

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
ACADEMIC SENATE

EXECUTIVE COMMITTEE - AGENDA
January 6, 1981

FOB 24B

3:00 PM

Chair, Timothy Kersten
Vice Chair, Rod Keif
Secretary, John Harris

- I. Minutes
- II. Announcements
- III. Business Items
 - A. University Resources and Controversial Information (Beecher) (Attachment)
 - B. Resolution Regarding Grade Definitions and Guidelines (Brown) (Attachment)
 - C. Resolution for Consultation Regarding Peer Evaluation of Tenured Instructional Faculty (Goldenberg) (Attachment)
 - D. Policy on Scheduling Equity (Dingus) (Attachment)
 - E. Curriculum Committee Proposal (Harris) (Attachment)
- IV. Discussion Items

Memorandum

To : Timothy Kersten

Date : November 4, 1980

File No.:

Copies :

From : Lloyd N. Beecher *LB*

Subject: University Resources and Controversial Information

During the course of the last summer quarter, President Baker used the resources of his office to distribute material published by an off-campus organization. After several faculty members questioned the propriety of the mailing, President Baker explained that "one of the important reasons for the existence of a university is to provide a forum for constructive criticism of our culture." He added that if necessary to provide balance in that discussion, university facilities, at the Department and School level as well as the resources of President Baker's office, could be used to disseminate pertinent information.

I certainly cannot disagree with President Baker's intentions. However, I think that the Academic Senate should be a part of the process of determining the controversial issues worthy of discussion and the information that might ultimately be distributed. To that end, I would like to see the Executive Committee of the Academic Senate discuss the following resolution:

RESOLVED: The university should encourage the discussion of issues of importance to society. On occasion it will be necessary to use university facilities to disseminate pertinent information. The material so distributed shall first be approved by a standing sub-committee of the Senate comprised of three of its members and a representative of the President's office.

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

AS-111-81/EC
November 18, 1980

RESOLUTION REGARDING UNIVERSITY RESOURCES AND CONTROVERSIAL INFORMATION

Background: During the course of the last summer quarter, President Baker used the resources of his office to distribute material published by an off-campus organization. After several faculty members questioned the propriety of the mailing, President Baker explained that "one of the important reasons for the existence of a university is to provide a forum for constructive criticism of our culture." He added that if necessary to provide balance in that discussion, university facilities, at the Department and School level as well as the resources of President Baker's office, could be used to disseminate pertinent information.

RESOLVED: The university should encourage the discussion of religious, political, public or civic affairs, or other controversies. On occasion it will be necessary to use university facilities to disseminate pertinent information. The material so distributed shall first be reviewed by a standing subcommittee of the Academic Senate's Executive Committee comprised of its members and a representative of the President's Office.

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

AS-109-81/IC
January 6, 1981

RESOLUTION REGARDING GRADE DEFINITIONS AND GUIDELINES

Background: Over the last several years a number of studies of the grading system have resulted in recommendations that the definitions of the letter grade system be revised. The proper role of the letter grade system is to allow a shorthand evaluation of student performance that can be easily interpreted. Both the CSUC Academic Senate and the Cal Poly Task Force on Grade Inflation have recommended that the definitions of the letter grades be made more operational and that they be more closely coupled to levels of attainment of course objectives. During the Spring Quarter of 1980, the Academic Council passed a resolution suggesting that all faculty include in course syllabi such information as course objectives and methods of evaluation, where appropriate. Such course descriptions allow each instructor to establish grading criteria and to relate measures of performance to course objectives.

- WHEREAS, The letter grade serves several purposes which include evaluating the student for retention and progress toward graduation and informing the student regarding his/her level of achievement of the learning and performance objectives established for the course; and
- WHEREAS, The University has already identified that normal progress toward graduation requires maintenance of at least a "C" average; and
- WHEREAS, The broad range of courses and activities encountered at the University and the variety of teaching styles will lead to very different evaluation methods and grading criteria for different courses and instructors; and
- WHEREAS, The level of performance or understanding in a course or activity may indicate the level of preparation for a subsequent course; therefore be it
- RESOLVED: That the catalog definitions of the letter grades should be revised to include the following:

- A - Excellent attainment of course objectives. An exceptional performance.
- B - High level of achievement of course objectives. This level of performance is well above that required for progress toward graduation or for continuation in courses for which this course is a prerequisite.
- C - Satisfactory achievement of course objectives. A level of performance which is acceptable for progress toward graduation and for enrollment in subsequent courses for which this course is a prerequisite.
- D - Achieves course objectives at only a minimum or perfunctory level. A minimum passing performance. An accumulation of such grades can result in academic disqualification from the university. It is recommended that this course be repeated prior to enrollment in a subsequent course for which this course is a prerequisite.
- F - Fails to achieve course objectives at a minimum level. An unacceptable performance which does not meet requirements for credit toward graduation.
- Cr - Achievement of course objectives at least at the level of acceptability required for progress toward graduation and for enrollment in subsequent courses for which this course is a prerequisite.
- NC - Does not achieve course objectives at a level of acceptability required for progress toward graduation. This course must be repeated prior to enrollment in a course for which this course is a prerequisite.

No single set of criteria for evaluating students can be applied to all courses. Standards must be developed for each course in accordance with the objectives of that course. Each faculty member is encouraged to identify the course objectives and the criteria to be used to determine the level of achievement of those objectives for each course that he/she teaches.

REQUEST FOR CONSULTATION REGARDING PEER
EVALUATION OF TENURED INSTRUCTIONAL FACULTY

- WHEREAS, The Academic Senate is a consultative body; and
- WHEREAS, Post tenure review is in the realm of personnel actions; and
- WHEREAS, The proposed plan (memo to school deans from Hazel Jones, dated November 24, 1980, entitled Peer Evaluation of Tenured Faculty) is more restrictive than the Trustees' plan; and
- WHEREAS, The proposed plan is in contradiction with Senate Resolution AS-101-80/EC; therefore be it
- RESOLVED: That the Academic Senate be provided with an adequate opportunity to consult regarding post tenure review procedures.

Memorandum

to : Tim Kersten, Chair
Academic Senate

Date : Dec, 2, 1980


File No.:

ACADEMIC SENATE

Copies : H. Brown R. Wooten
C. Little D. Piper
T. LaSalle R. Regan
J. Bermann B. Voitle
J. Harris

DEC 5 1980

CAL POLY — SLO

From : Del Dingus 
Ag. Caucus Leader

Subject: Policy on Scheduling Equity

Since the implementation of the policy on scheduling equity across the University, a serious problem has arisen. Those departments that teach laboratories are severely penalized since the time spent teaching laboratories are not considered in determining equity. That non-consideration is neither fair nor equitable. The time spent teaching labs is a very vital part of science and applied science instruction and must be given equal consideration when determining equity in classroom facilities use during prime teaching time.

I have discussed the issue with the Instruction Committee, Campus Scheduling Committee Rep., Educational Services and SANR Department Heads' Council. As a result of the above discussions, the following resolution is being offered as a means of bringing equity to teaching facilities use during prime times. The resolution has the unanimous support of the School of Agriculture and Natural Resources Department Heads. Your attention to and support of this resolution will be greatly appreciated.

WHEREAS, the California Polytechnic State University has been endowed by the Enabling Act to perform as a polytechnic educational university, and,

WHEREAS, the polytechnic emphasis requires that laboratories be an important function of such an educational program, and

WHEREAS, a major portion of the faculty on the California Polytechnic State University campus are involved in teaching laboratories as part of their workload, and

WHEREAS, the University Administration requires that each faculty member maintain an annual teaching load of 36 WTU, be it,

RESOLVED: that the equating of prime time working hours be accomplished on the WTU (including both lecture and laboratories) basis for each department. Further, be it,

RESOLVED: that the equating of prime time hours as defined in CAM (Section 235.1.A1) be altered to reflect a total equity of each department's classroom teaching time, based on WTU, which includes lecture, laboratory, and activity periods WTU.

THE ACADEMIC SENATE CURRICULUM COMMITTEE
RECOMMENDS APPROVAL OF THE FOLLOWING COURSE PROPOSALS
FROM THE SCHOOL OF HUMAN DEVELOPMENT AND EDUCATION

T=title	U=units	M=mode
D=description	PR=prerequisite	
P=prefix	N=number	

Physical Education

- | | | | | |
|----|---------------------------------------|--|----------------------------------|----------|
| 1. | PE 276 | The Human Element of Sport (3) | New | Approved |
| 2. | PE 402 | Introduction to Motor Learning (3) | New | Approved |
| 3. | <u>Health Option:</u> | | | |
| | Delete: | SP 217 (4) Essentials | | |
| | Delete: | CD 108 (3) or Soc 206 (3) | | |
| | Addition: | Geography 320 Geography of Hunger (3) | | |
| | Addition: | Biology 253 Orientation to the Health Profession (1) | | |
| | Addition: | Sociology 344 Sociology of Poverty (3) | | |
| | Addition: | Child Development 447 Adulthood and Aging (3) | | |
| 4. | <u>General Education and Breadth:</u> | | | |
| | PSc 101 to PSc | | | |
| | PSc 102 to PSc | | | |
| | Freshman - Senior Curriculum in P.E. | Catalog Display Change | | |
| | (rearrangement of P.E. units) | | | |
| | Athletic Coaching Option | <u>Catalog Display Change</u> | | |
| | Health Education Option | <u>Catalog Display Change</u> | | |
| | Teaching Option | <u>Catalog Display Change</u> | | |
| 5. | PE 401 | Organization and Administration of Health and Physical Education (3) | <u>Course Description Change</u> | |
| 6. | PE 406 | Adaptive Physical Education (3) | <u>Course Description Change</u> | |
| 7. | PE 407 | Adapted PE Program Development | <u>New Course Insertion</u> | |
| 8. | Private/Public Fitness Certificate | <u>Department Display Change</u> | | |
| 9. | Dance Certificate | <u>Department Display Change</u> | | |