

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

San Luis Obispo, California 93407

ACADEMIC SENATE**FILE COPY****Executive Committee Agenda****Tuesday, April 5, 1988**

UU 220 3:00-5:00 p.m.

<u>Member:</u>	<u>Dept:</u>	<u>Member:</u>	<u>Dept:</u>
Andrews, Charles	Acctg	Lamouria, Lloyd H.	AgEngr
Baldwin, Marylud	Educ	Peck, Roxy	Stat
Borland, James	ConstMgt	Sharp, Harry	SpCom
Burgunder, Lee	BusAdm	Stanton, George	CsIg&Tstg
Crabb, A. Charles (CH)	CropSci	Terry, Raymond	Math
Forgeng, William	MetEngr	Weatherby, Joseph	PoliSci
Gooden, Reg	PoliSci	Wilson, Malcolm	VPAA
Hellyer, George	AgMgt	Copies: Warren J. Baker	
Kersten, Timothy	Econ	Glenn Irvin	
		Howard West	

*3.1.88 and
3.8.88 minutes
removed*

- I. Minutes:
 - Approval of the March 1 and March 8, 1988 Executive Committee Minutes (pp. 3-6).
- II. Communications:
- III. Reports:
 - A. President
 - B. Academic Affairs Office
 - C. Statewide Senators
- IV. Consent Agenda:
- V. Business Items:
 - A. Resolution on Improving Instructional Techniques-Terry, Chair of the Instruction Committee (p. 7).
 - B. Resolution on Peer Evaluation of Instructors-Terry, Chair of the Instruction Committee (p. 8).
 - C. Resolution on Comprehensive Exams in General Education-Terry, Chair of the Instruction Committee (pp. 9-11).
 - D. Resolution on Timetable for Retention, Tenure, Promotion-Murphy, Chair of the Personnel Policies Committee (pp. 12-13).
 - E. Proposed revisions to the Sexual Harassment Policy-Duerk, Chair of the Status of Women Committee (pp. 14-23).
 - F. Resolution on the Curriculum Review Process-Dana, Chair of the Curriculum Committee (pp. 24-29).
 - G. Resolution on General Education Transfer Curriculum-Lewis, Chair of the GE&B Committee (pp. 30-37).
 - H. (Revised) Resolution on Cheating and Plagiarism-Beardsley, Chair of the Fairness Board Committee (pp. 38-42).
 - I. Replacement for Sam Lutrin (on leave) to the University Union Advisory Board for Spring Quarter 1988.

continued on next page ----->

VI. Discussion Item:

- A. President Baker's response to AS-264-87/SWC, Resolution on Affirmative Action Facilitators (pp. 43-45).
- B. Lottery Education Fund Instructional Budget Proposal for "Increasing Instructional Effectiveness Through Alternative Strategies" (pp. 46-47).

VII. Adjournment:

Adopted: _____

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

AS-____-88/____

**RESOLUTION ON
IMPROVING INSTRUCTIONAL TECHNIQUES**

- WHEREAS, Faculty are interested in improving their instructional techniques to enhance the learning process among their students; and
- WHEREAS, Many faculty would welcome a sharing of ideas about how to improve their ability to select, present, and state problems and questions they propose to their students; and
- WHEREAS, Many faculty would welcome a sharing of ideas about how to better quantify their subjective judgments of student progress; and
- WHEREAS, Such improvement would help instructors more effectively determine if students have mastered the course material; therefore, be it
- RESOLVED: That one or more courses for instructors in university level instruction be developed to disseminate information on writing examinations and problems and other means to improve their ability to evaluate their courses and their students' progress; and be it further
- RESOLVED: That a series of summer colloquia (featuring guest speakers and experts on test development) be provided; and be it further
- RESOLVED: That summer workshops for faculty to present and share their successful ideas on instruction be organized.

Proposed By:
Academic Senate Instruction Committee
April 5, 1988

Action Completed: 2/24/88
Vote: 0 yes, 6 no

The committee rejected the resolution, not because of its content, but because its content overlaps too much with the content of the previously endorsed Resolution on Course Evaluations.

Adopted: _____

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

AS-____-88/____

RESOLUTION ON
PEER EVALUATION OF INSTRUCTORS

- WHEREAS, Peer evaluation of instructors is presently included in the bargaining agreement, but not practiced by all departments; and
- WHEREAS, Peer evaluation could be a valuable means of evaluating programs and of assisting the faculty being evaluated; and
- WHEREAS, The effectiveness of the present system of peer evaluation is questionable due to the constraints of resources and time placed on the evaluating faculty; and
- WHEREAS, Special attention to course objectives and to the reliability and validity of course examinations should be a prominent feature of this evaluation; therefore, be it
- RESOLVED: That the instrument used for peer evaluation include:
1. a quantifiable element;
 2. a significant percentage that is common across the school or University; and
 3. some means for correlating the results with those obtained from student evaluations;
- and be it further
- RESOLVED: That released time for evaluating faculty be provided to enable them to do a professional job of the evaluation.

Proposed By:
Academic Senate Instruction Committee
April 5, 1988

Action completed: 2/24/88
Vote: 0 yes, 6 no

The committee felt that the proposal would not significantly improve instruction; the proposed resolution was based on a portion of the Report of the Ad Hoc Committee on Measures of Effectiveness in Instruction; the implementation of the proposal may have serious negative effects on the personnel procedures. The committee will not consider the instructional impact of this resolution unless it is positively endorsed by the Academic Senate Personnel Policies Committee (PPC). The PPC has not yet submitted any recommendations to this committee for inclusion in our report.

Adopted: _____

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

AS-____-88/____

RESOLUTION ON
COMPREHENSIVE EXAMS IN GENERAL EDUCATION

- WHEREAS, The results of standardized evaluation instruments (e.g., the ACT COMP) can help judge the extent to which students are acquiring the knowledge and skills that characterize broad-based learning; and
- WHEREAS, Such exams can help focus what outcomes of general education we can expect; and
- WHEREAS, Such evaluative instruments consume faculty and support staff time and energy, and would require enrichment of the present budget to administer and evaluate; and
- WHEREAS, Such exams offer a powerful tool to evaluate and improve our programs; therefore, be it
- RESOLVED: That some type of comprehensive examination be given annually to a sample of first-year Cal Poly students and to a sample of graduating seniors; and be it further
- RESOLVED: That the results be widely shared throughout the campus community for planning purposes; and be it further
- RESOLVED: That the necessary resources to conduct these examinations and to decide upon and implement appropriate responses to the results be supplied by the University.

Proposed By:
Academic Senate Instruction
Committee
April 5, 1988

Action completed: 2/24/88
0 yes, 6 no

The committee is in agreement with the attached GE&B recommendations on assessment.

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RESPONSE OF THE GE&B COMMITTEE
ON THE ISSUE OF ASSESSMENT

Academic Senate

The GE&B Committee supports the system of assessment as it has been implemented at Cal Poly. Assessment is comprehensive, overlapping, and an ongoing process at Cal Poly. These assessments allow, (1) faculty to employ a variety of techniques to measure student performance in the classroom throughout the student's academic career, (2) faculty to make adjustments to their approaches to the classroom as a result of peer and student evaluations, (3) faculty to ensure that the appropriate level of teaching and professional growth is being maintained before retention/promotion considerations, (4) independent accrediting agencies, boards and evaluation teams to verify the professional integrity of various programs and (5) those inside and outside of the academic structure to have confidence that the university as a whole has a program consistent with superior educational and professional standards.

In general, assessment of the educational function at Cal Poly can be categorized into four separate but interrelated components: the University, its academic disciplines and degree granting programs, the faculty, and the students.

The University: the institution is evaluated regularly according to the established standards of the Western Association of Schools and Colleges.

Degree-Granting Programs: specific degree granting programs at the institution undergo periodic evaluation to continue their professional accreditation. For example, the Accrediting Board for Engineering and Technology, National Architectural Accrediting Board, American Council for Construction Education, the American Society of Landscape Architects, and the American Planning Association are involved in assessing and maintaining professional standards with the five departments in the School of Architecture; the 13 accredited programs in the School of Engineering are regularly evaluated according to the standards of the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, and, the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology. A number of other degree granting programs are evaluated by their specific accrediting societies. Some disciplines do not have professional accrediting boards; it is common for these disciplines to have an outside evaluation team review their programs every 3-5 years.

The Faculty: all rank and class faculty at Cal Poly are expected to have the terminal degree appropriate to their discipline. Probationary faculty are subject to annual review which includes assessment by peers and student evaluations. Faculty who are to be promoted from Assistant Professor to Associate Professor, or Associate Professor to Professor are also evaluated by peers and student evaluations prior to a recommendation. Full professors are subject to post-tenure review according to an established schedule. In order to qualify for retention or promotion, faculty have to demonstrate satisfactory classroom performance and related professional activity which includes evidence of professional growth and development.

Students: all incoming students must meet not only the minimum qualifications to enroll in the CSU, but stricter standards for a number of impacted programs on campus. The grades students receive in their courses are based on a number of assessments: exams, laboratory reports, short papers, term papers, homework, oral presentations, and group projects where applicable. Additionally, all students must

successfully pass the Entry Level Mathematics Test and Junior Writing Exam prior to graduation. Moreover, all students must complete a senior project before the baccalaureate degree is awarded. While senior projects vary considerably depending upon the student's major, their intent is to demonstrate a student's research and writing capabilities.

Some have suggested that examinations at the time of graduation would enable us to better assess our educational programs. Such a testing program would be redundant to the extensive student examination program already in place. Our students currently average around forty examinations each academic year.

There is one important aspect of higher education that is extremely difficult to evaluate. All of our programs, and particularly GE&B, prepare our students to begin a lifelong individual educational process. How well that process is implanted in our students is a key to their success, including the contribution they make to our society, many years after graduation. There is no known method for evaluating this process, primarily because of the length of time involved before it has an impact. In addition, the process is strongly affected by many other factors in the graduate's environment besides their undergraduate education.

The GE&B Committee believes that the current assessment tools used at Cal Poly are more than adequate. The development of more assessment tools would simply increase the cost of operating the institution without enhancing the evaluation of its performance.

Adopted: _____

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

Background statement: On March 7, 1988, the Personnel Policies Committee unanimously approved the changes indicated on the attached timetable. These changes reflect the committee's concern that there is insufficient time allowed for the following two levels of review:

1. The department head/chair's review of first and second year retention cases.
2. The school peer review committee's review of promotion cases.

AS-____-88/____

RESOLUTION ON
TIMETABLE FOR RETENTION, TENURE, PROMOTION

WHEREAS, A two-day time limit is too short for any level of review; and

WHEREAS, The duties of the school peer review committee have increased substantially; therefore, be it

RESOLVED: That the attached timetable be revised as indicated.

Proposed By:
Academic Senate Personnel
Policies Committee
March 7, 1988

TIMETABLE FOR RETENTION, TENURE, AND PROMOTION

<u>Recommendations Forwarded</u>	<u>Retention (1st-2nd Yr)</u>	<u>Retention (3rd-6th)/ Tenure</u>	<u>Promotion</u>
Peer Review Committee to Candidate	11/17	1/11	1/11
Peer Review Committee to Department Head	11/24	1/18	1/18
Department Head to Candidate	12/3	2/8	2/8
Department Head to Dean	12/10	2/15	2/15
School Peer Review Committee to Candidate	----	----	3/8
School Peer Review Committee to Dean	----	----	3/15
Dean to Candidate	1/8	4/1	4/1
Dean to President	1/15	4/8	4/8
Notification	2/15	6/1	6/1

In the event the established deadline falls on a Saturday or Sunday, the date will be extended to the Monday immediately following that date, except for retention and tenure notification, which must be made prior to June 1.

Adopted: _____

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

AS-____-88/____

RESOLUTION ON
SEXUAL HARASSMENT POLICY

RESOLVED: That the Academic Senate endorse the attached Interim Sexual Harassment Policy as revised.

Proposed By:
Status of Women Committee
April 5, 1988

INTERIM SEXUAL HARASSMENT POLICY
1986-87

1 / / / / INTRODUCTION

California Polytechnic State University, San Luis Obispo, is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange. In the University environment, all faculty, staff, and students are entitled to be treated on the basis of their qualifications, competence, and accomplishments without regard to gender. Individuals are entitled to benefit from University programs and activities without being discriminated against on the basis of their sex.

Sexual harassment encompasses a wide range of acts and practices. These include (1) the use of authority to obtain sexual favors, or (2) overt verbal or physical conduct of a sexual nature that is personally offensive and directed only to individuals of one gender.

Sexual harassment includes, but is not limited to, making unwanted sexual advances and requests for sexual favors where either (1) submission to or toleration of such conduct is made an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation; (2) submission to or rejection of such conduct by an individual is used as the basis for employment for academic decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

The Chancellor's Executive Order No. 345 requires each campus of the California State University to maintain a working and learning environment free from sexual harassment for its students, and employees, and those who apply for student or employee status.

Sexual harassment is not simply inappropriate behavior, it is illegal. Discrimination on the basis of sex is prohibited by State and Federal Law.¹

Sexual harassment violates University policy, seriously threatens the academic environment, and is contrary to law. Program Managers and Department Heads/Chairs are urged to take appropriate steps to disseminate this policy statement to students and employees. All faculty, staff, and administrators will be held accountable for compliance with this policy.¹

¹ Title VII of the Civil Rights Act of 1964 (as amended); Title IX of the Education Amendments of 1972; Government Code Section 12940; and Education Code Section 200 et. sec.

IV. REMEDIES TO SEXUAL HARASSMENT

The policy of the campus is to eliminate sexual harassment and to provide prompt and equitable relief to the extent possible.

Because of the wide range of acts that constitute sexual harassment, appropriate remedies will vary considerably depending on the case. In some cases the situation may be dealt with informally and without formal disciplinary action. In other cases a disciplinary action is clearly called for. The University may independently investigate a matter and initiate appropriate action, including discipline, without a formal complaint. The remedy will take into account the severity of the actions alleged as well as the responsibility of the parties involved. The University may pursue remedies such as an apology; removal of an individual from the environment; an educational program; reprimand; or disciplinary action which could result in dismissal, demotion, or suspension without pay. Remedies for substantiated allegations of sexual harassment will be determined by the University. The University will also determine remedies for those individuals who bring forth unsubstantiated allegations of sexual harassment.

U. I. PURPOSE AND SCOPE

The purposes of this policy are to:

- implement Executive Order 345 and comply with other governmental regulations prohibiting sexual harassment;
- promote a positive working and learning environment on campus;
- provide Cal Poly faculty, staff, and students with a specific procedure and policy to address sexual harassment;
- provide due process for all parties involved.

This policy applies to cases of alleged sexual harassment brought by, or on behalf of an applicant, student, or employee against an employee or student of the University. Utilization of these procedures does not preclude initiation of complaints with the Fair Employment and Housing Commission ~~or the Equal Employment Opportunity Commission.~~

V. II. DEFINITIONS

V. A. Sexual Harassment

In accordance with the Chancellor's Executive Order No. 345, "sexual harassment" includes such behavior as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed towards an employee, student, or applicant when one or more of the following circumstances are present:

- Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;

- The conduct has the purpose or effect of interfering with an employee's work performance, or creating an intimidating, hostile, offensive, or otherwise adverse working environment;
- The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive, or otherwise adverse learning environment, or adversely affecting any student.

In determining whether conduct constitutes sexual harassment the circumstances surrounding the conduct should be considered.

A. B. Advisor

The Affirmative Action Coordinator or employee(s) designated by a Program Manager to discuss the complaint with the Complainant; inform Complainant of campus policy, procedures and resources; and at Complainant's option, attempt informal resolution. (See Section VII/B) //

The Affirmative Action Coordinator or employee(s) designated by a Program Manager to receive complaints; to help complainants evaluate their complaints; to inform them of campus policies, procedures and resources; to attempt informal resolution if desired; and to assist the parties with formal complaint procedures, if necessary.

B. C. Complainant

"Complainant" means a Cal Poly student or employee or an applicant for student or employee status, who files a complaint under this Policy.

C. D. Program Manager

Positions designated by the President, normally at dean/division head level or above. In addition, the Director of the Health Center and Director of Counseling and Testing would be considered Program Managers for administering the Policy only.

D. E. Respondent

"Respondent" means the student or employee of Cal Poly alleged to have engaged in sexual harassment.

F. Sexual Harassment Compliance Coordinator

1. For complaints filed by students, the Sexual Harassment Compliance Coordinator is the Associate Dean of Student Affairs responsible for Title IX compliance, or designee.
2. For complaints filed by employees, the Sexual Harassment Compliance Coordinator is the Director of Personnel and Employee Relations, or designee.

G. Student

"Student" means a person enrolled as a student, or an applicant for student status at Cal Poly at the time the alleged act of sexual harassment occurred. For the purpose of this Policy, Extended Education students are included.

H. Authorized Representative

"Authorized Representative" may be anyone designated by the Complainant.

I. Applicant

"Applicant" means a person who is applying for either student or employee status.

III. EXAMPLES OF SEXUAL HARASSMENT

The issue of appropriate and inappropriate relationships between students and faculty, or between staff and supervisors is very complex. Some members of the University hold positions of authority that involve the legitimate exercise of power over others, and it is their responsibility to be sensitive to that power so as to avoid actions that are abusive or unprofessional. Faculty and supervisors in particular, in their relationships with students and supervisees, need to be aware of potential conflicts of interest and the possible compromise of their evaluative capacity. *Because there is an inherent power difference in these relationships, the potential exists for the less powerful person to perceive a coercive element in suggestions regarding activities outside those appropriate to the professional relationship.*

Faculty should be aware that anytime they pursue a sexual social relationship with a student, they risk a claim of sexual harassment. In like manner, managers and supervisors should realize that whenever they pursue a sexual social relationship with a subordinate, they risk a claim of sexual harassment. It is the responsibility of faculty and supervisors to behave in such a manner that their words or actions cannot reasonably be perceived as being sexually harassing.

The following examples are intended to be illustrative and educational rather than exhaustive.

Faculty And Staff

- A senior colleague or supervisor directly or indirectly offers to influence a personnel decision (i.e., appointment, reappointment, promotion, tenure, permanency) in return for sexual favors, and/or suggests action against the employee for refusal;
- A committee member offers to support another employee's endeavors in return for sexual attention;

+/ A male/employee/ in the presence of a/female/employee/ makes repeated offensive comments about women/ in general or the female employee in particular.

-- An employee, in the presence of another employee of the opposite sex, makes repeated offensive comments of a sexual nature.

Students

-- An instructor offers a better grade, extra help, or academic opportunity in return for sexual favors, and/or threatens action against the student for refusal;

-- A person supervising a student's job or academic assignment makes repeated sexual comments that interfere with work or the learning experience;

-- An advisor or counselor asks offensive questions of a sexual nature inappropriate to the topic at hand;

-- An unwelcomed touch of a sexual nature from a staff or faculty employee.

VI. IV. CONFIDENTIALITY

All procedures taken under this Policy and all reports filed shall be confidential to the extent permitted by law. They may be made public only with the agreement of both the Complainant(s) and the Respondent(s).

All findings taken under this Policy and all reports filed shall be confidential and every effort will be made to preserve confidentiality.

VII. V. INFORMAL RESOLUTION PROCEDURE

A. Employee Complainants

1. Complainants who are employees covered by collective bargaining agreements which have complaint procedures are required to utilize those procedures. (Currently, the following employee agreements have complaint procedures: Unit 2, Health Care Support; Unit 5, Operations Support Services; Unit 7, Clerical/Administrative Support Services; and Unit 9, Technical Support Services.)
2. Complainants who are employees which are (a) not covered by collective bargaining agreements, or (b) are not covered by a collective bargaining agreement which does not contain a complaint procedure, must utilize Executive Order 419.

B. Student or Applicant Complainants

Complainants who are students or applicants for either student or employee status are encouraged to attempt informal resolution of complaints of sexual harassment by utilizing procedures described in this document. However, Complainants are not required to do so, and a

formal written complaint may be filed at any time until the deadline (60 days) for filing a formal complaint has passed.

In seeking informal resolution, a Complainant may obtain assistance from any of the designated Advisors. The Sexual Harassment Compliance Coordinators shall maintain and distribute the list of Advisors, upon request.

Advisors will be available to discuss the complaint with the Complainant, inform the Complainant of the informal and formal procedures available for seeking resolution of the complaint, advise the Complainant of applicable deadlines, provide the Complainant with a list of other campus resources available and provide assistance in preparing or resolving complaints of sexual harassment. If the Complainant desires to proceed, the Advisor will assist the Complainant in attempting informal resolution as appropriate.

C. Confidentiality of Informal Complaints

The identity of the Complainant and the details of the informal complaint shall be received in confidence by the Advisor, where no records shall be kept. The Advisor shall advise the office of the appropriate Sexual Harassment Compliance Coordinator of the general nature of the complaint without identifying any of the parties involved.

D. Informal Procedures for Student or Applicant Complainants

1. After consulting with an Advisor, a Complainant may, but need not, attempt to resolve the complaint directly with the person alleged to have engaged in the sexual harassment.
2. If the Complainant is unsuccessful in the attempt to gain an acceptable remedy or does not wish to make direct contact with the alleged person to have committed the harassment, the Complainant may, but need not, attempt to resolve the complaint with the Respondent's Department Head/Chair who is required to notify the Program Manager within three working days of any sexual harassment complaint. If the Program Manager is the person alleged to have engaged in the sexual harassment, the Complainant may, but need not, attempt to resolve the complaint with the Director of Personnel and Employee Relations.
3. If the Complainant is unsuccessful in the attempt to gain an acceptable remedy or does not wish to pursue steps 1 or 2 above, a Complainant may bring the complaint directly to the attention of the Sexual Harassment Compliance Coordinator who shall counsel the Complainant about any additional attempt, if any, that might be made to resolve the matter before filing a written complaint.

VIII. VI. FORMAL RESOLUTION PROCEDURES

A. Employee Complainant Formal Procedure

Employees not covered by collective bargaining agreements shall utilize Executive Order 419.

B. Student and Applicant Complainants

1. Filing a Formal Complaint

Student and applicant Complainants should utilize the following procedure. Formal complaints shall be filed by a Complainant of his or her authorized representative with the appropriate Sexual Harassment Compliance Coordinator. A formal complaint shall be in writing and must include:

- a. The name(s), address(es), and telephone number(s) of the Complainant(s) filing the complaint, and his or her Representative(s), if any.
- b. The name(s) of the Respondent(s), University title, and department.
- c. A specific statement of the acts or practices alleged to constitute sexual harassment, including the dates on which and the locations in which such acts and practices are alleged to have occurred.
- d. The remedy requested.
- e. The date the formal complaint was filed.

2. Review of Filed Complaint

- a. On receipt of a formal complaint, the Sexual Harassment Compliance Coordinator shall provide a copy to the Respondent and, within 10 working days, review the complaint to determine whether it meets the requirements covered under this policy. The matter shall be investigated unless the complaint fails to establish a prima facie case.

b. ~~Prima Facie Case~~

A prima Facie case is established when the Complainant presents information which, if unrebutted, would be sufficient to support a finding of sexual harassment affecting a complainant and injury resulting therefrom.

~~Frivolous or otherwise groundless accusations without supporting evidence upon which / a finding / by / the Complainant's favor might be reached do not constitute a prima facie case.~~

- c. If there are deficiencies in the complaint, the Sexual Harassment Compliance Coordinator shall inform the person who filed the complaint of those deficiencies and

provide the opportunity to amend the complaint. If the Complainant fails to remedy the deficiencies, or if the complaint is not filed within the stated deadline, the Sexual Harassment Compliance Coordinator will dismiss the complaint and inform the Complainant of the reasons.

- d. The Complainant may appeal such dismissal to the ~~Provost~~ Vice President for Academic Affairs by filing a notice of appeal including a statement of the grounds for dismissal made by the Sexual Harassment Compliance Coordinator.
- e. The ~~Provost~~ Vice President for Academic Affairs shall decide the appeal within 20 days and shall either affirm the dismissal or shall direct the Sexual Harassment Compliance Coordinator to proceed with processing the complaint.

3. Administrative Reviews

- a. Once it is determined to process the complaint, the Sexual Harassment Compliance Coordinator shall provide copies of the complaint to the Respondent's Program Manager, Department Head/Chair, and ~~Provost~~ Vice President for Academic Affairs, and the Respondent will be notified of the decision to proceed with the investigation.
- b. The Respondent shall file with the Sexual Harassment Compliance Coordinator a response to the complaint within ten (10) working days of receiving notice.
- c. The Sexual Harassment Compliance Coordinator or designee shall be responsible for conducting an administrative review of the case. The Sexual Harassment Compliance Coordinator should endeavor to complete the investigation within thirty working days; extensions to continue an investigation beyond thirty days must be approved by the President or designee. After a thorough investigation of the case, the Sexual Harassment Compliance Coordinator shall provide a preliminary report to the Complainant and Respondent. Both parties shall have no more than ten working days to submit any written response to the preliminary report.
- d. After the Sexual Harassment Compliance Coordinator has considered the response of the Complainant and Respondent to the preliminary report, he/she shall submit a final report to the President which shall include a recommended remedy.
- e. After reviewing the report, the President shall send a written response to the Complainant and Respondent, with copies to Respondent's Program Manager and Department Head/Chair, and the Sexual Harassment Compliance Coordinator. Normally this shall be done no later than

thirty calendar days from receipt of the final report from the Sexual Harassment Compliance Coordinator. If the President does not dismiss the case, then a copy of the written complaint and the President's decision will be sent to the State University Dean, Affirmative Action, pursuant to CSU policy. If the decision is to invoke disciplinary action, then the appropriate disciplinary action procedure shall be followed.

1. If the Respondent is a faculty unit employee, then the Disciplinary Action Procedure contained in the Unit 3 collective bargaining agreement will be followed.
2. If the Respondent is a nonacademic employee, the discipline will be handled according to statutory State Personnel Board procedures.
3. If the Respondent is a student, the Student Disciplinary Procedures will be followed.

IX/ VII. RETALIATION PROHIBITED

No Respondent or other University personnel shall retaliate against or threaten to retaliate against any Complainant, or other person who has made an allegation of sexual harassment. Nor shall any person operating under the jurisdiction of this Policy, attempt to or actually intimidate, threaten, coerce, or discriminate against any person for the purpose of preventing that person from exercising any rights protected by this Policy or from participating in any step of the complaint resolution process under this Policy. In situations where retaliation is alleged, the Sexual Harassment Compliance Coordinator will investigate and recommend to the President appropriate sanctions.

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

Background Statement: As Cal Poly has grown and the number of departments, curricula, and courses has grown with it, the process of reviewing changes to the catalog has become unwieldy. For example, during the last catalog cycle the Academic Senate Curriculum Committee needed to review proposals totaling 42 pounds of paper in approximately eight weeks. Everyone involved in the process seems to agree that change is needed. Based upon suggestions from last year's committee, some ideas from the Academic Affairs office, and discussion and evaluation by this year's Curriculum Committee, a proposal for reform has been created.

AS-___-87/___

Resolution on the Curriculum Review Process

- WHEREAS,** The growth of Cal Poly has caused a steady growth in the number of curricula (majors, minors and concentrations) and courses, which in turn has caused a similar increase in the number of changes that are proposed during each catalog cycle ; and
- WHEREAS,** In the current catalog cycle, faculty review at the university level is compressed into approximately two months creating an impossible task for all involved in the review process; and
- WHEREAS,** Some courses may exist for up to two years (and more with renewal of permission) as experimental ("X") courses without ever being examined by the faculty curriculum committees; and
- WHEREAS,** Proposals for new majors and minors deserve serious reasoned attention which is impossible to give in a hectic catalog review period; and
- WHEREAS,** Approval for new majors and minors is even now not tied to the catalog cycle: as soon a a new major is approved by the Chancellor's office students may enroll in that major or minor without waiting for the next printed catalog; and

WHEREAS, The curriculum is the heart and soul of the university and as such its review is, or at least should be, an on-going, year-round process; therefore be it

RESOLVED: That the Senate recommends that the process of proposing and reviewing curricular changes be modified as detailed in the attached proposal to allow proposals to be submitted year-round and to allow better flow of information and decision-making authority in the review process.

proposed March 4, 1988
Curriculum Committee

Proposal for a New Curriculum Review Process

1. Proposals may be submitted at any time.

This is the core of the new system. Whenever a department wants to make changes to courses or curricula, they submit them to the Dean of their school for review by the School Curriculum Committee and the Dean. When review at that level is completed, the proposals are submitted, with cover letters from the Dean and the School Curriculum Committee, to the Academic Senate. Simultaneously copies will be transmitted to Academic Affairs Office for their use and transmittal to School Deans. The Senate Curriculum Committee (and the GE & B Committee if the changes affect courses approved or proposed for GE & B requirements) will review the proposals and make their recommendations to the Senate.

The Senate Curriculum Committee will meet throughout the Academic Year and review the submitted curriculum proposals on a First Come, First Served basis. If more proposals are submitted than the committee can handle in time before a catalog printing, then only those processed by that time will be printed. With large proposals, like a new major, there may be several iterations between the committee and the department to resolve any questions that might arise.

When the Curriculum Committee makes their recommendation, it will then be forwarded to the Senate for approval since only the Senate is the official voice of the faculty. The Senate recommendations will then be forwarded to the Vice President for Academic Affairs and then to the President for final approval and implementation.

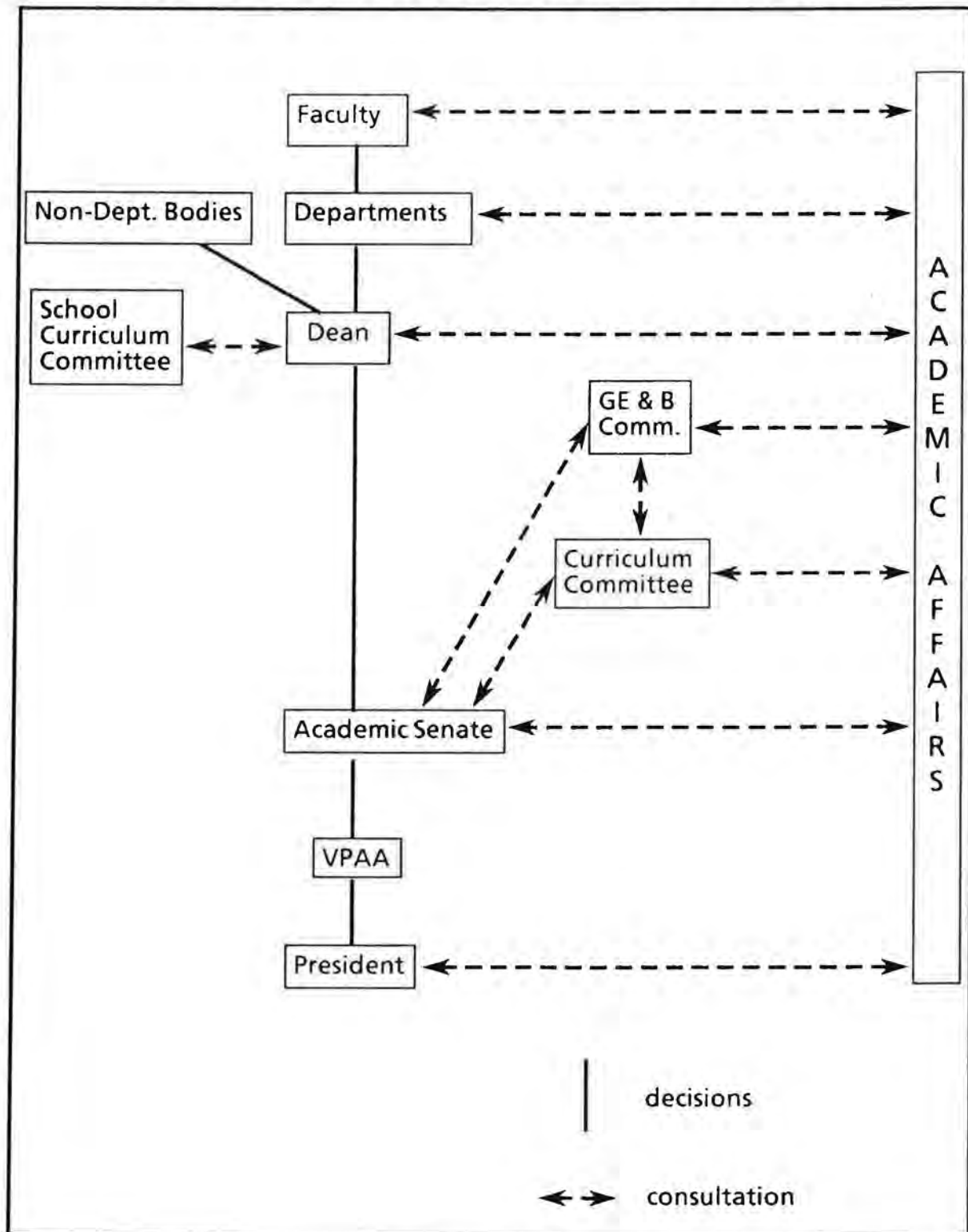
When it comes time to print a new catalog, the changes that have been approved up to a cutoff date as determined by the technical requirements of printing schedules will be included in the new catalog. Changes not yet approved would be included in the next catalog. Proposals submitted to the Senate by the First Friday of February of odd numbered years will be guaranteed a decision on their inclusion in the new catalog.

Throughout the entire process, the Academic Affairs Office will be in consultation with the departments, schools and senate with regards to the form and substance of the proposals.

This entire review process is summarized in the attached figure.

2. When would approved changes take effect?

THE NEW CURRICULUM REVIEW PROCESS



New courses and changes to existing courses that have been approved for inclusion in the next catalog may be offered as an experimental 'X' courses before that catalog is printed.

New Programs will take effect immediately upon approval by the Chancellor's Office, as is now the case.

Changes to the content of existing programs would not go into effect until the printing of the new catalog unless clear transition rules are included with the proposal. Such transition rules must clearly demonstrate that the changes would not inconvenience students and must be approved by the appropriate administrative entities involved with processing students (for example, Admissions, Articulation with Junior Colleges, Records and Evaluations).

3. Five-Year Program Review

Large changes in programs would be expected to grow out of the existing required five-year school program reviews. As part of the review, departments and schools would examine the existing programs and see if new programs were desirable or modification to existing one were needed. Their conclusions would then form the basis of the changes they would develop during the next five years.

This use of the five-year program review should help to strengthen the long range curriculum planning process in departments and schools.

4. Experimental Courses and 470 Courses.

The intent of our proposal on X courses is to allow some chance for review (primarily for duplication of other courses) by the university faculty before an X course is approved, but not to stifle experiments or new ideas with paperwork or delays.

X Courses would be handled as follows.

1. A proposal is submitted by a department to school deans and then forwarded by the dean to Academic Affairs Office and the Academic Senate Curriculum Committee. If the course is proposed to qualify for GE&B credit, it should be simultaneously submitted to the Academic Senate GE&B Committee.
2. The Senate Curriculum Committee could question implementation of the course by acting within 30 days of the date the proposal is submitted.
3. If the committee does not act, or actively votes to approve the X course, the X course would be approved for two years or until the next catalog printing cutoff date, whichever comes first. No Academic Senate action

would be necessary. Extension of this period would require approval of the Academic Senate Curriculum Committee.

4. After the second offering of the course, a report to the Committee would be made evaluating the success of the course. If the department desires to make the course permanent, application for inclusion in the catalog would normally be made at this time.

470 Courses are intended to be an umbrella course to house one-of-a-kind course offerings. These would be handled as follows:

1. These would truly be one-time offerings only.
2. The department would submit a proposal to the Academic Affairs Office as they do now.
3. The committee would be informed of the offering, but no committee approval would be necessary.
4. The course could not be taught a second time without it going through the X course process.

5. Relationship of the Curriculum Committee and the Graduate Studies Committee

The Graduate Studies Committee is a University Committee which formulates policy as well as having an advocacy role for graduate programs on campus. As is the case now, actual graduate program or course changes will be proposed by the individual academic departments along with their changes to undergraduate courses and these will, therefore, be reviewed by the Senate Curriculum Committee. Any policy statements developed by the Graduate Studies Committee would be expected to be reviewed by Senate (and the appropriate Senate committee) as part of the general campus collegiality.

6. Relationship with Non-Academic Departments.

Any entity on campus that offers courses should submit changes or new courses in a manner similar to the departmental route. All such entities should be on the mailing list for curriculum material from the Academic Programs Office. Current examples of such entities are the Library, Student Academic Services, and the Co-op Education Office.

Adopted: _____

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

AS-____-88/____

RESOLUTION ON
GENERAL EDUCATION AND BREADTH TRANSFER CURRICULUM

- WHEREAS, The Master Plan Renewed calls for a high priority to be placed on improving the rate of transfer of students from California community colleges to the University of California (UC) and The California State University (CSU); and
- WHEREAS, The proposals for a general education transfer curriculum has tried to address transfers between all segments of public higher education; and
- WHEREAS, The unwarranted expansion of the scope of general education transfer impedes its implementation and undermines the autonomy of individual campuses in the UC and CSU; therefore, be it
- RESOLVED: That the California Polytechnic State University Academic Senate recommend that the CSU Academic Senate and CSU representatives to the Intersegmental Committee on General Education Transfer confine the application of the general education transfer curriculum to transfer from community colleges to CSU or UC campuses.

Proposed By:
General Education and Breadth
Committee
April 5, 1988

State of California

RECEIVED

California Polytechnic State University
San Luis Obispo, California 93407

M e m o r a n d u m

MAR 15 1988

To : Charles Crabb, Chair
Academic Senate Date : March 14, 1988

Copies : GE&B Committee
Reg Gooden
Tim Kersten
Joe Weatherby

From : George Lewis, Chair *gml*
General Education & Breadth Committee

Subject : The Report of the Intersegmental Drafting Committee for a General Education
Transfer Curriculum

You are aware that for several months I have been reviewing the proposed G.E. transfer curriculum and materials pertinent to that proposal. During that time it has become apparent that whatever the original purpose of the proposal, it has become so obscured by the great amount of rhetoric subsequently generated that it joins the secrets of ancient sorcerers and alchemists, lost forever in the mist of times long past.

A naive faculty member might be forgiven for supposing that the primary purpose of the transfer curriculum was to facilitate transfer from community colleges to U.C. and C.S.U. campuses by providing the community colleges with a framework within which to develop general education requirements that would satisfy all lower division general education requirements at either U.C. or C.S.U. campuses. The fact that 65% of new undergraduates in the C.S.U. are transfer students, and 82% of these transfer into the system from community colleges would seem to justify such an endeavor. Furthermore a memo of 12/10/87 to campus senate chairs and state academic senators from Ray Geigle states:

The impetus for the development of the proposal was a recommendation from the Commission for the Review of the Master Plan for Higher Education. The Commission placed high priority on improving the rate of transfer of students from California's community colleges to the University of California and the California State University.

But no, that is too simple -- it just makes too much sense to address such a straightforward task, particularly since the report originally submitted (even with modifications proposed in areas such as studio and performance courses) would provide such a framework.

Instead, we are told that the transfer curriculum must apply to transfer between *all* segments of public higher education, e.g. from a community college, to a C.S.U. campus, to a U.C. campus, back to a community college, and finally to another C.S.U. campus. This, even though transfer within the C.S.U. system and within the U.C. system vis-à-vis general education is addressed by mechanisms already in place, and even though there are relatively few students who transfer between the U.C. and C.S.U. systems. The analogy that comes to mind is that of a physicist attempting to deal with Brownian motion by considering individual particles.

Indeed, we have been subjected to a variety of confusing and contradictory information about the purpose and nature of the transfer curriculum. Although we have been assured that the transfer curriculum is not intended to interfere with general education programs already in place on individual campuses, a memo of 2/1/88 from Ray Geigle to local senate chairs and state academic senators states, "No C.S.U. campus would be required to make its transfer curriculum identical to its own G.E. program, or vice versa." Furthermore, in a memo of 12/10/87 to the campus presidents, Chancellor Reynolds states, "Prospective transfer students would have two avenues for fulfilling lower division general education requirements." Thus a two track general education requirement appears to be a forgone conclusion. It is clear that the implications of this have not been given careful consideration, and it is difficult to believe that it would not have a profound effect on individual campus general education requirements.

Consideration of other important matters such as partial certification and high-unit majors has simply been deferred.

Finally, in what seems to be direct opposition to the spirit and intent of the transfer curriculum, we have been presented with proposed modifications that are campus specific and system specific. In a memo of 2/1/88 from Ray Geigle to campus senate chairs and state academic senators, the following is suggested:

The number of required units in the transfer curriculum will be 39 with 36 common to all segments and 3 left to the discretion of receiving campuses. The 3 units are lower division and may be completed at either the sending or receiving institution.

Furthermore, a memo of 2/29/88 from Ray Geigle to campus senate chairs and state academic senators contains the following from a resolution passed by the Intersegmental Committee on 2/26/88:

"Resolved: That additional study will be given to the resolution of the following proposed requirements which may be common or system specific:

CSU: Oral Communication, Critical Thinking

UC: English Composition, Mathematics, Foreign Language

The problem that we are faced with now is that no one knows exactly what the hell is being proposed, and it is impossible to understand what we are being asked to do. If the Intersegmental Committee wishes to address the problem of facilitating transfer from community colleges to U.C. or C.S.U. campuses they should do so. (That is precisely where the transfer curriculum should apply.) If, on the other hand, the purpose of all this is to waste a lot of time with what my father calls "vaguely specific" proposals, then by all means, "Damn the rudder! Full speed astern."

**REPORT OF THE INTERSEGMENTAL DRAFTING COMMITTEE
FOR A GENERAL EDUCATION TRANSFER CURRICULUM**

October 28, 1987

RECEIVED

NOV 2 1987

**Academic Senate CSU
Chancellor's Office**

REPORT OF THE INTERSEGMENTAL DRAFTING COMMITTEE FOR A GENERAL EDUCATION TRANSFER CURRICULUM

Following a careful, extended process of deliberation and analysis of existing criteria and requirements, the Intersegmental Drafting Committee for a General Education Transfer Curriculum is pleased to submit its recommendations. In doing so, it has been attentive both to its specific charge and to the broader concerns of our society with respect to the general education of our postsecondary student population.

The committee believes that the principal role of general education is to develop the students' abilities to think and that an effective way to meet this standard is to emphasize that most general education courses should require significant amounts of writing. General education courses should not merely transmit information, but should require analysis, criticism, and synthesis. One of the most effective tools for achieving these goals is the written essay, evaluated with attention to the quality of its writing as well as the accuracy of its content. In addition, the committee also notes that speaking, listening, and reading are important abilities that a general education course should foster. Participation in the intellectual and cultural life of our society requires sound ability in verbal communication of all kinds.

The committee also believes that courses in the transfer curriculum should be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach, and have a pronounced historical perspective.

Similarly, one of the most useful things that students should get from their general education is an understanding of the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted and the nature and limitations of the answers obtained.

The preceding comments should make clear the committee's intention that the General Education Transfer Curriculum be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our demanding four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. Finally, the committee takes this opportunity to reemphasize the importance of high school preparation, and to caution that poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.

* * * * *

Completion of the General Education Transfer curriculum prior to transfer should be recognized as satisfying all lower division general and breadth education requirements of the receiving institution. Any receiving institutions that insist upon the completion of certain of their general education requirements as a prerequisite for transfer must also accept completion of the full transfer curriculum as satisfying that screening requirement. However, the receiving institution may legitimately insist that transfer students complete any general education requirements that must be taken at the upper division level by non-transfer students, or that must be satisfied by all students by upper division course work. In addition, transfer students must fulfill all other admission requirements.

GENERAL EDUCATION TRANSFER CURRICULUM

Page 2

Both the State University and the University have a specific American Institutions requirement that is separate from their general education requirements. Completion of the General Education Transfer Curriculum may not satisfy those requirements. Similarly, general education requirements are separate from lower division requirements for the major. Students pursuing majors which require extensive lower division preparation may not find the General Education Transfer Curriculum option to be advantageous.

All courses offered towards satisfaction of the requirements of the General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of public post-secondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable.

PROPOSED GENERAL EDUCATION TRANSFER CURRICULUM

Subject Area: English Communication (3 semesters or 4 quarters)

The English Communication requirement shall be fulfilled by completion of three semester or four quarters of lower division courses in English reading, critical thinking, written composition, and oral communication, at least two semesters or three quarters of which must be devoted to written composition. Courses in this area shall include close analysis of a variety of representative texts.

The inclusion of a sequence in English Communication in a program of general education is of basic importance to the remainder of the Curriculum. Ability to read at a mature level, to think critically, to write with clarity, and to speak effectively is fundamental to acquisition of knowledge in other areas of the liberal arts. Transmission and exchange of ideas is an essential part of the activity of a liberally-educated citizen. These courses should enable students to go beyond the level of reception and transmission of information and ideas to the more abstract conceptualization of ideas.

Subject Area: Mathematics/Quantitative Reasoning (1 semester or 1 quarter)

The Mathematics/Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester or one-quarter course in mathematics or statistics.

Courses on the application of statistics to particular disciplines may not be credited towards satisfaction of the Mathematics/Quantitative Reasoning requirement.

The increasingly complex, technological nature of the society in which we live routinely confronts us with a variety of information requiring calculation, comparison, and other forms of analysis for problem solving. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematics/Quantitative Reasoning is designed to prepare students to respond effectively to these challenges.

Subject Area: Arts and Humanities (3 semesters or 3 quarters)

The Arts and Humanities requirement shall be fulfilled by completion of three semesters or three quarters of coursework which encourages students to analyze and appreciate works of intellectual, literary, aesthetic and cultural importance. At least one course shall be taken in the Arts and one in the Humanities. Courses should provide students with some historical understanding of major civilizations and

GENERAL EDUCATION TRANSFER CURRICULUM

Page 3

cultures, both Western and non-Western, including those of ethnic minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

Courses that are primarily performance or studio classes in the Arts may not be credited towards satisfaction of the Arts and Humanities requirement.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Inclusion of this requirement is, therefore, grounded in the deepest traditions of Western education, with its emphasis on language, literature, and the fine arts. At the same time, the great diversity of contemporary American--especially Californian--society adds a vibrant dimension to our received definition of the Arts and Humanities that opens up great possibilities for expansion of that tradition. To focus on the received traditions of the West and the less familiar traditions of other cultures, including the minority cultures in our own society, is to enrich the education of future generations of Californian citizens.

Subject Area: Social and Behavioral Sciences (3 semesters or 4 quarters)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of three semesters or four quarters of coursework which reflects the integration of human social, political, and economic institutions and behavior. Problems and issues in these areas should be examined in their contemporary and historical setting, as well as present a comparative perspective on both Western and non-Western societies, including those of ethnic minorities. Courses should be presented from a theoretical point of view and focus on core concepts of the discipline rather than on personal, practical, or applied aspects.

not more than

Only one of the courses taken to satisfy the United States History, Constitution, and American Ideals Requirement (Title 5, California Administrative Code, Section 40404) shall be credited towards satisfaction of the Social and Behavioral Sciences Subject Area requirement.

Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. By taking courses in the Social and Behavioral Sciences students will gain a basic knowledge of the cultural behavior and social organizations in which they exist as well as the cultural behavior and social organizations of other human societies.

Biological

Subject Area: Physical and Life Sciences (2 semesters or 3 quarters)

The Physical and Life Sciences requirement shall be fulfilled by two semesters or three quarters of coursework which includes at least one course in the Physical Sciences and one course in the Life Sciences, at least one of which incorporates a laboratory. Courses should emphasize experimental methodology, the testing of hypotheses, and the power of systematic doubt, rather than the recall of "facts." Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

GENERAL EDUCATION TRANSFER CURRICULUM

Page 4

The contemporary world is pervaded by science and its applications, and many of the most difficult choices facing individuals and institutions concern the interface of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

Respectfully submitted,

Carmen M. Decker, Committee Chair
Department of English and Spanish
Cypress College

Edward A. Alpers, Dean
Honors and Undergraduate Programs
University of California, Los Angeles

Bernice Biggs
Department of English
San Francisco State University

Brian Federici
Department of Entomology
University of California, Riverside

Ray Geigle
Chair, Academic Senate
The California State University

Theo Mabry
Social Sciences Division (Anthropology)
Orange Coast College

Frieda Stahl
Department of Physics & ~~Anatomy~~ ^{Physiology}
California State University,
Los Angeles

Maryamber Villa
History Department
Los Angeles Valley College

Mark Wheelis
Department of Bacteriology
University of California, Davis

Connie Anderson
Specialist, Chancellor's Office
California Community Colleges

Carla Ferri, Coordinator
Undergraduate Admissions &
Articulation
University of California, Berkeley

Chuck Lindahl
Office of the Chancellor
The California State University

PROPOSED RESOLUTION FROM THE FAIRNESS BOARD

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

BACKGROUND: On January 22, 1986, the Senate Chair asked the Fairness Board and Student Affairs Committees to review campus policies on cheating and plagiarism. The Fairness Board of 1985-86 and 1986-87 worked on a proposal which was brought forth jointly with the Student Affairs Committee and which was passed by the Academic Senate in Spring 1987. The President returned the proposal (unsigned) on 6/15/87 with comments prepared by G. Irvin. After additional deliberations by the current Fairness Board, a meeting between Board representatives and G. Irvin took place (Jan. 1988) in preparation of a new policy proposal. This new proposal incorporates that which is important to the administration within a policy which is supported by the Fairness Board and is similar to the policy approved by the Academic Senate last year.

RESOLUTION ON CHEATING AND PLAGIARISM

WHEREAS, The present CAM policy on cheating is extremely short and lacks definition; and

WHEREAS, It would be desireable to add further language regarding plagiarism to the CAM policy; therefore be it

RESOLVED: That the present guidelines on cheating (CAM 674) be fully replaced with the following:

674 ACADEMIC DISHONESTY: CHEATING AND PLAGIARISM

The University will not condone academic cheating or plagiarism in any form. The faculty is expected to uphold and support the highest academic standards in this matter. Instructors should be diligent in reducing potential opportunities for academic cheating and plagiarism to occur.

For purposes of this policy:

674.1 Definition of Cheating

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same.

674.2 Policy on Cheating

Cheating requires an F course grade and further attendance in the course is prohibited. The instructor is obligated to place

evidence of the cheating in writing before the Dean of Student Affairs with copies to the department head of the course involved, to the student, and to the department head of the student's major. Physical evidence, circumstantial evidence, and testimony of observation may be included. Said memorandum should notify the student that if he or she denies cheating that an appeal is possible through the Fairness Board once the department head of the course of record has been consulted regarding the appeal. Instructors should be confident that cheating has occurred; if there is any doubt, the student should be consulted and/or additional information sought prior to taking action for cheating. Students rights shall be ensured through attention to due process.

The Dean of Student Affairs shall determine if any disciplinary action is required in addition to the assignment of a failing grade. Disciplinary actions which are possible include, but are not limited to: required special counseling, special paper or research assignments, loss of student teaching or research appointments, loss of membership in organizations, suspension or dismissal from individual programs or from the university. The most severe of these possible actions shall be reserved for grievous cheating offenses or more than one offense by an individual.

674.3 Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving proper credit to the source. Such an act is not

plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgment of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks or indentation when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or program or part thereof without giving credit.

674.4 Policy on Plagiarism

Plagiarism may be considered a form of cheating and therefore subject to the same policy, which requires notification of the Dean of Student Affairs and includes possible disciplinary action (See 674.2). However, as there may be technical plagiarism which is the result of poor learning or poor attention to format, and may occur without any intent to deceive, some instructor discretion is appropriate. Under such circumstances, notification of the Dean of Student Affairs is not required. An instructor may choose to counsel the student and offer a remedy (within his authority) which is less severe

than that required for cheating, providing there was no obvious intent to deceive. However, an instructor may not penalize a student for plagiarism in any way without advising the student that a penalty has been imposed, and further advising that an appeal is possible through the Fairness Board, once the department head has been consulted regarding the appeal. Instructors should be confident that plagiarism has occurred; if there is any doubt, the student should be consulted and/or additional information sought prior to taking action for plagiarism. Students rights shall be ensured through attention to due process.

Memorandum**RECEIVED****FEB 18 1988****To :** A. Charles Crabb, Chair
Academic Senate**Date :** February 8, 1988**Academic Senate****File No.:****Copies :** Malcolm W. Wilson
Jan Pieper
Smiley Wilkins
Pat Engle**From :** Warren J. Baker
President**Subject :** Resolution on Affirmative Action Facilitators (AS-264-87/SWC)

I commend the Academic Senate for its thoughtful background statement and resolution on Affirmative Action Facilitators. It is evidence of the Senate's support of Cal Poly's commitment to Equal Opportunity and Affirmative Action.

I am especially pleased by the wording in the second resolved clause: "That the Affirmative Action Facilitator be encouraged to promote collegiality and mentorship between current faculty and new faculty to promote retention of Affirmative Action faculty." Only with the sincere support of Cal Poly faculty members will our efforts to hire and retain minority and female faculty members succeed.

I approve the resolution with the following suggested change in the last resolved clause:

"That the Affirmative Action officer provide an annual report on the Affirmative Action Facilitator program to the Academic Senate in order to determine the success of the program."

I believe that the Senate should receive the report and then direct it to the appropriate committee. Therefore I suggest omitting the words "through its Status of Women Committee."

Please convey my thanks to the Senate membership for their support of this vital program.

Adopted: December 1, 1987

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

Background statement: The most recent effort to help strengthen the Affirmative Action Program was the creation of the Affirmative Action Facilitator position. Through the Affirmative Action Facilitator, each department and unit will assume direct responsibility for Affirmative Action. The Affirmative Action Facilitator helps coordinate departmental efforts with those of the Affirmative Action office to hire and retain underrepresented groups. The Affirmative Action Facilitator is appointed by the program manager. The Affirmative Action office and the Equal Opportunity Advisory Council have held training sessions for facilitators. Their responsibilities are listed below:

1. The facilitator takes an active role as a member of the hiring or selection committee.
2. The facilitator identifies recruitment problems and assesses recruitment efforts.
3. The facilitator recommends strategies to the selection committee for attracting qualified underrepresented groups to apply for the vacant position (e.g., identify sources for generating underrepresented applicants).
4. The facilitator briefs the selection committee on the department's Affirmative Action goals and timetables.
5. The facilitator ensures that Equal Opportunity and Affirmative Action are being addressed according to valid job-related criteria and degree of compliance to employment procedures.
6. The facilitator monitors the selection procedures and advises the committee of any potential adverse impact on underrepresented groups.
7. The facilitator documents Affirmative Action efforts for recruitment.
8. The facilitator informs employees that a policy for accommodating religious observances and practices exists.

AS-264-87/SWC

RESOLUTION ON
AFFIRMATIVE ACTION FACILITATOR

- WHEREAS, The Academic Senate is in support of mechanisms for the enhancement of Affirmative Action programs at Cal Poly; and
- WHEREAS, Campus awareness of the role of the Affirmative Action Facilitator must be promoted; and

AS-264-87/SWC
RESOLUTION ON AFFIRMATIVE ACTION FACILITATOR

Page Two

- WHEREAS, There is no formal document that describes the role of the Affirmative Action Facilitator; and
- WHEREAS, The University would benefit by having an official document that outlined the responsibilities of the Affirmative Action Facilitator; therefore, be it
- RESOLVED: That the Academic Senate recommend that the responsibilities listed in the background statement be adopted by the Affirmative Action officer for use by the Affirmative Action Facilitators; and be it further
- RESOLVED: That the Affirmative Action Facilitator be encouraged to promote collegiality and mentorship between current faculty and new faculty to promote retention of Affirmative Action faculty; and be it further
- RESOLVED: That the Affirmative Action officer provide an annual report on the Affirmative Action Facilitator program to the Academic Senate through its Status of Women Committee in order to determine the success of the program.

Proposed By:
Status of Women Committee
November 3, 1987
Revised November 24, 1987
Revised December 1, 1987

Fiscal Year: 1988-89
 California Polytechnic State University - San Luis Obispo
 Lottery Education Fund
 Form for Instructional Budget Proposals

1. School Priority: _____ Date: 3/3/88
2. Proposed Lottery Category (circle one): Discretionary Funds, Non-Formula Equipment, Visiting Scholars, Educational Equity-Retention, Instructional Program Improvement, Student Internships-Community Service
3. Proposal Title: Increasing Instructional Effectiveness Through Alternative Strategies
4. Preparer/Project Leader: Donald K. Maas Phone Ext.: 1567
 Summer Address: 3158 Spring Court, San Luis Obispo, CA 93401 Summer Phone No.: 544-2666
5. Department: Education School: Professional Studies and Education
6. Effective Dates: From: 9/88 To: 3/89
7. Description of the Proposal, Objectives and Implementation Plan: (specify courses/sections, number of students, other statistics, and equipment acquisitions)*

Description:

"Excellence in teaching is the primary purpose of the university." (Admin. Bulletin 85-2) In order to meet this purpose, faculty need to have a vehicle by which they can increase their instructional effectiveness. Therefore, this proposal is designed to offer a series of workshops for faculty to help explore alternative strategies that can enhance their teaching effectiveness.

Objectives & Implementation:

The primary objective of the proposal is to implement a workshop comprised of ten two-hour sessions dealing with alternative teaching strategies that have proven themselves to increase instructional effectiveness. The secondary objective will be to provide a forum to discuss mutual teaching concerns and to develop a system to support these concerns.

The workshop series would be offered each Tuesday afternoon during the Fall 1988 Quarter and the Winter 1989 Quarter. The workshops will be limited to twenty-four faculty members per quarter who indicate interest. Priority for workshop will be given to faculty in the School of Professional Studies and Education. The workshop will include the following topics: active student involvement, motivation, retention, monitoring & adjusting, management, reinforcing productive behavior, extending student's thinking, beginning and ending a lesson, task analysis, and teaching efficiently to your target.

During the summer, all Cal Poly faculty members will be sent a letter inviting them to the workshop series. Faculty will be encouraged to call the Education Department to reserve a position for the Fall or Winter Quarter. Faculty will be encouraged to apply the strategies discussed within each session.

The campus impact of this proposal has the potential for increased instructional effectiveness throughout the University.

*Please do not exceed the space provided for the description.

Fiscal Year: 1988-89
California Polytechnic State University - San Luis Obispo
Lottery Education Fund
Form for Instructional Budget Proposals*

FISCAL DATA

I. Personal Services**

<u>Position Classification</u>	<u>Person- Years</u>	<u>Effect. Dates</u>	<u>Amount</u>
Professor, Step 19 (Donald K. Maas)	.2 release time Fall 1988 .2 release time Winter 1989	9/88 - 3/89	\$ 7,763.20
Student Asst. (____ hrs @ \$ ____ /hr)	N/A	_____	_____
Overtime	N/A	_____	_____
Totals, Positions			\$ _____
Staff Benefits @ 29% (exclude Student Asst. & Overtime)			\$ 2,251.33
Totals, Personal Services			\$ <u>10,014.53</u>

II. Operating Expense & Equipment

Supplies & Service	48 Maintaining Instructor Effectiveness booklets	\$	305.28
Chargebacks	@ \$6.36 Invitation letter (2 pages)		20.26
Travel, In-State			
Travel, Out of State			
Printing (off campus)			
Contractual Services			
Equipment			
Other: _____			

Totals, OE&E		\$	<u>325.54</u>

Grand Total \$ 10,340.07

*If funds are requested for subsequent years, please attach additional fiscal data sheets.

**Positions cannot be permanently assigned to the Lottery Fund.