and leadership. As chief academic officer of the College, the Dean’s principal responsibilities are to maintain and promote the academic excellence of the College; provide leadership and vision in enhancing excellence in the College’s core disciplines and interdisciplinary activities; develop and support faculty, staff, and students; and enhance college resources. The Dean is responsible for promoting and maintaining the quality of academic programs, and for managing the fiscal and human resources as well as the physical facilities of the College. The Dean reports directly to the Provost, is a member of the Provost’s Council, and works collaboratively with the Deans from the other colleges and campus units. Reporting to the Dean are three associate deans focused on faculty and operations, student success and international programs, and diversity and curriculum, respectively.

The Dean will join the College and University at a compelling time in the institution’s history and will have the opportunity to have major impact on the evolution of comprehensive polytechnic education. He or she also joins a college that has grown and excelled under its previous leadership and is comprised of a vibrant faculty and excellent staff. In a college with a rich variety of disciplines and access to outstanding students, the Dean will celebrate successes, build on a positive internal culture, continue to develop interdisciplinary collaborations, and strengthen excellence in liberal arts education in a college poised for even greater achievements.

Leveraging CLA’s strong connections to the professional colleges and many interdisciplinary programs, the Dean will sustain the CLA’s position and central role in Cal Poly’s comprehensive polytechnic education; build upon a culture of respect, collaboration, inclusivity and diversity; work with the College and University community to diversify revenue streams; and, play a leadership role in promoting the College and the liberal arts in the community and beyond.

QUALIFICATIONS: The ideal candidate must demonstrate evidence of the following:

• Strong commitment to academic excellence and student success;
• Successful record of academic and administrative experience including human resources, fiscal management, leadership, and collaboration;
• Demonstrated success in and dedication to recruitment, retention and success of faculty, staff, and students;
• Demonstrated experience in successful advancement and a commitment to engage the College in a comprehensive program of advancement activities;
• Strong communication and interpersonal skills;
Ability to establish and maintain effective working relationships with administrators, academic department chairs, faculty, students, staff, and the general public;

Experience in the design and continuous implementation of the strategic planning process, including curriculum planning and assessment;

Commitment to enhancing and supporting diversity efforts within the College and University, including the ability to work effectively with an ethnically and culturally diverse campus community and to address student needs in a multicultural educational environment;

Credentials appropriate for a tenured appointment at the rank of professor to include a distinguished record of teaching and scholarship and an earned doctorate or terminal degree in a discipline within the College.

COMPENSATION: Salary is commensurate with the background and experience of the individual selected. Cal Poly offers excellent fringe benefits, including health, dental and vision insurance, retirement participation in the California Public Employees' Retirement System and educational benefits for eligible employees. All rights associated with the appointment are governed by the Management Personnel Plan (MPP) adopted by the CSU Board of Trustees.

THE COLLEGE: The College of Liberal Arts is a visible, valued, and indispensable component of Cal Poly, a premier comprehensive polytechnic university that has been named the best public master’s program in the west for 25 consecutive years by US News and World Report. The College’s emphasis on critical and creative thinking, human understanding, innovative action, disciplinary depth, and interdisciplinary knowledge and experience empowers graduates to confront challenges responsibly by understanding the historical, ethical, aesthetic, technological, and philosophical complexities of global and local communities. Driven by core disciplines in the arts, humanities, communications, and social sciences, the College of Liberal Arts is organized into 15 departments and an interdisciplinary program offering 17 majors, 33 minors, and master’s degree programs in English, History, Public Policy, and Psychology. The academic departments in the College are Art and Design, Communication Studies, English, Ethnic Studies, Graphic Communication, History, Journalism, Music, Philosophy, Political Science, Psychology and Child Development, Social Sciences, Theatre and Dance, Women’s and Gender Studies, and World Languages and Cultures.

While remaining fully committed to disciplinary depth and excellence, the College has made a strong commitment to interdisciplinary collaboration and programs of study, as reflected in the Liberal Arts and Engineering major, a degree program focused on expressive technologies and jointly administered with the College of Engineering. In addition, a proposal for a second, broader cross-disciplinary studies major is currently under review. Finally, the College’s six explicitly interdisciplinary minors provide additional opportunities for students to benefit from interdisciplinary learning and group “Learn by Doing” projects. Four of these minors are organized under the umbrella of a Science, Technology, and Society (STS) program in the College: Ethics, Public Policy, Science and Technology; Gender, Race, Culture, Science, and Technology; Media Arts Society and Technology; and Science and Risk Communication. The remaining two minors are Integrated Marketing Communication and Computing for Interactive Art.

Rounding out the College are the Spanos Theatre, a performance venue and educational center for the Department of Theatre and Dance; Center for Expressive Technologies; Center for Public Policy; Ethics +
Emerging Sciences Group; and Cal Poly Arts, the primary presenting body for the beautiful, nearly 1,300-seat performing arts center, which is the site for performances by the Department of Music. Also located in the College are the University Art Gallery, a superb pre-school learning lab, and three award-winning, student-run media operations, Mustang News, KCPR Cal Poly Radio and University Graphic Systems.

Through its disciplinary excellence and interdisciplinary collaborations, the College of Liberal Arts is essential to Cal Poly’s status as a truly comprehensive polytechnic university by creating an environment where the liberal arts play an equal role with science, technology, engineering, and mathematics, and actively engage with those disciplines. The CLA has approximately 169 tenure-line faculty and 197 part-time and full-time lecturers (115 FTE lecturers). CLA faculty members have a strong commitment to excellence in teaching, scholarship, and service. In fact, they are university leaders in teaching and scholarship, as reflected by receiving a significant share of University Distinguished Teaching and University Distinguished Scholarship Awards. The College is also a leader in inclusion and diversity efforts on campus. The faculty teaches 3,200 majors and extends the influence of their disciplines to all Cal Poly students through minor programs, support courses for other majors, and elective course offerings, as well as through their significant role in the University’s General Education and Honors program.

REVIEW, APPLICATIONS AND NOMINATIONS: Cal Poly has retained Isaacson, Miller, a national executive search firm, to assist in this search. The search committee will review nominations and applications until the position is filled. The anticipated starting date for the position is July 1, 2018. Nominations and inquiries can be submitted via the Isaacson, Miller website at www.imsearch.com/####. To apply, visit www.calpolyjobs.org to complete the required online Cal Poly Management Employment Application. Completed applications must be submitted to Requisition Number 104662. In addition, each applicant must provide as separate attachments to the online application a detailed curriculum vitae or resume, and a cover letter. The cover letter should address the applicant’s qualifications and experience for this position, including a personal statement of the applicant’s views on academic administration and the role and responsibilities of liberal arts faculty, as well as the applicant’s experiences with and views on leadership, their management style, and diversity and inclusion in higher education. Please indicate Requisition Number 104662 on all attachments.

FOR ASSISTANCE WITH ONLINE APPLICATION PROCESS: Contact Academic Personnel via e-mail academic-personnel@calpoly.edu or phone (805) 756-2844. Cal Poly Website: www.calpoly.edu

At California Polytechnic State University, San Luis Obispo, we believe that cultivating an environment that embraces and promotes diversity is fundamental to the success of our students, our employees and our community. Bringing people together from different backgrounds, experiences and value systems fosters the innovative and creative thinking that exemplifies Cal Poly’s values of free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

Cal Poly’s commitment to diversity informs our efforts in recruitment, hiring and retention. California Polytechnic State University is an affirmative action/equal opportunity employer.
DEAN, LIBRARY SERVICES

THE POSITION: Cal Poly's ACRL award-winning Kennedy Library invites applications and nominations for the position of Dean of Library Services. The Kennedy Library is responsible for planning, implementing, and managing campus-wide information resources and related services with an annual budget of $7+ million and approximately 50 faculty and staff. The library has five departments: Academic Services; Access, Operations, and Administrative Services; Information Resources and Resource Sharing; Library Information Technology; and Special Collections and Archives.

The Dean of Library Services is responsible for the direction, development, implementation and evaluation of all aspects of library services in order to meet the scholarly and intellectual needs of the university community and its service area. The Dean is the chief administrative officer for the Library and oversees a combined budget of over $7 million. The Dean works collaboratively with the six college deans, the Vice President of Research and Economic Development, the Dean of Graduate Education, the Vice Provost for International, Graduate and Extended Education, the VP ITS/CIO and Directors/Managers of IT services, the Director of the Center for Teaching, Learning and Technology, and members of the Dean's Advisory Council. The Dean of Library Services participates in advancement planning and activities to support efforts on behalf of the Library and is active in the development of policy as a member of President and Provost committees and the CSU Council of Library Directors (COLD). The Dean of Library Services reports directly to the Senior Vice Provost for Academic Programs and Planning.

REQUIRED EDUCATION AND EXPERIENCE:
- MLS/MLIS degree from an American Library Association accredited program or equivalent.
- Five or more years of progressively responsible administrative and leadership experience in an academic or research library or related archival repository or institution.
- Demonstrated experience in recruitment, professional development and retention of library faculty and staff.
- Demonstrated experience and success in resource allocation and budget management.
- Ability to generate external support and fundraising to support the mission of the Library.
- Has held faculty status as a librarian or has experience in academic libraries where librarians hold faculty status.
- Experience in direct, patron-facing interactions such as outreach, reference, and information literacy instruction.

REQUIRED SKILLS, KNOWLEDGE, AND ABILITIES:
- Demonstrated experience as a collaborative, consultative, empathetic leader who recruits, strongly supports, and retains outstanding faculty and staff and fosters student success.
- A sound grasp of current issues and trends in academic libraries with the ability to serve effectively as an advocate and spokesperson for the library’s educational mission.
- Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of the university and community, especially a proven record of individual action and institutional leadership to advance diversity.
- Ability to develop and implement strategic plans with a clear vision of the evolving role of the academic library in the digital environment and the integration of digital resources into the curriculum to advance knowledge management.
- Demonstrated ability to build consensus and to make considered decisions for priorities, with both flexibility and follow-through.
- Demonstrated excellent skills in staff evaluation and supervision, resource allocation, and budget/fiscal management.
- Demonstrated success in fundraising and community outreach.
- An understanding of the institutional and scholarly needs of students and faculty.
- A record of professional participation and scholarly contributions.
- Ability to use tact and diplomacy to effectively handle a broad range of high level and sensitive interpersonal situations with diverse personalities, and to respond appropriately to conflicts and problems.
- Ability to initiate, establish, and foster communication and teamwork by maintaining a positive, cooperative, productive work atmosphere in and outside the University with the ability to establish and maintain effective working relationships within a diverse population and with those from various cultural backgrounds.

PREFERRED SKILLS AND EXPERIENCE:
- An additional advanced degree.
- Previous experience as a library dean or director.
- Proven leadership ability, preferably at a university with 20,000 or more students.
- Demonstrated success in fostering university, state, regional and/or national cooperation in resource sharing, networking and collection development.
- Previous experience engaged in a library renovation project.
- Demonstrated ability to provide leadership and experience in a collective bargaining environment and/or knowledge of California State University policies and procedures.
- Demonstrated skills in an institutional/educational environment utilizing a customer-oriented and service-centered attitude.

COMPENSATION: Salary is commensurate with the background and experience of the individual selected. Cal Poly offers excellent fringe benefits, including health, dental and vision insurance, retirement participation in the Public Employees’ Retirement System and educational benefits for eligible employees. All rights associated with the appointment are governed by the Management Personnel Plan adopted by the CSU Board of Trustees.

ABOUT KENNEDY LIBRARY: The Robert E. Kennedy Library won ACRL’s Excellence in Academic Libraries award in 2014 for its distinction in engaging the students and faculty of the Cal Poly university community. While integrating traditional library resources and services with digital tools and platforms, the library continuously experiments to adapt its services, programs, and spaces to meet the evolving
academic programs, research interests, and needs of the university community. Annual visitors exceed 1.4 million.

Kennedy Library’s ten librarians, 35 staff, and over 120 student assistants work with campus partners to deliver services focused on Cal Poly’s commitments to research, learning, collaboration and innovation. The library is customer-driven, whether in choosing quality information, supporting faculty instruction and research, developing digital user interfaces, or redesigning spaces that encourage creative work, collaboration, and focused study. Its innovative peer-to-peer learning and reference programs and active student think-tank (Student Library Advisory Council) were among the programs that led Kennedy Library to become the state’s first university library to receive the ACRL Excellence in Academic Libraries award.

In spring 2014, Kennedy Library completed an ambitious architectural master plan, providing a vision for renewing the library’s packed and well-loved physical spaces to accommodate the growing needs of Cal Poly’s students and faculty. The master plan will also create exceptional new spaces for the library’s programs centered on digital scholarship and peer learning.

Other recent milestones include the 2008 creation of Digital Commons, Cal Poly’s digital repository of student and faculty work; a 2008 renovation that created active learning spaces and a library café on the second floor; and in 2011 the creation of the Data Studio, featuring GIS, statistics, and data visualization support, and a speaker series. In 2012 the library launched <i>Di</i>- the Initiative for Digital IDEAS (Innovations in Digital Expression, Access, and Scholarship). In 2013 the library hired a digital archivist and is now adopting new digital platforms and infrastructure to support digital preservation, digital scholarship, and rich digital media creation and sharing. The library’s lively digital communications programs feature responsive web design, digital maps, and an active social media presence.

The Library partners with campus organizations to promote faculty development and student success, including several that are located in the Kennedy Library: the Center for Teaching, Learning and Technology; the Academic Skills Center; and the Honors Program. The Library works collaboratively with Information Technology Services (ITS) as a member of the Information Services directorate.

The Library is a member of the Coalition for Networked Information (CNI), the Library Publishing Coalition, WEST, RapidIIL, LOCKSS and MetaArchive.

To learn more about Kennedy Library, please visit lib.calpoly.edu.

ABOUT CAL POLY: Founded in 1901, Cal Poly is one of only five comprehensive polytechnic universities in the nation. The University educates approximately 21,000 undergraduate and 940 post-baccalaureate and graduate students through 63 baccalaureate degrees and 34 master’s degrees. U.S. News and World Report has ranked Cal Poly #1 among public primarily undergraduate universities in the western United States for 19 consecutive years. Cal Poly takes pride in its Learn by Doing approach to teaching and scholarship, which has characterized Cal Poly since its founding. The University is organized into four divisions: Academic Affairs, Student Affairs, Administration and Finance, and University Development. The University has six Colleges: Agriculture, Food & Environmental Sciences; Architecture & Environmental Design; Engineering; Liberal Arts; Orfalea College of Business; and Science and Mathematics. Cal Poly owns approximately 10,000 acres of land, is one of the largest land-holding
universities in the nation, and has deep connections with the agricultural industry of California. Cal Poly is accredited by WASC and 31 Cal Poly programs are accredited by national professional associations.

Cal Poly fosters teaching, scholarship, and service in a “Learn by Doing” environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, inclusivity, mutual respect, civic engagement, and social and environmental responsibility.

To learn more about Cal Poly, please visit www.calpoly.edu.

REVIEW, APPLICATIONS AND NOMINATIONS: The search committee will review nominations and applications until the position is filled. Nominations should be addressed to ___________. Applicants are encouraged to submit materials by December 15, 2017. The anticipated starting date for the position is July 1, 2018. To apply, visit www.calpolyjobs.org to complete the required online Cal Poly Management Employment Application. Completed applications must be submitted to Requisition Number 104665. In addition, each applicant must provide as separate attachments to the online application a detailed curriculum vitae or resume, and a cover letter. The cover letter should address the applicant’s qualifications and experience for this position, including a personal statement of the applicant’s views on academic administration and the role and responsibilities of library faculty and staff, as well as the applicant’s experiences with and views on leadership, their management style, and diversity and inclusion in higher education.

FOR ASSISTANCE WITH ONLINE APPLICATION PROCESS: Contact Academic Personnel via e-mail academic-personnel@calpoly.edu or phone (805) 756-2844. Cal Poly Website: www.calpoly.edu

At California Polytechnic State University, San Luis Obispo, we believe that cultivating an environment that embraces and promotes diversity is fundamental to the success of our students, our employees and our community. Bringing people together from different backgrounds, experiences and value systems fosters the innovative and creative thinking that exemplifies Cal Poly’s values of free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

Cal Poly’s commitment to diversity informs our efforts in recruitment, hiring and retention. California Polytechnic State University is an affirmative action/equal opportunity employer.
1 RESOLVED: That the *Bylaws of the Academic Senate* be modified as shown on the attached copy.
BYLAWS OF THE ACADEMIC SENATE

II. MEMBERSHIP OF THE ACADEMIC SENATE

B. TERMS OF OFFICE

1. Terms of office for senators: the elected term of office for senators shall be a two-year term or one-year term when the caucus membership changes by more than two representatives. A senator can serve a maximum of two consecutive, elected terms. An elected senator, according to Article III of the bylaws, can serve a maximum of four consecutive years and shall not again be eligible for election until one year has elapsed, with the exception of ex officio members (e.g., past Senate Chair and Statewide Senators). A senator appointed to fill a vacant elected position, unfilled after the winter elections, or a temporary vacancy for an elected position, shall serve until the completion of that term. A senator appointed to fill a temporary vacancy for an elected position shall serve until the senator being replaced returns for the completion of the completion of that term, or until the senator being temporarily replaced returns, whichever occurs first. If this elected term or temporary appointment is for one year or less or if the senator is serving a one-year elected term, it shall not be counted as part of the two-term four years maximum for elected senators. The representative for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms.
An Open Letter to Timothy White, Chancellor, California State University from Chairs of the Campus Senates

We, the undersigned chairs of California State University campus senates, take seriously our responsibility to uphold shared governance, and that joint decision making and consultation between faculty and administration mandated by the Higher Education Employer-Employee Relations Act benefit the students we serve. All curricular decisions affect students directly, and therefore all curricular decisions must, by nature, lie with the teaching faculty and students; general education criteria are not exempted from HEERA principles. We denounce the process by which Executive Order 1100 (revised) and Executive Order 1110 were developed. They did not arise from the fulsome shared governance process needed to reflect faculty expertise. Changes to basic curriculum policy need thoughtful consideration informed by a nuanced understanding of the rationale and impacts of proposed changes on the quality of education that our 23 CSUs provide and that our students deserve. We also strongly oppose the untenable timelines for implementation of both executive orders, which will preclude the careful and thoughtful consultation needed to achieve student success and to avoid any unintended negative consequences for students as a result of a rushed and poorly designed implementation timeline.