I. Minutes: Approval of the February 14, 1995 Academic Senate minutes (pp. 2-3).

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

III. Reports:
   A. Academic Senate Chair:
   B. President's Office:
   C. Vice President for Academic Affairs' Office:
   D. Statewide Senators:
   E. CFA Campus President:
   F. Staff Council Representative:
   G. ASI Representatives:
   H. John McCutcheon, Athletics Director: status report on future expansion of facilities for Athletics.

IV. Consent Agenda:

V. Business Item(s):
   A. Resolution on Proposal for a University Honors Program: Harrington, chair of ad hoc committee, second reading (pp. 16-24 in your 2/14/95 agenda) (see modification, pp. 4-5).
   B. Resolution on Promoting Curricular Review: Executive Committee, second reading (p. 6).
   C. Resolution to Expand Form 109 to Include Diversity-related Activities: Terry, chair of the Personnel Policies Committee, first reading (pp. 7-9).
   D. Resolution to Amend CAM 411 Requirements for Completion of Minor Degree Programs: Clark, chair of the Curriculum Committee, first reading (pp. 10-12).
   E. Resolution on Change of Grades: Freberg, chair of the Instruction Committee, first reading, (pp. 13-16).

VI. Discussion Item(s):

VII. Adjournment:
Modifications to Proposal for a University Honors Program

Experience at other universities suggests that about 25 percent of those eligible will enroll in an Honors Program. The program would begin with approximately 88-125 students. Once the program is fully established, the graduates will number about 100 per year. Students would be admitted independently of their selection of a major at Cal Poly. Some students would enter the major in the traditional way as freshmen, also entering the Honors Program, while others could elect to enter as undeclared majors. Those undeclared majors who maintain the standards of the program and who have met lower-division requirements for a chosen major would be guaranteed admission to the major of their choice by the beginning of their junior year. During the advising process, all students would be strongly encouraged to declare a major by the end of their freshman year.

Admission

To be eligible for the program, a student must meet at least two of the following criteria:

a. SAT (combined Math & Verbal) of 1200 or higher.
b. Upper 10 percent of high school graduating class.
c. 3.5 grade point average at Cal Poly for at least 15 units of coursework.
d. Two or more Advance Placement scores of 4 or 5.
e. Permission of the Director of the Honors Program.

However, an application from any student will be considered in terms of its individual merit. Any student interested in joining the program may submit other supporting evidence, such as recommendations from previous instructors or documentation that shows the ability to work independently at complex intellectual tasks.

Maintaining Eligibility

Students will be expected to maintain an overall GPA of 3.0 during their freshman year and to earn a cumulative GPA of 3.3 or higher to graduate with Honors.

(more on reverse side... )
Honors Dormitory

An effort will be made to provide identified housing for the Honors Program. Freshmen Honors students would be invited to live in a designated dormitory complex in a space sequestered for the program. Following common practice for Honors dormitories, approximately 40% of the students living in the Honors dormitory would be students not participating in the Honors Program.

p. 5, Honors Council, line 10:

Based upon recommendations from the Faculty Senate, faculty members will be appointed by the individual-Beans Vice President for Academic Affairs in consultation with the Honors Director.
WHEREAS, Access to higher education by all qualified people wishing to obtain a college education is being threatened in California for the first time since the end of World War II; and

WHEREAS, Student progress to timely graduation is an important issue as evidenced by the legislative requirement that each campus of the CSU have in place a plan to guarantee graduation in four years for those students wishing to do so; and

WHEREAS, Globalization, the euphemism used to explain and justify the profound changes taking place in the working world outside academia, holds the promise of impacting academia in substantial and perhaps equally profound ways; and

WHEREAS, The severe budget reductions of the past five years have produced substantial increases in the demands on faculty and staff time; and

WHEREAS, The curriculum is impacted by or impacts all the above; and

WHEREAS, The greatest impediment to campus wide curricular review is the threat imposed by the possible loss of resources resulting from such review; therefore, be it

RESOLVED: That the Academic Senate support the policy that the State resources received by a department or college not be reduced as a result of curricular change; and, be it further

RESOLVED: That there be a reasonable period for this policy to remain in place, and that this time be determined by the deans working with the Vice President for Academic Affairs.

RESOLVED: That the administration of Cal Poly provide a written statement indicating its commitment to this policy in order to expedite campuswide curricular review and change when needed.

Proposed by the Academic Senate Executive Committee
January 31, 1995
Background: The importance of diversity to Cal Poly is recognized in its Strategic Plan. One of the tenets of the section on diversity speaks to the need to increase the number of underrepresented students, faculty, and staff members. Cal Poly’s record in increasing the percentage of underrepresented students while increasing the average SAT score of new students has been successful.

Unfortunately, a shrinking number of total faculty (a decrease of over 29% from fall ’89 to fall ’92) has precluded the possibility of increasing substantially the number of underrepresented faculty. The result is that many underrepresented students are disappointed when upon matriculating here find few faculty of their own ethnic background or race.

As a result, faculty from underrepresented groups find themselves advising and mentoring students even though they are not officially assigned as advisees. Presently they may receive no recognition for this in Form 109.

Other faculty having a special interest in promoting diversity through service to the university or students also presently may receive no recognition on Form 109. They too ought to be recognized for this important effort if Cal Poly is to attain its goals set out in the Strategic Plan.

WHEREAS, The University is committed to diversity; and
WHEREAS, Faculty members are encouraged to become more involved in promoting diversity; and
WHEREAS, The Cal Poly Strategic Plan has defined diversity in a broad fashion; and
WHEREAS, Diversity-related activities may be found in any of the existing areas of teaching, scholarship, and University/community service in which tenure-track faculty are required to show competence; and
WHEREAS, The Cal Poly Equal Opportunity Advisory Council has proposed that diversity considerations become part of the retention, promotion, and tenure (RPT) process; and
WHEREAS, The 1993 Academic Senate Diversity Summer Task Force endorsed the Equal Opportunity Advisory Council’s proposal;
WHEREAS, The recognition of diversity-related activities may be considered in any of the four categories of Form 109; therefore, be it

RESOLVED: That faculty members be recognized for their diversity related activities; and, be it further
RESOLVED: That Form 109 be revised so as to include diversity related activities among the optional factors in category three.

Proposed by the Academic Senate Personnel Policies Committee
February 2, 1995
FACTORS OF CONSIDERATIONS (EXCERPTS FROM FORM FA109)

I. Teaching Performance and/or Other Professional Performance: Consider such factors as the faculty member's competence in the discipline, ability to communicate ideas effectively, versatility and appropriateness of teaching techniques, organization of course, relevance of instruction to course objectives, methods of evaluating student achievement, relationship with students in class, effectiveness of student consultations, and other factors relating to performance as a teacher. (Include results of Student Evaluation Program.)

NO CHANGE

II. Professional Growth and Achievement: Consider such factors as the faculty member's original preparation and further academic training, related work experience and consulting practices, scholarly and creative achievements, participation in professional societies and publications, professional registration, certification and licensing.

NO CHANGE

III. Service to University, Students and Community: Consider such factors as the faculty member's participation in academic advisement, co-curricular activities, diversity-related activities, placement follow-up, co-curricular activities, department, college and university committee and individual assignments, systemwide assignments, and service in community affairs directly related to the faculty member's teaching area, as distinguished from those contributions to more generalized community activities.

IV. Other Additional Factors of Consideration: Consider such factors as the faculty member's ability to relate with colleagues, initiative, cooperativeness, dependability, etc. and any other relevant factors.
Adopted:

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

AS- 95/
RESOLUTION TO
AMEND CAM 411 REQUIREMENTS FOR
COMPLETION OF MINOR DEGREE PROGRAMS

Background Statement: This resolution amends Campus Administrative Manual (CAM) 411 which prohibits students from using units taken for a minor degree program for courses in the major column of the student's curriculum sheet. This rule was initially introduced in order to prevent students from earning a major and a minor from the same degree program. Several degree programs have, however, included courses from other departments in their major column in an effort to provide students with diversity and flexibility in their curriculum. The results of such changes have disadvantaged some students who have been denied a minor degree despite their completing all requirements for the minor.

The Academic Senate Curriculum Committee believes this has led to a situation of inequity among students which should be redressed.

WHEREAS, The intention of CAM 411 was to prevent students from obtaining major and minor degrees from the same degree program, and

WHEREAS, CAM 411 is currently creating an inequitable situation for students who cannot obtain minor degrees in different degree programs under certain circumstances, therefore, be it

RESOLVED: That CAM 411 be amended as follows:

411. A major and a minor may not be taken in the same discipline degree program. Units taken for completion of the minor may not be counted to satisfy requirements for courses in the "major" column of the student's curriculum sheet.

Proposed by the Academic Senate Curriculum Committee
February 21, 1995
MEMORANDUM

Date: October 12, 1994

To: Jack Wilson, Chair
Academic Senate

From: Bob Thompson, Agribusiness; Ken Scotto, Animal Science;
John Connely, Computer Science; and Larry Gay, Industrial Technology.

Subject: Minors at Cal Poly

There is a rule in CAM that states:

"Units taken for the minor may not be counted to satisfy requirements for courses in the "Major" column of the student’s major curriculum sheet."

This rule was introduced to prevent a student from obtaining a minor in the same subject area as his or her major. However, several departments around campus now place courses in their "Major" columns that are from other departments. If these courses are required for a minor, a student cannot count these courses toward that minor and, in some cases, may be barred from getting that minor.

Examples of this problem are:

1.) the 1994-97 Animal Science curriculum lists an Agribusiness Concentration in the Courses in the Major column. Since almost all the courses in the Agribusiness Minor are listed, an Animal Science student choosing this Concentration cannot obtain the minor while students from other majors in the College of Agriculture can. This problem applies to a lesser degree to Ornamental Horticulture, Agricultural Science, and Dairy Science majors.

2.) the Computer Science Minor includes three courses that are listed in the Courses in the Major column for Management students pursuing a Management Information Systems Concentration. Also, Electrical Engineering students have this problem with two classes under the Computer Architecture Track of the Computer Science Minor.

3.) the Packaging Minor can contain up to three courses required in the Food Science Major column and two courses required in the Industrial Technology Major column.

Courses listed in the Support or General Education columns can be counted toward a minor. What possible difference should it make to the granting of a minor where a required courses is listed in the student's major curriculum?
We are hoping that the Curriculum Committee of the Academic Senate consider deleting this troublesome rule. It has created many problems for students, department heads, minor coordinators, and evaluators who have spent hours trying to circumvent it through course substitutions and petitions for special consideration. The rule engenders inflexibility, inefficiency, and unfairness, and we urge that prompt action be taken to abolish it.

If the members of the Curriculum Committee have any questions or would like the authors of this memo to attend a meeting, please contact us at our respective extensions: 5009; 2419; 7179, or 2058. Thanks.
WHEREAS, The current policy for change of grades (AS 384-92), enacted by the Academic Senate in 1992, has met the goals of the original resolution in the vast majority of cases; and

WHEREAS, Small numbers of exceptions to this policy do occur which require administrative decisions; therefore, be it

RESOLVED: That the Registrar, acting on behalf of the University and with the support of the Academic Senate, will record grade changes beyond the one year time limit when a documented administrative or university error has occurred, and the Office of Academic Records has received evidence supporting the exception; and, be it further

RESOLVED: That a subcommittee of three faculty representatives to the Instruction Committee will meet quarterly with the Registrar to review those cases which exceed the time limits of AS 384-92, are not administrative or university error, or are not clearly documented; and, be it further

RESOLVED: That the faculty subcommittee will prepare a response regarding the case to be communicated to the college and department by the Registrar.

Proposed by the Academic Senate Instruction Committee
February 10, 1995
WHEREAS, Title 5 of the California Administrative Code, Sections 40104 and 40104.1 authorize the Chancellor and the individual campuses to designate and assign grades for academic work; and

WHEREAS, CSU Executive Order 320 (dated January 18, 1980) specifically provides mechanisms for faculty and students to ensure that their rights and responsibilities regarding the assignment of grades are properly recognized and protected; and

WHEREAS, CSU EO 320 authorizes and assigns responsibility for providing policy and procedures for the proper implementation of the aforementioned principles; and

WHEREAS, According to CSU EO 320, "faculty have the right and responsibility to provide careful evaluation and timely assignment of appropriate grades"; and

WHEREAS, Such grade assignments are presumed to be correct, and it is the responsibility of anyone appealing an assigned grade to demonstrate otherwise; and

WHEREAS, Every instructor, when assigning grades, strives for equity to all students, and in the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final; and

WHEREAS, The Academic Senate Fairness Board has been established for the primary purpose of hearing grievances regarding student challenges to grades assigned; and

WHEREAS, Cal Poly has never developed a policy or procedures as provided for in CSU EO 320; therefore, be it

RESOLVED: That the university recognize the prerogative of faculty to set standards of performance and to apply these standards to individual students; and be it further
RESOLUTION ON CHANGE OF GRADE
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RESOLVED: That the university will seek to correct injustices to students, while also believing that the instructor's judgement at the time the original grade is assigned is superior to a later reconsideration of an individual case; and be it finally

RESOLVED: That the following policy and procedures be adopted to apply to changes of grade:

POLICY

All course grades are final when filed by the instructor of record in the end-of-term course grade report. A student may request a change of grade under the conditions identified in the following paragraph. Such a request must be made no later than the end of the seventh (7th) week of the Fall, Winter, or Spring term following the award of the original grade.

A change of grade may occur only in cases of clerical error, administrative error, or where the instructor reevaluates the student's original performance and discovers an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or reexamination beyond the specified course requirements.

Changes of Authorized Incomplete and Satisfactory Progress symbols will occur as the student completes the required course work, and therefore such action does not normally require a request for a change of grade on the part of the student. Any other request for a change of grade will not be considered after one year from the end of the term during which the grade was awarded.

PROCEDURES

1. Every instructor is required to file assigned grades using the end-of-term course grade report. Each student will be notified by mail of the grades earned during the term, and these grades will become a part of the official record. As these course grades are considered final when filed, any changes in the filed
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2. A student may request a change of grade no later than the end of the seventh (7th) week of the Fall, Winter, or Spring term following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Records Office. These forms are available in department offices, and shall not be handled by the student. If the instructor determines that there is not a valid basis for changing the grade, and denies the student's request, that decision is final. The student may then file a petition with the Fairness Board on the basis of capricious or prejudicial treatment by the instructor.

3. In the event a Change of Grade form is completed and signed by the instructor, the form will contain a note identifying the reason for the change.

4. Any change of grade initiated after the end of the seventh (7th) week of the following regular term will be approved only under extraordinary circumstances. Any such request will carry an explanation of such circumstances, and will be signed by the instructor, department head/chair, and the dean before acceptance by the Registrar. "Extraordinary circumstances" shall be defined as, but not limited to, the following conditions and circumstances, and the student shall provide documentation of: (1) personal illness, (2) family emergency, and/or (3) inability to communicate with the instructor prior to the end of the seventh (7th) week following the regular term of instruction.

5. Once a degree is awarded, no grade changes will be made after sixty (60) days from the date the grade report was mailed to the student.

Proposed by the Academic Senate Instruction Committee February 25, 1992 Revised April 7, 1992