

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

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NOV 7 1994

Academic Senate Executive Committee Agenda
Tuesday, November 8, 1994
UU 220, 3:00-5:00pm

Academic Senate

- I. Minutes:
- 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. ASI representatives
 - G. William Boldt (Vice President for University Advancement and Development), John McCutcheon (Director of Athletics), and Charles Sleeper (Assistant Director for Development) will be giving a report on Cal Poly's Athletics program and its fundraising efforts
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Appointments to committee vacancies: (p. 2).
 - B. Resolution to modify existing grading policy (to be distributed).

TIME CERTAIN: 4:00PM

 - C. Calendar presentation to the Academic Senate
- VI. Discussion Item(s):
- VII. Adjournment:

11/2/94

ACADEMIC SENATE/COMMITTEE VACANCIES
FOR 1994-1995

ACADEMIC SENATE COMMITTEE VACANCIES

CAGR	Fairness Board	
CAED	Constitution & Bylaws Committee Long-Range Planning Committee Personnel Policies Committee Status of Women Committee University Professional Leave Committee	
CBUS	Library Committee University Professional Leave Committee	
CENG	Fairness Board (replc K Brown for '94-95 term)	
CLA	Constitution & Bylaws Committee (replc A Forster for '94-95) Instruction Committee Library Committee	DEBRA VALENCIA-LAVER
CSM	Constitution & Bylaws Committee Long-Range Planning Committee Status of Women Committee	
PCS	Budget Committee Status of Women Committee	

GE&B SUBCOMMITTEES

Area E: Lifelong Understanding and Self-Development	one vacancy
Area F: Technology	one vacancy

UNIVERSITY-WIDE COMMITTEES

Commencement Committee (CAED only)
Commencement Speaker Screening Committee (CSM only)
Information Resource Mgt Policy and Planning Committee (all colleges)
Instructionally Related Activities (all colleges)
Liberal Studies Committee (one representative from CSM-Math)

Hum Ex "18/94

RULES FOR DISCUSSION ON CALENDAR

1. Observe ~~sound~~^{the} rules of parliamentary procedure. Especially important is the rule that those having the floor should address their remarks to the chair. Avoid debate between individuals.
2. The discussion will take place over two or three meetings and be centered around approximately six issues identified by the executive committee plus a general category called miscellaneous.
 - (a) There will be 20 to 40 minutes available for discussion of each issue and during the discussion of an issue remarks should be germane to that issue.
 - (b) Remarks should be limited to ones not already specifically addressed by someone else. Everyone will get a change to vote in the end.
 - (c) Remarks should avoid the obvious. For example about one-third fewer course will exist under the semester system than with the quarter system. Let's not waste time debating whether it's one-third or one-fourth. The fact is we don't know exactly.
 - (d) Please limit your remarks to 3 minutes. We want to hear as many different points of view as possible in the brief time we have.
3. After we complete the discussion of the issues, we will vote on ^athe resolution ^{to be brought} before the senate.
4. Maintain your sense of humor. The calendar is important, but in either case staying on the quarter system or changing to the early semester system is not the end of the world.

11/8/94

11/8/94

DEPARTMENT RESPONSES TO THE REQUEST FOR CALENDAR INFORMATION

On September 22, 1994, the Academic Senate office requested all academic departments to provide information which would assist the Academic Senate in making its decision on the calendar options now being considered (quarter and early semester systems). Responses were received from 26 of 52 departments. All responses are represented in the following outline.

BENEFITS/DISADVANTAGES OF EARLY SEMESTER

student benefits/disadvantages of early semester:

- + less frenetic pace, thus, less burnout and stress (BIO, ENGL, FL&L, ME, MUSIC, PHIL, PSYC)
- + earlier access to summer jobs and earlier start in preparing for graduate school (BIO, CHEM, C/EE, MUSIC, NRM, SOIL, SPCH)
- + supports auxiliary exploration and research time; potential for more productivity; more conducive to creativity and development of course projects (BIO, ENGL, ME, MUSIC, PHIL, UCTE)
- + more time for instructors and students to develop better relationships (ARCH, ENGL, MUSIC, SPCH, UCTE)
- + more educational service opportunities--performances off campus, involvement in public school programs, outreach, and student projects in the community; better for coops (BIO, MUSIC, SPCH)
- + better student retention; i.e., easier to catch up if student misses several days due to illness; greater commitment to a class because repeating it would be problematic (MUSIC, SOIL)
- + performing groups have more preparation time; more time for team projects (BIO, MUSIC)
- + fewer registration costs and textbook expenses (NRM)
- + increased opportunity for intrusive advising (CHEM)
- a semester calendar puts more weight on the course final which is more stressful for students (EHS)
- second semester ends too early for student teaching (UCTE)

faculty benefits/disadvantages of early semester:

- + fewer preps per year per faculty member [although more depth per preparation] (ARCH, BIO, CHEM, ENGL, MUSIC, NRM, T&D, UCTE)
- + more time for professional development/activities and research; conference geared to semesters; sabbaticals are more useful; allows faculty time to evaluate side issues; more "flex-time"; could result in more efficient use of faculty time depending on class sizes (BIO, C/EE, ENGL, ME, MUSIC, NRM, PHIL)
- + more time for instructors and students to develop better relationships (ACCTG, ENGL, MUSIC, SPCH, UCTE)
- + less frenetic pace, thus, less burnout and stress (BIO, FL&L, PSYC)
- + if professor misses class(es) due to an illness or conference, it is easier to make up the 'lost' lectures (C/EE)
- + FERPS [and others] teach longer terms thus earning more money (ENGL)

administrative benefits/disadvantages of early semester:

- + less administrative time for faculty, students, and staff; fewer paperwork cycles; less administrative headaches per academic year associated with registration of students, scheduling, course assignments, hiring, academic/administrative probation decisions; fewer preparations and printings of syllabi, midterm and final exams (ACCTG, BIO, C/EE, CHEM, ENGL, MATH, MUSIC, NRM, PHIL, SOIL, T&D)
- + better articulation and transfer with community colleges and other schools since most

- schools are on semesters (AGED, ARCH, BIO, CHEM, ENGL, MUSIC, NRM, PHIL, SPCH, UCTE)
- + an opportunity for doing things in new ways (BIO)
- less flexibility in adjusting to budget changes (MATH)
- semesters will increase time to graduation as students will have fewer chances to register for an inadequate supply of classes; course enrollments will be a concern (EHS, ME)
- it is unclear whether there would be a sufficient number of classrooms to accommodate larger classes (NRM)

pedagogical benefits/disadvantages of early semester:

- + greater depth of course content [but less breadth] [fewer courses] (BIO, CHEM, ENGL, MUSIC, ME, NRM, SOIL)
- + allows more time for courses to develop and progress without cramming materials into 10 weeks; more "soak-in" time; better assimilation of course material; more time to review and reflect information; more time to focus on specific topics (ARCH, BIO, ENGL, NRM, MUSIC)
- + better suited to the format of standard textbooks (BIO, CHEM, C&RP, MUSIC, PHIL)
- + better suited to team-taught courses (SOIL)
- + allows for spring/summer research of season-related studies (BIO)
- + semesters "match the need for profundity and timely distillation of major trends/aspects of a subject matter...facilitates natural life rhythms with the logistical nature of the new electronic information age on whose threshold we have just stepped" (FL&L)
- + allows smaller number of large-unit core courses (BIO)
- + will force a review of every course (BIO)
- + some course consolidation would be beneficial (NRM)
- fewer course offerings, thus, less breadth; semesters require faculty to teach more 'required courses'; topics would have to be combined; the greater number of courses available with the quarter system provides opportunity for instructors to teach specialty courses (BIO, CHEM, MUSIC, PE&K, PHIL, PHYSICS)
- senior electives would be reduced by about 30% (ME)
- starts and ends too soon for field botany (BIO)
- Agriculture breadth requirement would be affected (UCTE)

LABORATORIES:

- + more lab time would allow experiments not now possible (BIO)
- + conversion of labs and facilities would not be a problem (MUSIC)
- Labs would be impacted. Many years have been spent building labs around the quarter system. A shift to semesters would not be simple; i.e., equipment in 18 lab courses could not be made to fit 12 lab courses; scheduling labs would be difficult. It would require significant, time-consuming, expensive modification to accommodate our present laboratory facilities to a semester system. Fewer labs would mean less "hands on" experience (ARCH, BIO, CHEM, ME, PHYSICS)
- existing labs and lecture facilities are better suited to smaller class sizes (SOIL)
- lab facilities would be tied up for longer periods of time (ARCH)
- number of productions and theatre bookings might be impacted (T&D)

GRADUATE PROGRAMS:

- + better for graduate programs where longer periods of application offer academic benefit (C&RP)
- larger graduate enrollment would be needed to support graduate courses (ME)

MINORS:

- would semesters make it more difficult for students to complete a minor? (STAT)

SERVICE/GE&B COURSES:

- the semester system would require development of "service" courses for other majors or 1- and 2-unit courses would have to be developed--accreditation agencies frown on this and it would require more faculty preparations; semesters would likely require repackaging major requirements and support requirements into separate sets of 3- or 4-unit courses; may be pressure to reduce units in the major in order to accommodate increased units in GE&B and support courses--this is pedagogically unsound for students and inefficient for faculty (EHS, ME)
- drafting a semester GE&B package would be very important--i.e., reducing physical science requirements would be unfortunate in an increasingly technological age (CHEM, PHYSICS)
- may impact completion of GE&B courses in a timely manner (T&D)
- may be pressure to reduce units in the major in order to accommodate increased units in GE&B and support courses (EHS)
- semesters allow the department less flexibility in choosing support and GE&B courses for its curriculum (EHS)

STRUCTURE:

- quarters are paced more like the real world--there is no time to waste (EHS, MUSIC, ME)
- the modularity of quarters are more appropriate for a wide-ranging field like urban planning (C&RP)
- Cal Poly has never fully adopted the quarter system. Larger-unit classes would have produced a reduction in teaching load and a more clearly defined program design in the same way that the semester system would (MUSIC)

YEAR-ROUND OPERATIONS:

- + a January intersession is a vast opportunity for development of international programs since summer sites and facilities are "maxed out" (FL&L)
- + a January intersession would be good for making up courses or focusing on single projects (SPCH)
- + a longer winter break would allow special short courses to be taught (BIO)
- + if semesters decided, summer sessions would be crucial (CHEM)
- the quarter system is designed for increased efficiency; i.e., year-round operation and utilization of campus facilities (ME, PHIL)
- unsuitable for year-round operations. 6-week summer sessions with classes meeting two or three hours per day are not nearly as conducive to learning math as a full summer quarter (MATH)

BENEFITS/DISADVANTAGES OF THE QUARTER SYSTEM

student benefits/disadvantages of quarter:

- + throughput; less time is lost when a student has to drop a class or fails a class (ACCTG, ARCH, CHEM, EHS, ME)
- + less boredom; better for sustaining a sense of momentum from beginning to end and provides more consistent student participation; students can't coast since the final comes so fast (CROP, ME, MUSIC, NRM, SOIL)
- + better for cooperative education courses and internships (ACCTG, CM)
- + allows students to work later in the field season; provides opportunity for departments to offer a field quarter at Swanton Pacific ranch (NRM)
- + students get to perform in a wider variety of performing groups, recitals, and design projects (ARCH, T&D)
- + provides extended opportunities for students to gain good study habits and skills through a sequence of briefer courses of increasing complexity and challenge; a more intense learning experience; time pressures prevent students from deviating too far from good study habits (C&RP, NRM)
- + greater student flexibility in scheduling classes (C&RP, ME)
- + Cal Poly students have indicated their preference for quarters (NRM)
- + companies that hire our graduates like the wide variety of courses (PE&K)
- + exposes students to a greater number of faculty, courses, other students, and ideas across the university (EHS)
- students are at a disadvantage in the job market because they go on summer break or graduate almost a month later than semester system schools (C/EE)
- more burnout and stress than with semesters (BIO, FL&L, PSYC)
- greater turnover in performing groups (T&D)

faculty benefits/disadvantages of quarter:

- + less boredom; better for sustaining a sense of momentum from beginning to end (MUSIC)
- + spring breaks coincide with major professional meetings (BIO)
- the change to semesters could affect faculty staffing (BIO, CHEM)
- spring break is too short to prepare for spring quarter (BIO)
- doesn't allow time for faculty to explore interesting side issues (ME)
- more burnout and stress than with semesters (BIO, FL&L, PSYC)

administrative benefits/disadvantages of quarter:

- + our department most closely identifies with the Land Grant universities, 50% of which are on quarters (EHS)
- the quarter system is out-of-step with the majority of major universities in the U.S. "If the quarter system is so good, why aren't more schools switching from semesters to quarters?" (C/EE)

pedagogical benefits/disadvantages of quarter:

- + greater variety of courses, course diversity, subjects, and options available (ARCH, BIO, EHS, ME, MUSIC, NRM, PE&K, SOIL, T&D)
- + the greater number of courses available with the quarter system provides opportunity for instructors to teach specialty courses. Semesters require faculty to teach more 'required courses' (CHEM, MUSIC, PHIL, PHYSICS, T&D)
- + encourages breadth [but less depth] (ARCH, CHEM, ME)
- + courses are narrower, more specific, and more focused (BIO, MUSIC, NRM)
- + the department's technical classes better suited to quarters (EHS, NRM)
- + allows a breadth of ag courses required for credentials in AG that the semester system does not allow (AGED)
- + course content better suited to quarters (CM)
- courses are cramped and rushed; less time to explore topics; no time to learn (BIO)
- too many "nickel and dime" courses (BIO)

IMPACT OF CHANGING CALENDARING SYSTEMS

- no compelling reason for change (AGED, BIO, CROP, EHS, MATH, PHIL, PHYSICS)
- a lot of work for possibly little gain (AGED, C/EE, EHS, NRM, PHYSICS)
- in view of budget reductions, is it wise to change calendar systems at this time? (ME, NRM, UCTE)
- where would additional time for undertaking a calendar change come from? (C/EE, NRM, SOIL)
- faculty and staff already labor under heavy workloads due to budget cuts (NRM, MATH)
- some courses best taught in a semester system and some in a quarter system. It is difficult to say that it is universally best to change to the semester system (BIO, NRM)
- revisioning of the curriculum has been occurring without a calendar change (AGED)
- the perception by some that a calendar change has already been decided may predispose some faculty members to abstain from voting. To view such abstentions as supporting change would be inaccurate and inappropriate (NRM)
- other universities have recently changed over from quarters to semesters and have not realized the advantages expected (EHS)
- "In the event of a change to a semester calendar, the main recommendation...is that we have a 'zero-based' review of all university curricula...the fall semester begin after Labor Day to avoid an early 3-day holiday period and the loss of a Monday class" (SOIL)
- the changeover would be too time-consuming (BIO)
- much wrangling and territoriality will occur in adjusting to new course formats (BIO)

TWENTY QUESTIONS ABOUT CALENDARS AND THE CHANGE THEREOF

Q1: Would moving from the quarter calendar to the semester calendar lead to a one-third reduction in the number of faculty required?

A1: No. Lets compare a 192 quarter graduation requirement with an equivalent 128 semester unit requirement. Assuming, for the sake of simplicity, that only 3 unit classes are required in both systems, a student would take one-third fewer courses in the semester system. However, a full-time yearly teaching load under the semester system has only two-thirds the units of that of a quarter system (24 versus 36).

Q2: Would the 'effective' teaching load be less under the semester system?

A2: No. While a faculty member would teach fewer weighted units during the year under the semester system, a weighted unit under the semester system equals one and one-half weighted quarter units.

Q3: The faculty's teaching load would effectively be the same under either system. Is there an advantage for faculty of the semester system?

A3: Assuming, for example, that all courses taught were 3 units under either system, a faculty member would teach two-thirds the number of sections under a semester system that she/he would teach under a quarter system. In addition since there would be roughly one-third fewer courses offered under the semester system, a faculty member would have approximately one-third fewer preps during a year.

Q4: Changing calendars would involve a great deal of work by faculty and staff. Will there be release time (called assigned time by the university) available to faculty for them to implement course and curriculum changes?

A4: Ha, ha, ha. ha! Next question.

Q5: Wouldn't going to a semester system result in the university saving administrative costs since there would be one-third fewer administrative cycles during the academic year?

A5: The information furnished by the administration thus far indicates that the savings would be minimal. Something on the order of \$50,000 per year. The university's total budget is about \$117 million.

Q6: Would a change in calendar affect the number of course offered in the catalog?

A6: Theoretically there should be about one-third fewer courses in a semester system than in a quarter system.

Q7: Wouldn't a change from quarters to semesters simply involve changing, for example, a three unit quarter course into a three unit semester course?

A7: In most cases the answer is no. Remember that a semester unit is equivalent to one and one-half quarter units so there must be approximately a one-third reduction in the number of units required for a student to graduate from a particular program.

Q8: What would be the effect on courses in going from a quarter to a semester system?

A8: Some courses would disappear. The best candidates are probably some of the 'specialty courses' which faculty teach but are not specifically required by any program. Other courses would have to be combined. For example suppose course A and course B are similar in that they address the same general material but one goes into it in more depth. Or perhaps course A is a prerequisite for B. If both are 3 unit quarter courses, they could be combined into a 4 unit semester course.

Q9: So combining of courses presents the only challenge of redoing the curriculum for implementing a calendar changes?

A9: Not quite. There are others. All academic programs have their courses divided into three categories. Major, support and GE&B. So there will be substantial time spent in coordinating changes that a department makes in its major program of courses with those changes that must be made by the departments teaching the support and GE&B courses.

Q10: Will changing the curriculum result in a change in the number of faculty in departments due to changes in the course structure?

A10: Some departments will see a reduction in the number of faculty, some will experience an increase and for some there will be no change. Presumably the changes would be small.

Q11: Would a semester system result in any changes in faculty workload?

A11: Unless there is a change in the MOU (bargaining agreement) faculty will still be required to teach twelve WTU's per term. Remember that 12 WTU's on a semester system is equivalent to 18 WTU's on a quarter system. However, the best information we have so far is that faculty would have about 6 fewer work days on the semester system.

Q12: Which system is better for learning; quarters or semesters?

A12: There is no evidence indicating the superiority of one over the other. However, it is obvious that for some kinds of courses learning is superior under the semester. For other kinds of courses the reverse is true.

Q13: Getting students through the university in a timely manner is a major concern of taxpayers and thus the legislature. There is great pressure on the CSU and thus Cal Poly to increase 'student throughput'. Which system, quarters or semesters, would be best for that?

A13: The jury is out on that one although the results of a survey conducted of about 1000 Cal Poly students during the 93-94 academic year by the ad hoc Student Throughput Committee indicated that the calendar system was not the culprit in student throughput which is a problem here as elsewhere.

Q14: How would a change in calendar effect those students in attendance during the switch who matriculated here under the quarter system?

A14: Michigan State University changed from quarters to semesters about three years ago. They gave two options to their students. First, the students could choose to graduate under the quarter system. For those students choosing that option, 'equivalent' semester courses could substitute for the quarter course. The second option was that students could choose to finish their program (graduation requirements) under the semester system. In this case courses already taken under the quarter system had to be converted to semester courses.

Q15: Were students disadvantaged as a result?

A15: Michigan State's motto for the calendar change was "No student shall be disadvantaged". Dr. Tom Burkhardt was one of the five faculty members that 'steered'

the change. He said the motto should have been "Every student shall be disadvantaged". The reason for this is obvious. There is no simple and clean way to convert quarter to semester units and vice versa. Thus most students end up losing a few units during the switch.

Q16: How much time does a calendar change require?

A16: Based on the experience of Michigan State and other universities, the absolute minimum time is three years.

Q17: What is the driving energy behind a calendar change?

A17: Change in general. As we all realize the U.S. is in a period of great and even profound change. We can no longer afford to do all the things we once did without question. Thus, even while U.S. higher education is the envy of the world, and Cal Poly has been called the best undergraduate polytechnic university in the U.S. by none other than former U.C. President Clark Kerr, higher education is competing for fewer state dollars with other constituencies whose needs are increasing. And this is occurring at a time when the state expects the number of college eligible students to increase by about 800,000 by the year 2005. The CSU's 'share' of that 800,000 is estimated to be 200,000. That's equivalent to about 7 or 8 new campuses. The state does not have the money to build enough new campuses to accommodate these projected increased enrollments. In fact they don't have enough money to build any. Thus the answer is increasing the efficiency of moving students through the universities. A change in curriculum might lead to more 'efficiency'.

Q18: Doesn't the word efficiency smack of simply moving students through the university without caring about quality?

A18: Certainly. Most of us came to Cal Poly because we enjoy teaching undergraduates and the small classes which provide a way for faculty and students to better interact. Some of us like to refer to the 'learn by doing principle' as central to Cal Poly's reputation. In fact every program on campus practices learning by doing. It's not limited to the polytechnic programs. For example writing cannot be learned without substantial practice in writing. Public speaking is learned by practice. That is what occurs here. That kind of learning best occurs in small classes. If moving students through the system is the primary concern, that can be accomplished using large classes and some of the technological tools which now exist.

One of the items being discussed by the Budget Committee of the Academic Senate is how an academic department can be more efficient in the use of its limited resources to meet the growing student demand for classes. One possible solution being discussed is converting some faculty positions into graduate student positions to leverage the money. Does this sound familiar? Before you go off condemning the Budget Committee, consider the fact that they don't necessarily like the idea either. But, they are simply dealing with the economic reality.

We have already changed substantially in the past four years. It is highly likely that we will change even more during the next four or five. Faculty and staff are working harder than ever to deliver programs of quality, programs which most universities gave up trying to deliver thirty and even forty years ago because they are expensive of faculty time and resources, but how long can they be expected to simply pick up more load? Can we find more creative solutions which will preserve a major part of our programs quality and will enable us to survive into the next millenium? We must. Is calendar change part of the solution?

State of California

California Polytechnic State University
San Luis Obispo, California 93407

Miss - Sec 11/8/94

MEMORANDUM

Date: November 8, 1994
To: The Academic Senate Executive Committee
From: Ron Brown
Academic Senate Caucus Chair for CSM
Subject: Faculty Referendum on Calendar

Copies:

I know a way out of the dilemma that the Senate's calendar resolution appears to create; namely, that a referendum of the entire faculty is called for only in the event the Senate approves a calendar change. It was hinted at in my last message, but we never discussed the form that the actual resolution will take when it goes to the Senate floor.

The resolution says that no calendar change will occur until the Senate approves such a change, and even then only after the faculty approves it in a referendum. I think the reasoning is sound, as I said in Tuesday's meeting. In effect, a recommendation to change the calendar would go from the Senate to the faculty for ratification.

But the faculty could also be asked to ratify a decision NOT to change the calendar. That could be done with a resolution reaffirming the quarter system as the preferred calendar in the event a resolution recommending a change fails.

I recommend the following:

If a Senate resolution to change to semesters PASSES:

Then the resolution is submitted to the faculty for ratification in a referendum, and

the Senate recommendation is forwarded to the President with the results of the faculty referendum.

If a Senate resolution to change to semesters FAILS:

Then the Senate votes on a resolution to reaffirm the quarter system - which, presumably, would pass.

That resolution is then submitted to the faculty for ratification in a referendum, and

the Senate recommendation is then forwarded to the President with the results of the faculty referendum.

This procedure has a certain amount of charm in that it is symmetric with respect to the Senate preference. Either way, the Senate makes a positive recommendation which it asks the faculty to ratify. The Senate should then take an active role in justifying its recommendation in order to seek faculty ratification. And, it guarantees the faculty the opportunity to state its preference - either in agreement or disagreement with whichever Senate recommendation finally occurs.

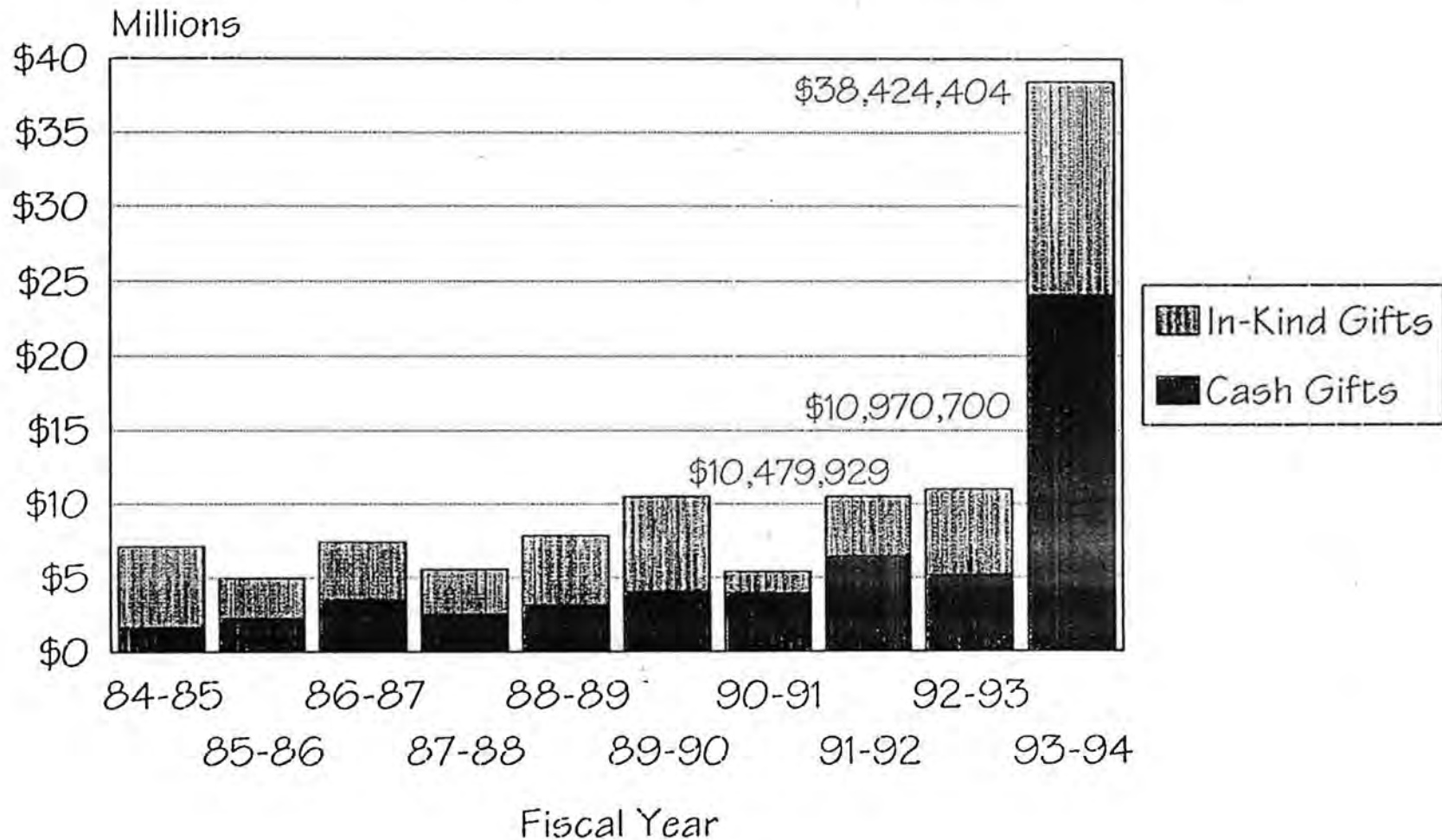
No one on campus was involved in the selection of quarters as our operating system. This procedure would allow us to say that whatever academic calendar we take into the next century, it was chosen by the faculty for reasons that we can articulate.

Wms Ex 11/8/94

RESOLVED: That the Academic Senate recommends that Cal Poly change
on an academic calendar based on the quarter system to an ~~early~~
semester system, with each semester including fifteen weeks of
instruction and one week of final exams.

Total Cash and In-Kind Gifts

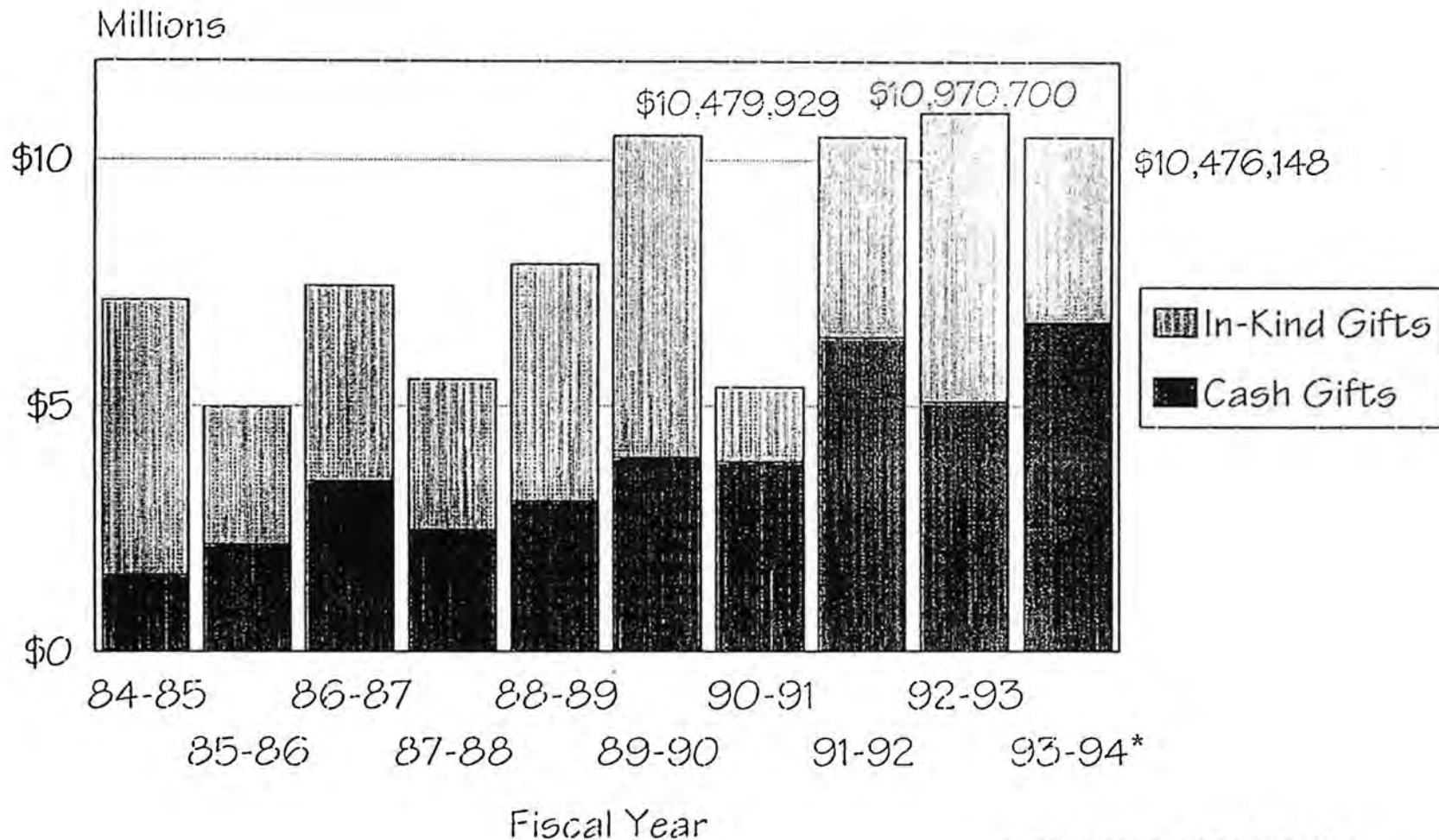
Fiscal Years 1984-85 through 1993-94



from 8/8/94

Total Cash and In-Kind Gifts

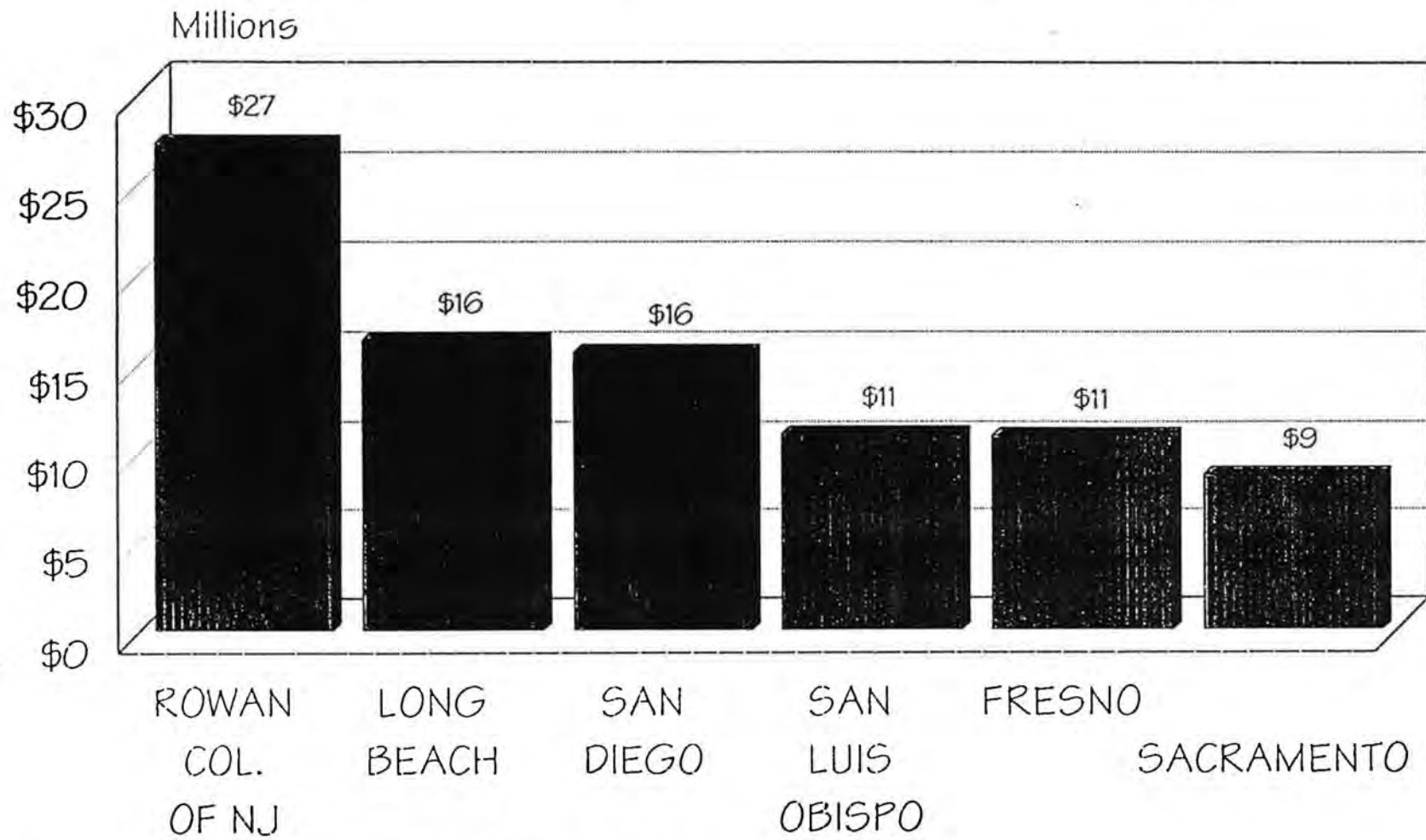
Fiscal Years 1984-85 through 1993-94



* EXCLUDES THESE GIFTS:
\$21.8M - AL SMITH (ENDOWMENT)
\$ 6.1M - I.B.M. (EQUIPMENT)

Total Donations Reported for 1992-93

Top Six Public Comprehensive Campuses (155)



* NUMBERS DO NOT INCLUDE SAN MARCOS

Alumni Loyalty

Gifts by Alumni to Colleges are nearly twice as large as gifts by Alumni for general University support.

Average Gift*

To College by Alumni	To General University Support by Alumni
\$98	\$53

* Based on Alumni Giving for last six years.

CAL POLY CENTENNIAL CAMPAIGN

OVERALL GOAL: \$100 MILLION

IN SUPPORT OF:

- ◆ **ACADEMIC PROGRAMS**
- ◆ **FACULTY SUPPORT**
- ◆ **LIBRARY SUPPORT**
- ◆ **SCHOLARSHIP SUPPORT**
- ◆ **EXTENDED EDUCATION AND
OUTREACH PROGRAMS**
- ◆ **ATHLETICS**
- ◆ **RENOVATION AND CONSTRUCTION**

CAL POLY CENTENNIAL CAMPAIGN

1994-95 PLANNING AND FEASIBILITY STUDY

- ♦ **DECENTRALIZE ADVANCEMENT; FOCUS ON COLLEGES AND UNITS**
- ♦ **IDENTIFY AND PRIORITIZE THE FUNDING NEEDS OF COLLEGES AND UNITS**
- ♦ **IDENTIFY AND BUILD RELATIONSHIPS WITH DONORS**

1995-96 BUILD A NUCLEUS FUND

- ♦ **DEVELOP STRONG RELATIONSHIPS WITH MAJOR DONORS**
- ♦ **SOLICIT GIFTS TOTALING \$35 MILLION**

1996-2001 PUBLIC CAMPAIGN

- ◆ MEET OR EXCEED THE SUB-GOALS OF ALL COLLEGES AND UNITS**
- ◆ INCREASE ENDOWMENT FUNDS FROM \$16 MILLION TO \$70 MILLION**
- ◆ INCREASE ANNUAL CASH AND IN-KIND GIFTS FROM \$10 MILLION TO \$20 MILLION**

POST CAMPAIGN

- ◆ RECAP THE BENEFITS OF A DECENTRALIZED ADVANCEMENT PROGRAM WHICH SUPPORTS THE COLLEGES AND UNITS**
- INCREASING VISIBILITY**
- ENHANCING CREDIBILITY THROUGH THE MARKETING OF PROGRAM IN PAST**
- BUILDING STRONGER RELATIONSHIPS WITH ALUMNI AND FRIENDS**
- IDENTIFYING PROGRAMS IN NEED OF PRIVATE AND PUBLIC SUPPORT**
- ATTRACTING PRIVATE AND PUBLIC SUPPORT FOR HIGH-PRIORITY PROGRAMS**
- CREATING A MARGIN OF EXCELLENCE THROUGH INCREASED PRIVATE SUPPORT**

Resoc 1722 - Ex 11/8/94

RESOLUTION ON CHANGE OF GRADES

WHEREAS, The current policy for change of grades, enacted by the Academic Senate in 1992, does not permit any change in a course grade after one year following the time the initial grade was given; and

WHEREAS, There are documented cases where grade changes after the one year deadline are eminently justified because of faculty and other administrative error; and

WHEREAS, One year is not enough time in some cases, such as senior project, for the instructor to make the necessary evaluation required to change an I grade into another letter grade and the I automatically turns into an F after one year; and

WHEREAS, There are cases other than those involved with administrative error or I grades where grade changes may be necessary; therefore be it

RESOLVED: That an administrative error in originally assigning a grade may be changed regardless of the time that has elapsed since its assignment and that an explanation be required with approval by the department chair and dean if more than seven weeks has elapsed since the original grade assignment; and, be it further

Supervisory
RESOLVED: That grades of I that automatically change to F after one year may be changed with only the signature of the instructor required; and, be it further

back to I
RESOLVED: Changes of grades not involving administrative error or I grades which become F after a year require a brief but clear explanation by the instructor of the reason for the grade change, which must be then approved by the department chair and dean. Then after its submittal to the Registrar, the grade change request be considered by a faculty subcommittee of three, selected from a larger faculty committee of six, which will determine if the grade change is appropriate; and, be it further

alter note groups of 3
RESOLVED: That the faculty committee be charged with developing a set of guidelines to assist in these determination, and that these guidelines be submitted to the Senate for their approval and then disseminated to the faculty.

Head
Its