

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

Academic Senate Executive Committee Agenda
Tuesday, March 3, 1987
 UU 220, 3:00-5:00 p.m.

<u>MEMBER:</u>	<u>DEPT:</u>	<u>MEMBER:</u>	<u>DEPT:</u>
Botwin, Michael	ArchEngr	Kersten, Timothy	Economics
Cooper, Alan	BioSci	Lamouria, Lloyd H.	AgEngr
Crabb, Charles	CropSci	Riener, Kenneth	BusAdm
Currier, Susan	English	Terry, Raymond	Math
Forgeng, William	MetEngr	Weatherby, Joseph	PoliSci
Gamble, Lynne	Library	Wheeler, Marylinda	P.E./RecAdm
Gooden, Reg	PoliSci	Wilson, Malcolm	Interim VPAA
Nancy Jorgensen	Cslg/Tstg	Copies: Baker, Warren J.	
		Irvin, Glenn W.	

- I. Minutes:
 Approval of the February 17, 1987 Executive Committee Minutes (attached pp. 2-5)
- II. Communications:
- III. Reports:
 - A. President
 - B. Academic Affairs Office
 - C. Statewide Senators
- IV. Consent Agenda:
- V. Business Items:
 - A. Proposed Revision of Master Plan Statement on Scholarship (attached pp. 6-7).
 - B. Proposed Program Change Proposals and Ranking-Conway, Chair of the Budget Committee (attached pp. 8-11).
 - C. Report of the Ad Hoc Committee on Classroom Learning Environment-Federer, Chair of the Ad Hoc Committee (attached pp. 12-13).
 - D. Resolution on Fairness Board Description and Procedures-Beardsley, Chair of the Fairness Board Committee/Stebbins, Chair of the Student Affairs Committee (attached pp. 14-18).
 - E. Resolution on Admission of Foreign Graduate Students from Three-Year Degree Programs-Crabb, SAGR Caucus Chair (attached p. 19).
- VI. Discussion Items:
- VII. Adjournment:

*2.17.87
 minutes
 removed*



ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

-6-

RECEIVED

FEB 17 1987

400 Golden Shore, Suite 134, Long Beach, California 90802-4275 • (213) 590-5578 or 5550, ATSS: 635-5578 or 5550

Office of the Chair

Academic Senate

M E M O R A N D U M

DATE: February 9, 1987

TO: Chairs, Campus Senates
FROM: *Bernard Goldstein*
Bernard Goldstein, Chair
Academic Senate CSU

The current language in the Master Plan for the CSU is as follows:

CSU was to have as its "primary function the provision of instruction ... both for undergraduate students and graduate students through the master degree."

The Master Plan also states that:

"Faculty research using facilities provided for and consistent with the primary function of the state colleges is authorized."

The following paragraph is proposed to replace the current paragraph in the Master Plan vis-a-vis the support for our graduate programs and scholarship:

"The primary function of the CSU is the provision of instruction for undergraduate students and for graduate students through advanced degrees as authorized and supported. Scholarly activity by faculty, including research or creative work, is authorized and supported consistent with instruction or applied to areas of public interest."

BG/he

P.S. I would appreciate any response you might have *no later than April 1st.*



-7-

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

RECEIVED

FEB 17 1987

400 Golden Shore, Suite 134, Long Beach, California 90802-4275 • (213) 590-5578 or 5550, ATSS: 615-5578 or 5550

Office of the Chair

Academic Senate

M E M O R A N D U M

DATE: February 11, 1987

TO: Chairs, Campus Senates
FROM: *Bernard Goldstein*
Bernard Goldstein, Chair
Academic Senate CSU

Based upon the meeting with the Campus Senate Chairs on Tuesday, February 10th, the following revision of the paragraph on support for scholarship is proposed.

Recall that the current language in the Master Plan for the CSU is as follows:

"The California State University and Colleges shall have as its primary function the provision of undergraduate instruction and graduate instruction through the master's degree."

The Master Plan also states that:

"Faculty research is authorized to the extent that it is consistent with the primary function of the California State University and Colleges."

The proposed revision --

"The primary function of the CSU is the provision of instruction for undergraduate students, and for graduate students through authorized and supported advanced degrees. Faculty scholarship, research and creative activity which enhance instruction, or are related to areas of public interest, are authorized and supported."

Upon further reflection and discussion with several other Academic Senators, the following sentence is an alternative to the last sentence in the above quoted proposed revision:

"Faculty scholarship, research, and creative activity are integral to the instructional and public service functions of the CSU."

Please respond to the proposed revision as indicated in this memorandum (February 11th) and disregard the statement in the memorandum of February 9th no later than April 1st.

BG/he

M e m o r a n d u m

To : Lloyd Lamouria, Chair
Academic Senate

Date : February 20, 1987

File No.:

Copies : A.S.B.C. Members

From : Jim Conway, Chair *JCC*
Academic Senate Budget Committee

Subject: Proposed Program Change Proposals and Ranking

The Budget Committee is forwarding the attached ranking of Program Change Proposals to you for further consideration by you, the executive committee, and the full senate, if there is time. All of the PCPS have been submitted before, except one, Instructional Equipment Maintenance Augmentation. The detail on all the PCPS can be found in last year's submission package. Attached to this memo you will find a copy of the detailed statement for the number one ranked PCP, which originated in the Budget Committee last year.

PROGRAM CHANGE PROPOSALS AND RANKING

SUBMITTED BY THE ACADEMIC SENATE BUDGET COMMITTEE

PROGRAM CHANGE PROPOSAL

PRIORITY
RANKING

INSTRUCTIONAL FACULTY STAFFING AUGUMENTATION (Four Parts)	1
A. Instructional Faculty Staffing Augmentation - Increase the percent of actual mode and level allocations	
B. Graduate Studies	
C. Sabbatical Leaves - Augmentation	
D. Substitute Faculty - Reinstate Allocation	
FACULTY DEVELOPMENT (Three Parts)	2
A. Classroom Computer Skills	
B. Leave Replacements	
C. Travel and Research	
ACADEMIC COMPUTING AND TELECOMMUNICATIONS - STUDENT/FACULTY (Two Parts)	3
A. Phase I - Student Access	
B. Phase II - Faculty Access	
INSTRUCTIONAL EQUIPMENT MAINTENANCE AUGMENTATION*	4
MINORITY UNDERREPRESENTATION AND TEACHING IMPROVEMENT	5
LEARNING DISABLED	6
RURAL TECHNICAL ASSISTANCE PROJECT	7
LEARNING ASSISTANCE CENTER SERVICES	8

*The concrete aspects of this proposal were not in written form at the time it was considered. Additional material is to be provided by the Academic Affairs office via Frank Lebens. Tentative approval pending further documentation.

6/10/86 RMR

California Polytechnic State University - San Luis Obispo

GENERAL FUND SUPPORT

FY 1987/88 Potential Program Change Proposal

Priority Ranking: 4

Title of Proposal: Instructional Faculty Staffing Augmentation & Graduate Studies

Systemwide or Campus PCP Systemwide PCP

Description of Proposal:

This proposal requests funding for four components to supplement existing faculty staffing levels, to reestablish the Substitute Faculty allocation, and to establish a new budget to more adequately recognize the workload associated with graduate programs. A detailed description of these four components follows.

- A. Instructional Faculty Staffing Augmentation - Systemwide PCP to improve faculty staffing above the current level which provides 92.7% of the Mode & Level staffing formula. Enrichment of the student/faculty ratio could also be achieved by modernizing the course classification system to: recognize changes in pedagogy over the past 18 years; to adjust the SFR to recognize class size limits imposed by the size of current facilities; and to establish class size limits for effective health and safety related supervision of students.

Graduate Studies - Apart from the mode-and-level faculty allocation model the CSU currently does not adequately distinguish between undergraduate and graduate instructional programs. In accordance with the current CSU Mission Statement, which identifies graduate studies as a focal area for increased development and emphasis, the proposed program would require recognition of the special support needs of graduate programs in the following areas:

- (a) Supplies, services and equipment
- (b) Reduced faculty teaching loads
- (c) Graduate teaching assistantships

It is proposed that the current budget allocation model for supplies, services and equipment be modified to reflect the support requirements of graduate research projects, particularly in Engineering, Science, Agriculture and Architecture.

In respect to item (b) it is proposed that the CSU reinstate the teaching load differential which existed prior to the 'Proposition 13' budget cuts in recent years.

Finally, it is proposed that Graduate Teaching Assistantships be recognized as a separate funding item essential to the delivery of quality graduate programs.

- C. Sabbatical Leaves Augmentation - The current sabbatical leaves allocation model is not sensitive to several factors which negatively impact the availability of sabbatical leaves as a major faculty professional development and renewal program.

First, an inequity currently exists between CSU campuses that operate on a quarter system and those that operate on a semester system, in terms of the existing remuneration formula.

In other words, the current formula of full-pay, two-thirds pay and one-half pay does not distinguish between the time unit differences between an academic quarter and a semester.

Secondly, the remuneration formula itself is inadequate and subjects faculty who are awarded sabbatical leaves to financial hardship.

Thirdly, in the absence of adequate faculty staffing formulas, particularly small instructional departments are finding it difficult to provide replacements for faculty on sabbatical leave.

It is proposed to alleviate the unfavorable conditions which currently impact sabbatical leaves as follows:

- a. Modify the sabbatical leave funding model to eliminate the current remuneration differential between sabbatical leaves based on the quarter and semester organizational time limits.
- b. Augment the sabbatical leave funding allocation to decrease the existing margin between a faculty member's normal salary and the remuneration level for a two-semester, two-quarter or three-quarter sabbatical leave. Ideally, the level would be increased to one year at full salary. At a minimum the funding formula should be redefined to provide for the first quarter at full pay, the second quarter at two-thirds pay and the third quarter at one-half pay (i.e., instead of applying the remuneration level to the entire sabbatical leave period).
- c. Provide adequate funding for sabbatical leave replacement positions.

D. Substitute Faculty - This component would establish an allocation in the Instruction Program for payments to Substitute Faculty. In FY 1981/82 the PMP standard that provided 1.0 substitute faculty per 1000 faculty positions was permanently deleted from the budget. Present collective bargaining agreements (Article 20.7, Unit 3) specify faculty workload and compensation for regular faculty for substitute purposes depending on the duration of the assignment. Adequate funding is necessary to fairly compensate faculty substitutes as well as to provide quality education to students when regularly scheduled faculty are unable to meet the classes.

RECEIVED

CALIFORNIA POLYTECHNIC STATE UNIVERSITY FEB 23 1987
San Luis Obispo, California 93407

Academic Senate
805/546-1258

Academic Senate

Date: February 23, 1987 **cc:** Mike Botwin
Donna Duerk
Dale Federer
Dan Levi

To: Academic Senate

From: Ad Hoc Committee on Classroom Learning Environment

Subject: Report of the Ad Hoc Committee on Classroom Learning Environment

Suggested Recommendations:

1. The major problems found in the survey are given below (listed in rank order and with indication of type of problem; "C" custodial; "R" repair/maintenance, "D" design, and "P" policy):

Poor ventilation and temperature control	R, D, C
Noise outside classrooms (e.g., lawn cutting)	P
Blinds don't work properly	R
Broken or inadequate equipment	R
Television interferes with use of chalkboard	R,D
Outside traffic noise	P
Chalkboard too high or length inadequate	R,D
Heating and venting noise	R,D
Clocks not working or no clocks	C,R
Screens for overheads block chalkboard when in use	R,D
Overhead projectors need repair and wheels	R,D
Not enough chalk	C
Noise in hallways	P
Poor quality of chalkboards	R,D
Small chairs	D
Erasers dirty	C
Poor lighting	R,D
Bad acoustics	D
No blinds	R

Academic Senate
February 23, 1987
Page Two

2. A brief procedure manual should be distributed to each department which explains who to notify about classroom problems, how they should be notified (what forms), and how to complain about non-action.
3. It should be university policy that classrooms (but not necessarily laboratories or specialized facilities) belong to the university and not to departments. Therefore, faculty requests for custodial, repair/maintenance, and minor design actions should not be charged to the department which requested the action.
4. Audiovisual should be requested to review its procedures on equipment. This should include putting wheels on overhead projectors, making TV's more mobile or hung from the ceiling, and the placement of screens.
5. A Post Occupancy Evaluation (POE) should be performed on the Dexter Building by the university administration with the cooperation of the Architecture Department and related departments (Education, Home Economics, and Psychology/Human Development). It is inappropriate that the newest building to be remodeled should receive the most complaints. The POE should suggest changes to the Dexter Building and identify why this remodel was unsuccessful.
6. Number all buildings on campus.

Adopted: _____

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

Background statement: The Academic Senate Fairness Board Committee has revised its Description and Procedures statement to accurately reflect the current process. This is the first formal revision since 1979.

AS-____-86/____

RESOLUTION ON
FAIRNESS BOARD DESCRIPTION AND PROCEDURES

WHEREAS, The present CAM description of the Fairness Board needs to be updated to reflect changes in process and procedures; and

RESOLVED: That Appendix XI, Fairness Board Description and Procedures be modified as attached.

Proposed By:
The Fairness Board Committee
and Student Affairs Committee
On March 3, 1987

FAIRNESS BOARD
Description and Procedures

Description

The Fairness Board (see CAM Appendix VII, p. 11 XI) is the primary campus group concerned with providing "due process" of academically related matters for the students and instructors at California Polytechnic State University, San Luis Obispo, particularly in terms of student/faculty relationships. The Board hears grade appeals based on the grievant's belief that the instructor has made a mistake, shown bad faith or incompetence, or been unfair. (For cheating, see CAM 674.3) ~~However, the Board may also hear cases involving student/administration or student/student relationships of an academic nature.~~

Although in grade appeals the Board operates under the presumption that the grade assigned was correct, should its members find that the evidence indicates that such was not actually the case, the chair will recommend to the Vice President for Academic Affairs that the grade be changed. In all cases, the Board's authority is limited to actions consistent with other campus and CSUC-system policy.

Procedures

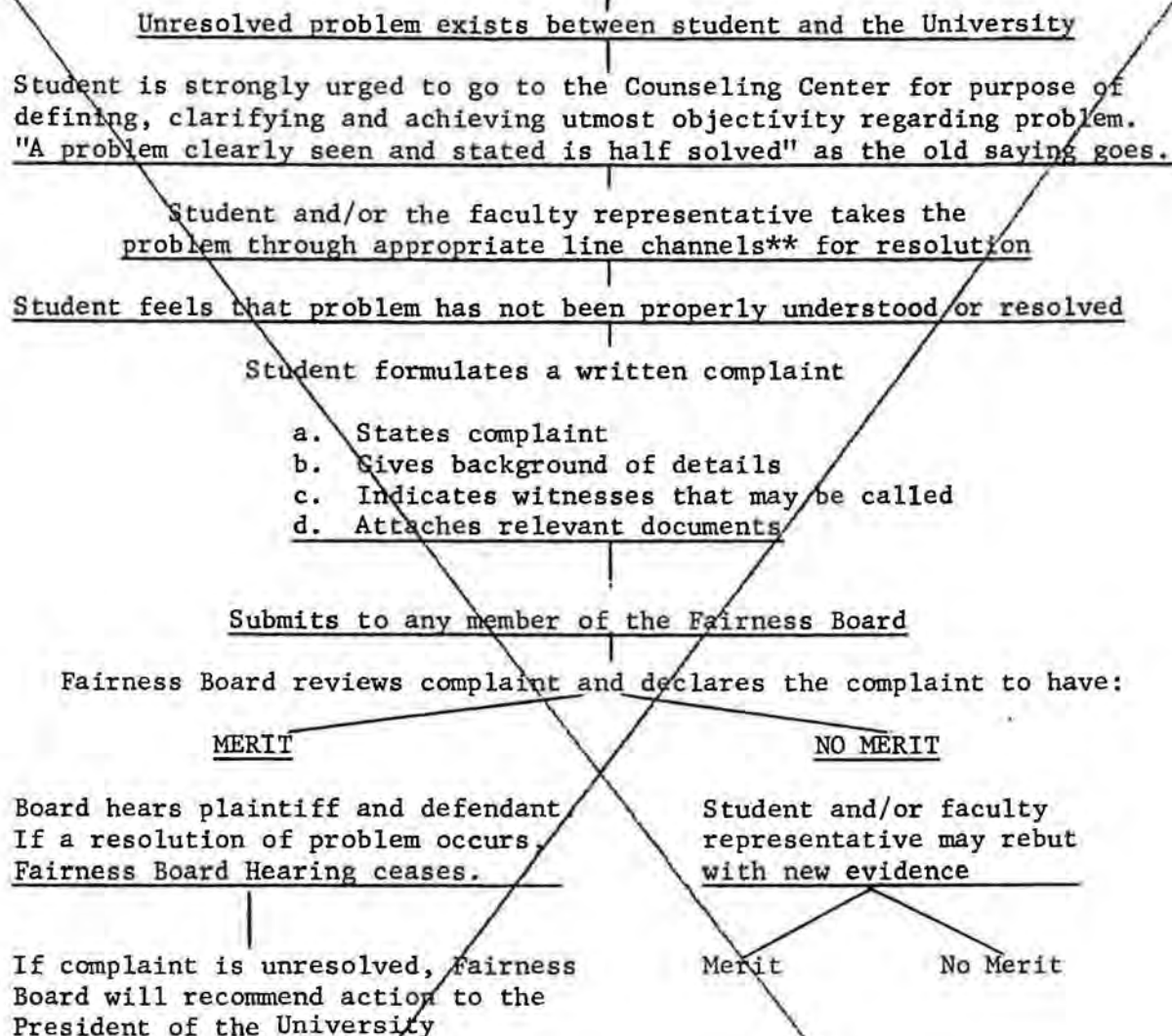
- A. Any student who still feels aggrieved after failing to receive asked for requesting relief from both the person ~~allegedly causing the problem and that person's~~ immediate supervisor(s) (e.g., ~~faculty member, faculty member's department head, and faculty member's school dean~~) instructor and instructor's department head , may initiate an appeal for redress by writing a letter ~~requesting a hearing~~ to the chair of the Fairness Board. The chair may counsel a student as to the relative merit of his/her case, but must accept all written complaints which are ultimately filed-submitted . The chair will provide the student with a copy of "Fairness Board Description and Procedures." The student's letter should contain all pertinent details of the issue(s) ~~raised, name persons involved, list witnesses, list exhibits, and situation, name of the course, section, instructor and term in question, list any~~ witnesses to be called , state redress sought , and include as attachments all relevant documents, including items such as course grade determination handout, exams, papers, letters of support, etc. The student has the responsibility of identifying evidence to ~~however, the student should understand that in all cases he/she must overcome the Board's presumption that the instructor's action was correct. If the Board decides the case may have merit, then~~ the following actions will then take place:
1. The chair will forward a copy of the above letter to the challenged party and request his/her written reply to the chair within one week ~~of receipt~~. The chair will share a copy of any reply with the student grievant. The Chair will also send a copy of "Fairness Board Description and Procedures" to the challenged party.
 2. The chair will make scheduling arrangements as soon as possible for the hearing which will be conducted informally. At least six Board members , including at least and one student , must be present before a hearing may begin, and the same six members ~~and one student~~ must be present for the full hearing.
 3. When a hearing is scheduled, the chair will notify the Board's members and the two principal parties.
 4. ~~It is expected that~~ Board members will disqualify themselves from ~~voting~~ participation in any case if they are a principal or if they feel they cannot be impartial.

5. The Board will allow each principal party, who may be accompanied by his/her advisor, (not a practicing attorney of law) to present his/her case personally, call and question witnesses, and present exhibits. The Board may ask for copies of any material it believes relevant to the hearing. The student grievant will usually appear first.
 6. Each Board member may ask questions of either party or any witness.
 7. The Board itself may call witnesses or recall witnesses.
 8. The Board will handle all proceedings without undue delay, will keep a summary file of each case, and will tape record the hearing.
 9. The Board will close the hearing when satisfied that both sides have been fully heard.
 10. The Board will deliberate in private and will make a written summarization of the facts of the case and of the Board's reasoning in its recommendation to the Vice President for Academic Affairs.
 11. The chair will send a copy of its recommendation to each principal party, to the instructor's department, and to each Board member.
 12. Should any member(s) of the Board desire to file a minority recommendation, ~~he/she may do so by sending it to the chair, who will forward copies to the Vice President for Academic Affairs, to each principal party, and to each Board member~~ it will be attached to the Board's majority recommendation.
 13. The Vice President for Academic Affairs will inform the Board and each principal party what action, if any, has been taken. The Vice President for Academic Affairs shall have final decision regarding any grade change, but if the recommendation of the Fairness Board is not accepted, the Vice President for Academic Affairs shall indicate the reason(s) why in writing to the Board.
- B. The hearings are closed to all persons except the Board and the two principal parties and advisors. Witnesses, if any, shall be present only when testifying. No testimony shall be taken outside the hearing room, but writings written statements from persons unable to attend are admissible. Exceptions to these rules are possible if the Board and both principals have no objections.
- C. In the event a situation arises wherein the Board unanimously deems the above rules inappropriate, the Board will modify its procedures to insure that fairness and justice prevail.

Membership

One ~~tenured~~ faculty member from each school, and one ~~tenured~~ member from Student Affairs, all appointed by the chair of the Academic Senate for two-year terms. ~~One~~ two or three student members selected by ASI, with no less than junior standing and three consecutive quarters of attendance at Cal Poly preceding appointment. In the event that any member is unavailable to participate, that individual member is asked to identify someone as a substitute who can continue through the entire case. The Fairness Board chair is elected by the Board.

ACADEMIC SENATE
FAIRNESS BOARD PROCESS*



**EXAMPLE OF LINE CHANNELS:

Instructor
Adviser
Department Head
Dean of School
Etc.

MEMBERSHIP OF FAIRNESS BOARD:

One tenured faculty member from each school, and one tenured member from Student Affairs, all appointed by chair of Academic Senate for two-year terms. One student member selected by ASI, with no less than junior standing and three quarters consecutive attendance at Cal Poly preceding appointment. Chair is elected by the Board.

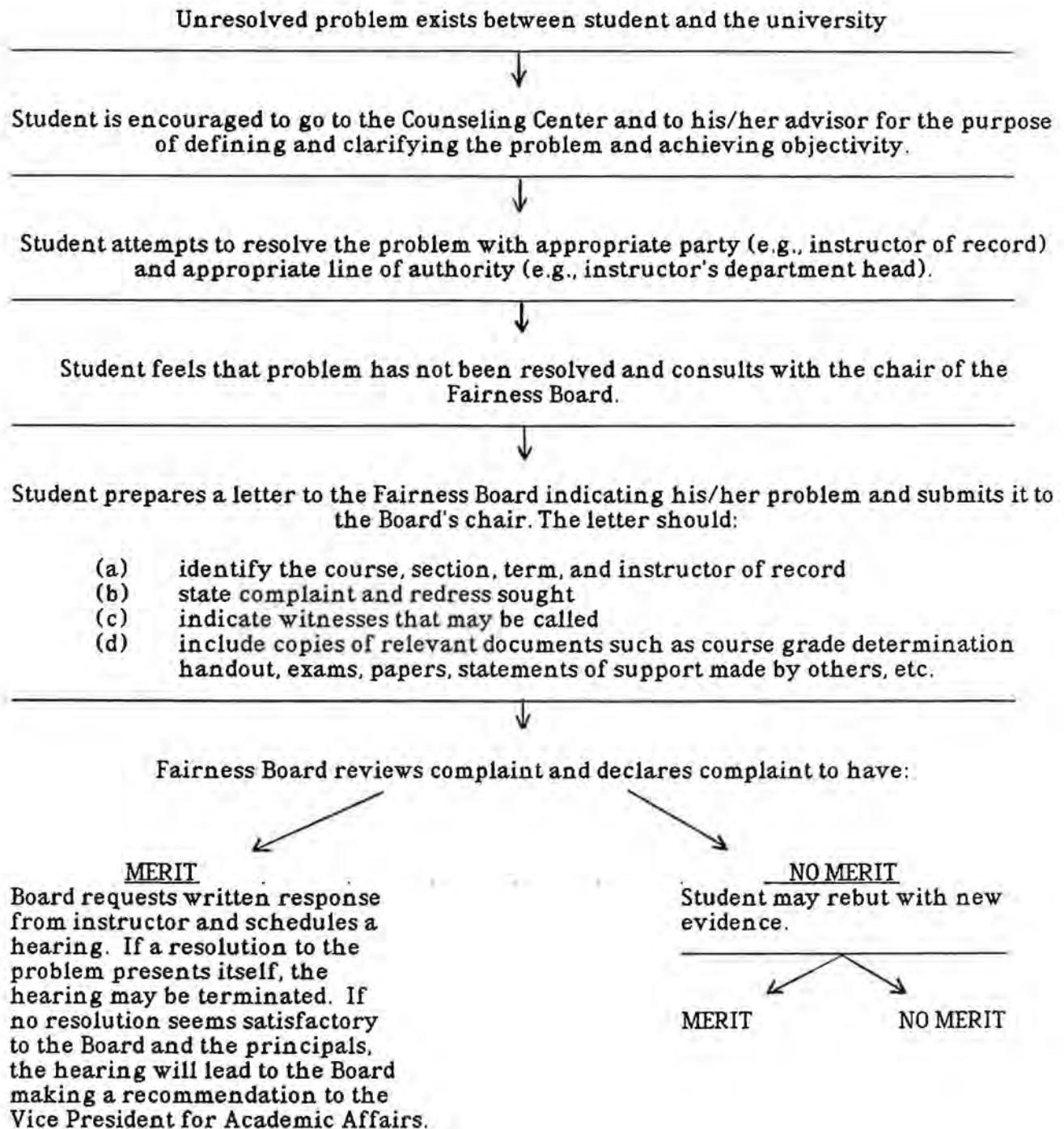
NOTE: Complaints regarding race, creed, color or sex are to be referred to Discrimination Study Committee.

Adopted by Cal Poly Academic Senate on 4-18-69.

Revised March, 1973 to reflect name change to university.

Revised October, 1975 to reflect general membership rather than individuals.

ACADEMIC SENATE FAIRNESS BOARD PROCESS



First adopted by the Academic Senate on 4/18/69. Revised 3/73, 10/75, and 2/87.

Resolution on
Admission of Foreign Graduate
Students from Three Year
Degree Programs

- WHEREAS: Cal Poly has a tradition of international involvement and President Baker as well as the Chancellor's Office have encouraged the addition of international aspects of education on campus;
- WHEREAS: Many European and Oceanian college and university degree programs achieve a bachelors degree equivalent in three years, e.g., Australia, Ireland, England, New Zealand, Spain, etc.;
- WHEREAS: Cal Poly advises our own exchange (Massey & Lincoln, N.Z.) students that their grades will drop precipitously due to tougher grading standards;
- WHEREAS: Cal Poly Admissions and CSU Graduate Program offices are often incapable of adequately evaluating such programs and have no formal process for doing so and while students have an illustrated ability to succeed;
- WHEREAS: Cal Poly has student exchange programs with several of these universities; be it
- RESOLVED: That in cases where such three year University programs exist, that are not yet recognized, that Admissions approve admission as "Graduate Classified" based on submission of acceptable GRE/GMAT scores and satisfactory scores on TOEFL-TWE, and be it further
- RESOLVED: That such students, as graduates of substantially different education systems, be excused from CSU undergraduate GEB requirements.

Submitted by

SAGR Caucus

(Background statement to be provided prior to Senate consideration.)