

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

**Meeting of the
Academic Senate Executive Committee
Tuesday, October 19, 1999
UU220, 3:00-5:00pm**

- I. Minutes: none.
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representative:
 - G. Other:
- IV. Consent Agenda:
- V. Business Item(s):
 - A. **Appointments to Academic Senate and Universitywide Committees for 1999-2001: (p. 2).**
 - B. **Appointment of part-time representative to the Academic Senate: (pp. 3-4).**
- VI. Discussion Item(s):
 - Resolution on C-Prerequisites (AS-528-99/CC):** Clarification of resolution's resolved clauses (pp. 5-7).
- VII. Adjournment:

10.12.99

Vacancies For 1999-2000

Academic Senate Committees

VACANCIES

NOMINATIONS

College of Architecture and Environmental Design

Faculty Affairs Committee
Faculty Ethics
Program Review and Improvement Committee

Hal Johnston

College of Liberal Arts

Program Review and Improvement Committee
Research & Professional Development Committee

Bianca Rosenthal

Senators

College of Architecture and Environmental Design

1 Vacancy

University-Wide Committees

Cal Poly Plan Steering Committee

(3 Academic Senate Appointments/1 current vacancy)

Deans' Admissions Advisory Committee

(3 Academic Senate Appointments/1 current vacancy)

Harvey Greenwald (B&LRPC Representative)
Phil Fetzer

MEMORANDUM

Date: September 1, 1999

To: All Part Time Academic Employees

From: Margaret Camuso
Academic Senate

Subject: Academic Senate Membership

RECEIVED

SEP 24 1999

Academic Senate

The Academic Senate is seeking a part time academic employee to represent the part time faculty of Cal Poly. This is a nonvoting position, appointed quarterly/annually during the academic year (according to one's appointment).

If you are interested in serving on the Academic Senate, please fill in the information below and return it to the Academic Senate office (38-143). If you have any questions regarding this position, please contact the Academic Senate office at 756-1258 or mcamuso@calpoly.edu. Thank you.

I am interested in serving as the part time faculty representative to the Academic Senate for the following reason(s): As a part-time lecturer in the School of Business, I believe I have a background and point-of-view from working in a variety of business and public services that can add "real world" input to Academic Ideas. Thanks.

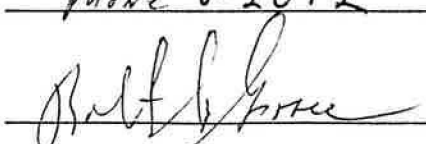
Name: ROBERT GROSSE

Department: BUSINESS School - MANAGEMENT Dept.

Email address: R.Grosse@calpoly.edu

Office number: RM #335 phone 6-1605

Department number: phone 6-2012

Signature: 

MUST BE RECEIVED BY SEPTEMBER 30, 1999

-4-
RECEIVED

State of California

SEP - 7 1999

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

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I am interested in serving as the part time faculty representative to the Academic Senate for the following reason(s): It would be interesting.

Name: Mike Fisher

Department: Athletics

Email address: mlfisher@polymail.calpoly.edu

Office number: 756-1338

Department number: _____

Signature: Michael Fisher

MUST BE RECEIVED BY SEPTEMBER 30, 1999

Adopted: June 1, 1999

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

**AS-528-99/CC
RESOLUTION ON
C- PREREQUISITES**

- WHEREAS, The handful of courses in the catalog which designate C- as a minimum grade required for advancement in a sequence appear in violation of the catalog's standard university grading policy; and
- WHEREAS, It can be legitimately argued that the level of competence required of students for a course in a sequence may be set higher than that required for a terminal course; and
- WHEREAS, Students may have performed poorly in a class, demonstrating insufficient knowledge to advance to the next course, but still have done well enough to receive a passing grade of D. (A C- prerequisite would stop advancement, but still grant credit); and
- WHEREAS, Departments should have the right to stop students from advancing to the next course in a major sequence if they have determined students are unprepared to do the work; and
- WHEREAS, Two kinds of students might take a major class: students in the major, and students from outside the major who are taking the class as support in their own major or for other reasons. The instructor may need a way to grant the non-major students credit for the course by assigning a D, while also stopping the major students from advancing to the next course by enforcing the C- prerequisite; therefore, be it
- RESOLVED: That departments may designate a C- as the minimum grade required for students to advance to the next course in a sequence if the C- minimum is clearly indicated under the catalog description for the class; and, be it further
- RESOLVED: That "or consent of instructor" be included along with the C- prerequisite in sequenced courses to allow individual students the opportunity to make a case for exceptions; and, be it further
- RESOLVED: That a footnote under the university grading policy in the catalog be added to alert students to the possibility that certain sequenced courses may have a C- prerequisite for advancement; and, be it further
- RESOLVED: That C- prerequisites be enforced by departmental faculty or advisors (not the Records Office) during the Add/Drop period.

Proposed (but not supported) by: The Academic Senate
Curriculum Committee
Date: April 30, 1999
Revised: June 1, 1999

BACKGROUND STATEMENT ON GRADING POLICY RESOLUTIONS

THE PROBLEM: The handful of courses in the catalog which designate C- as a minimum grade required for advancement in a sequence are in violation of the catalog's standard university grading policy, leading to self-contradiction.

THE SOLUTION: Either stick with the Standard Grading Policy (the resolution supported by the Curriculum Committee), or footnote the policy in a way that allows an exception for C- Prerequisites for advancement (opposed by the Curriculum Committee).

While it may seem odd that the Senate Curriculum Committee is bringing you two diametrically opposed resolutions, we are doing so because some definitive solution to the grading policy problem must be found. The reasons behind each resolution are outlined in the Whereas clauses. In the case of the resolution in favor of C- Prerequisites, we have tried to present the other side's strongest arguments, even though we oppose this resolution. With regard to the resolution we support—the one upholding the Standard Grading Policy—here is some additional background information and reasoning.

Despite the fact that faculty's first instinct may well be to allow individual departments complete autonomy in deciding how to handle grading in their major courses and that to do anything else may seem counterintuitive, the Curriculum Committee encourages the Senate to consider carefully the rationale (Whereas clauses) for upholding the Standard Grading Policy.

GRADE INFLATION: We suspect that one reason some faculty are in favor of C- prerequisites is that these may seem like a way to enforce standards without having to assign tough grades. With C- prerequisites, faculty can avoid giving Fs, but at the same time they can stop students from advancing to the next course in a sequence. But C- prerequisites seem to us like the wrong approach to the problem of grade inflation which has led to lower standards. We believe that faculty should give students the grades they earn instead of giving them higher grades and then telling them they didn't really pass and they cannot advance to the next course. Students who perform failing work in a class should be assigned an F (officially defined as "Non-Attainment of Course Objectives"). It is unjustified and inconsistent for faculty to assign students a D (which officially gives them credit for the course), then tell students they cannot advance to the next course.

INTERDEPARTMENTAL STRIFE: The C- prerequisite is likely to create problems and conflicts between departments. Consider: students from department 1 are taking support classes in a sequence from department 2. Department 2 institutes a prerequisite whereby students cannot advance in the sequence unless they earn a C-. Department 1 may disagree with this policy, but department 2 is enforcing its prerequisite on department 1's students—a prerequisite that departs from the standard university grading policy—and slowing these students' progress toward the degree.

CREDIT/NO CREDIT: It has been noted that, if a C- is necessary for credit in a class taken Credit/No Credit, then it is inconsistent to grant credit for a D received by a student in a graded class. However, part of the trade-off that students make when they take a class Credit/No Credit is that, in return for the protection that doing so gives to their GPA, they must actually earn a higher grade (at least a C-) in order to pass the course than would be necessary if they were taking the class for a grade. Thus, the discrepancy between these letter-grade and Credit/No Credit minimums is built into the concept of Credit/No Credit. Furthermore, even if one grants the argument that there should not be an inconsistency between letter-grade and Credit/No Credit minimums, the way to fix this structural problem would hardly seem to be to institute C- prerequisites on an ad hoc, course-by-course basis, which would provide a piecemeal and confusing solution to the problem.

ADVISING: A footnote under the standard university grading policy in the current catalog states that students who receive below a C- in a class that is a prerequisite for another course are encouraged to repeat the prerequisite class before attempting the next course in the sequence. Nothing precludes departmental advisors from stressing this point. We believe that this is a matter for internal advising and not something that should be institutionalized through ad hoc, course-by-course exceptions to the catalog's standard grading policy.

10.12.99

Vacancies For 1999-2000

23 vacs left
never to
gladys

Academic Senate Committees

VACANCIES

College of Architecture and Environmental Design

Faculty Affairs Committee

Faculty Ethics

Program Review and Improvement Committee

College of Liberal Arts

Program Review and Improvement Committee

Research & Professional Development Committee

NOMINATIONS

~~Paul Johnston~~
Hal Johnston
Richard Lee (CRP)

Bianca Rosenthal
Jeff Gill (PoliSci)

Senators

College of Architecture and Environmental Design

1 Vacancy

Michael Boswell (CRP)

University-Wide Committees

Cal Poly Plan Steering Committee

(3 Academic Senate Appointments / 1 current vacancy)

Deans' Admissions Advisory Committee

(3 Academic Senate Appointments / 1 current vacancy)

CMS Sponsor Com
Faculty rep.

Mark Stingell (Library)

Harvey Greenwald (B&LRPC Representative)
Phil Fetzer

Steve Kamiraka

ask Myron
if we should
start keep
looking for a
2nd faculty mbr.

10.19.99

INFORMATION ITEM

The following petitions have been received for election to the Consultative Committee for the Selection of Dean, College of Business:

From the CBUS:

Armstrong, Mary Beth	Accounting Area
Biggs, Joseph	Management Area
Carr, Janice	Accounting Area
Frayne, Colette	Global Strategy & Law Area
Gay, Larry	Industrial Technology Area
Peach, David	Management Area
Weatherford, Alan	Finance Area

From remaining colleges:

(Two faculty/PCS members will be elected by the Academic Senate Executive Committee at its next meeting.)

Fahs, Michael	Speech Communication Department
Johnson, Jane	Career Services
Krieger, Daniel	History Department
Siembieda, William	City & Regional Planning Department
Vilkitis, James	Natural Resources Management Department
White, Donald	Industrial & Manufacturing Engr Department

DEAN, COLLEGE OF BUSINESS

THE POSITION

As the principal intellectual leader of the College, the Dean provides support for the faculty of the College by creating a positive environment for teaching, scholarship, research and professional engagement, and service to the University and community. The Dean is responsible for the quality of academic programs and for managing the fiscal, human resources, and the physical facilities of the College. The Dean is expected to build partnerships with alumni and the business community, and to participate in strengthening supplemental financial support for both new and existing programs. The successful applicant should be prepared to demonstrate the leadership ability to distinguish the College of Business as a premier learning center that is reflective of the polytechnic character of the University. The College is currently experimenting with an innovative, integrated core-curriculum which seeks technological fluency in its students. The Dean participates in the development of University-wide policy as a member of the Academic Deans' Council. The Dean reports directly to the Provost and Vice President for Academic Affairs.

QUALIFICATIONS

Significant academic and administrative experience with credentials appropriate for a tenure appointment at the rank of professor. A demonstrated capacity for academic leadership and team building; evidence of a strong commitment to excellent teaching and scholarship; commitment to fostering a technology-enhanced collaborative learning environment; capability to expand alliances with the private sector; strong experience and a commitment to engage the College in a comprehensive program of advancement activities; ability to work effectively with an ethnically and culturally diverse campus community and to address student needs in a multicultural educational environment. The candidate should be familiar with significant business issues confronting domestic and global markets and also be familiar with AACSB Accreditation standards.

add: teach
Exp.

COMPENSATION

Salary is commensurate with the background and experience of the individual selected. All rights associated with this appointment are governed by the Management Personnel Plan adopted by the CSU Board of Trustees.

THE COLLEGE

The faculty of the College are organized into seven academic areas - Accounting, Economics, Finance, Global Strategy and Law, Industrial Technology, Management, and Marketing - each headed by an area coordinator. Programs leading to degrees of Bachelor of Science in Business Administration, Master of Business Administration, Bachelor of Science in Economics, Bachelor of Science in Industrial Technology, and the Master of Arts in Industrial and Technical Studies are offered, plus a proposed Master of Science in Accounting. AACSB--The International Association for Management Education accredits all of the baccalaureate and graduate programs in business and economics. The National Association of Industrial Technology accredits Industrial Technology. Students may select minors in Economics, Business, Integrative Technology, or Packaging. The College of Business offers an MBA. The College of Business and the College of Engineering offer a joint MBA/MS degree program and the College of Agriculture has joined the College of Business to offer an Agribusiness specialization within the MBA program. A dual degree program is offered in Architectural Management leading to a Bachelor of Architecture and MBA. Approximately 65 faculty members in the College teach over 2300 undergraduate majors within the College, and over 100 graduate students.

DEAN, EXTENDED STUDIES

THE POSITION: Cal Poly seeks outstanding candidates with the vision, skill, and motivation to lead this vital program into the future and toward the academic forefront. As one of the 9 deans administratively responsible to the Provost and Vice President for Academic Affairs, the successful candidate will be expected to provide strategic direction and executive leadership in strengthening and expanding the extended learning programs and conference service units of the University. The Dean provides focus and direction for major programmatic initiatives, particularly academically-related entrepreneurial activities and interdisciplinary pursuits that have revenue-producing potential for the University. The Dean creates enhanced opportunities with colleges to expand quality extended learning programs to the polytechnic professions (agriculture, architecture, business, and engineering) for which the University has a national reputation of distinguished undergraduate education. In addition, the Dean is expected to expand the University's role in providing continuing education programs for K-12 teachers. The dean is expected to facilitate the University's plans to effect year-round operations more successfully, especially with respect to its summer instruction programs. The successful applicant should be prepared to stimulate cooperative ventures with colleges, community organizations, and industry.

Areas of responsibility include program administration, budgeting and fiscal control, marketing, and human resources for Extended Education and Conference Services. The Dean participates in University-wide policy as a member of the Academic Deans' Council.

QUALIFICATIONS: Evidence of being a catalyst for constructive change in previous positions; leadership and managerial experience at a college or university; success in creating and expanding innovative academic programs and fostering interdisciplinary collaborations; ability to work with and address the needs of diverse constituencies; and a strong commitment to the University's mission of providing high quality education and public service in California. The ideal candidate will have management and entrepreneurial experience outside academe and a background in university-level teaching. Experience conducting professional workshops and seminars, developing certificate programs, and administering summer sessions is expected as well as a record of effective working relationships with business and community leaders, governmental officials, and faculty. Familiarity with educational technology and particularly distance and distributive learning is required. A doctorate or appropriate terminal degree is preferred. Candidates with a doctorate and strong academic qualifications may be considered for simultaneous appointment to a tenured appointment in the academic department of his/her discipline.

COMPENSATION: Salary is commensurate with the background and experience of the individual selected. All rights associated with this appointment are governed by the Management Personnel Plan adopted by the CSU Board of Trustees.

EXTENDED EDUCATION AND CONFERENCE SERVICES: A director who reports to the Dean heads a self-supporting educational and entrepreneurial enterprise that delivers a variety of certificate programs, courses, workshops, and seminars for career development, intellectual, and personal growth. It offers a small but growing list of on-line courses. Conference Services manages support for a variety of campus workshops, conferences, and other events on campus. Units reporting to the Dean employ 14 full-time and over 50 part-time personnel; the combined budget for these two units is \$2 million.

THE UNIVERSITY: Cal Poly is a state university of approximately 16,000 students. Although the University has a distinctive mission and is best known for its polytechnic programs, it is comprehensive in the arts and sciences. One of the 23 campuses of The California State University, Cal Poly has built a solid reputation on its learn-by-doing approach to the preparation of undergraduate and graduate students for careers in applied technical and professional fields. The University is organized into six colleges: Agriculture, Architecture and Environmental Design, Business, Engineering, Liberal Arts, and Science and Mathematics, and the University Center for Teacher Education. Nearly two-thirds of the University's students major in agriculture, architecture and environmental design, business, or engineering. Student quality is high, with applications significantly exceeding admissions. Cal Poly is located in San Luis Obispo, a city of 42,000 on California's central coast.