

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
ACADEMIC SENATE

EXECUTIVE COMMITTEE - AGENDA

March 31, 1981

FOB 24B

3:00 PM

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

- I. Minutes
- II. Announcements
- III. Business Items
 - A. General Education and Breadth Development Procedures (Wenzl)
 - B. Resolution on +/- Grading (Brown)
- IV. Discussion Items
 - A. Constitutional Revision (Kersten)
 - B. Reorganization of Computing Administration and Planning (Kersten)
 - C. President's Cabinet (Kranzdorf)

March 9, 1981

GE & B Development Procedures

Phase I: Establishment of Desired Outcomes of General Education at Cal Poly

- A) GE&B Committee prepares and distributes draft of outcome statements to the entire faculty with a request for reaction and suggested modification. Faculty will be requested to indicate if acceptable or not acceptable. If not acceptable faculty will have opportunity to state the minimal change necessary to make acceptable (separately by section). The GE&B committee will also distribute copies to ASI and other bodies, soliciting the contribution of ideas. This draft to be accompanied by a description of the process for the development of a long-range General Education and Breadth program together with a background statement and names of contact people (all those on 1979-80 and 1980-81 GE&B Committees).
- B) GE&B Committee holds workshops (clarification sessions) for interested groups.
- C) GE&B Committee tallies responses, incorporates "minimal" changes as appropriate and decides whether to proceed to step "D" or return to step "A".
- D) The Academic Senate conducts a referendum on the rewritten "desired outcomes" (separate vote on each section). If not acceptable faculty will have the opportunity to state the minimal change necessary to make acceptable (section by section). Those eligible to vote would include all individuals eligible to vote for Academic Senators. If a majority of those voting approve, move on to Phase II; if not, repeat process from step "C" above.

Phase II: Identification of the Knowledge and Skills Seen as Necessary to Achieve the Desired Outcomes.

- A) The GE&B committee prepares and distributes a draft of knowledge and skills statements together with finalized outcomes statements (as in Phase I, Step "A" above). The GE&B committee will solicit comments, additions and modifications (section by section) on the knowledge/skills statements.

- B) The GE&B committee compiles and incorporates suggested changes and decide whether to return to Phase II, step A or continue to step C below.
- C) The Academic Senate conducts a referendum on final rewrite (separate vote on each section). If not acceptable faculty will have the opportunity to state minimal change necessary to make acceptable (separately by section). Those eligible to vote will include all individuals eligible to vote for Academic Senators. If a majority of those voting approve, move on to Phase III, otherwise return to Phase II, step "B".

Phase III: Identification of Courses, Course Sequences and/or Other Methods Of Achieving the Previously Identified Outcomes, Knowledge and Skills.

- A) The GE&B Committee distributes finalized outcomes, knowledge and skills statements to entire faculty. The committee will solicit proposed methods for achieving all or some of these goals. In addition, the GE&B Committee will ask for volunteers to serve on the committees described below.

B)

1) Outcome Area Committees.

The GE&B committee appoints a separate committee for each of the outcome areas identified in Phase I. The charge for these committees will be to identify and develop courses, course sequences, and/or other methods for achieving the knowledge and skills identified in Phase II for their respective outcome areas. These committees will also be charged with serving as resource committees for the committees established in "2" below. Each committee will be composed of faculty representing disciplines involved with the outcome area for that committee. Each committee will include one member of the GE&B Committee.

2) Interdisciplinary Committees.

The GE&B Committee appoints two interdisciplinary committees whose purpose will be to develop instructional packages (courses, course sequences, and/or other methods) which involve integration of the knowledge and skills associated with two or more outcome areas. Each committee will include at least

one member of the GE&B committee. The GE&B Committee will make every effort to insure that each school as well as Professional Consultative Services has a representative on each of the interdisciplinary committees.

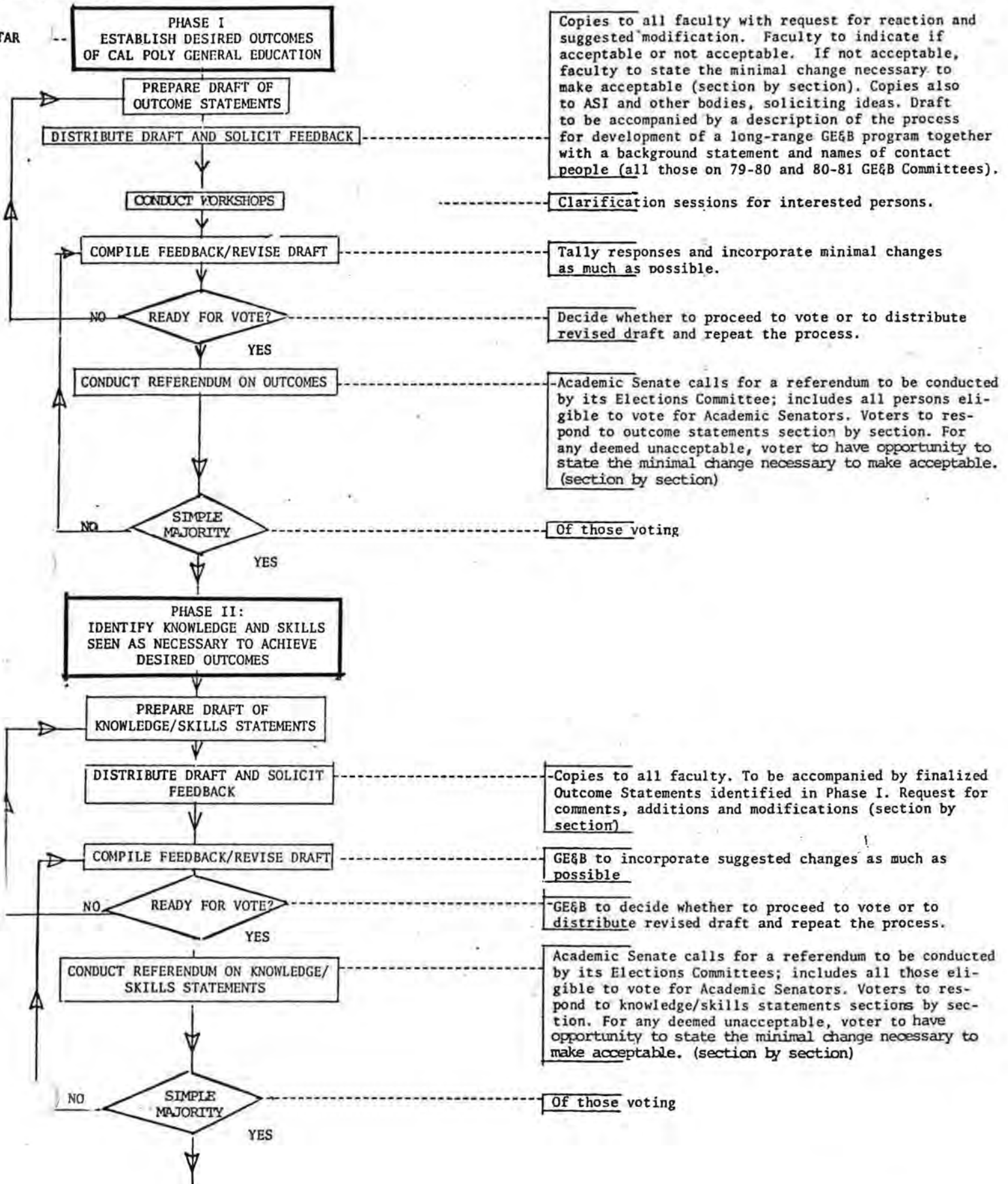
- C) GE&B Committee reviews the work of the outcome area committees and the interdisciplinary committees and develops a first draft of a proposal for a comprehensive GE program at Cal Poly.
- D) First draft (in C) is submitted to the faculty for reaction and suggested modification. Faculty will be requested to indicate if acceptable or not acceptable. If not acceptable, faculty will be given an opportunity to state the minimal changes necessary to make acceptable.
- E) GE&B Committee tallies responses and makes modifications in the draft if necessary. Committee decides if it is necessary to repeat step "D" above or forward a proposal for a comprehensive GE program to the Academic Senate for approval.

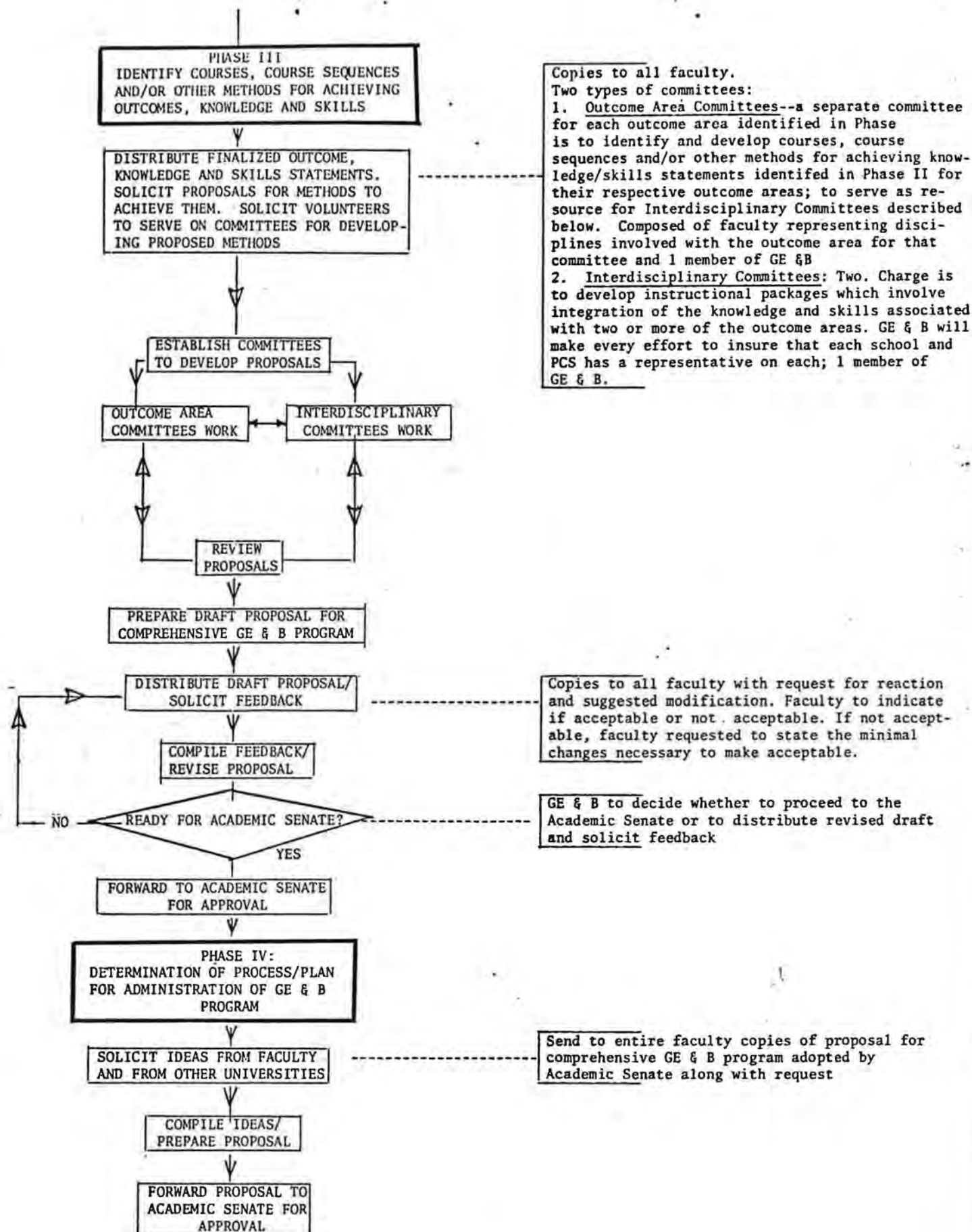
Phase IV: Determination of Process/Plan for Administration of GE&B.

- A) GE&B committee develops a specific procedure for administration of the GE&B requirements after collecting ideas from Cal Poly Faculty and other universities.
- B) GE&B recommends administration procedures to the Senate.

FLOW CHART OF THE PROCESS FOR DEVELOPING THE PROPOSAL TO BE RECOMMENDED BY THE ACADEMIC SENATE

Please Note: Unless otherwise indicated, all tasks to be performed on behalf of the Academic Senate by its General Education and Breadth Committee





RESOLUTION ON +/- GRADING

BACKGROUND

In response to recommendations from the CSUC Academic Senate and the Cal Poly Task Force on Grade Inflation, the Instruction Committee has been reviewing the grading system. The resulting resolution on Grade Definitions and Guidelines (passed Feb. 17) established letter grade definitions which relate to performance levels, levels of achievement of course objectives, satisfactory progress toward graduation, and levels of preparation for enrollment in subsequent courses. Although the new grade definitions reasonably define the middle of each grade level, each category (especially B and C) still seems to encompass a very broad range of student performances and levels of preparation. The high C student and low B student, for example are generally much closer in level of preparation than the high C and low C students, yet the current grade system does not accurately reflect that.

The results of several informal polls (in which approximately 20% of the entire faculty participated) reveal considerable dissatisfaction with the current grade system. There was considerable support (approximately 80% of respondents) for a grade system which allowed better discrimination between the current letter grade categories. The reasons cited for recommending a grading policy change stressed that allowing plus and minus levels within each grade category would be a fairer evaluation when student performance levels can be so distinguished. It has also been suggested that some of student test anxiety--especially during final exams--may actually be grade anxiety: The student is very conscious that falling just below a grade decision line can "cost" an entire grade point per unit credit. Although increasing the number of grade levels would increase the number of grade decision lines, the unit credits would increase in small increments--hence there is less "risk" associated with being just below a line.

The proposed grading system is relatively common among universities: Five of the UC campuses, five of the CSUC campuses, and a number of private institutions in the state currently use a grading system which records +/- grades.

RESOLVED:

That the grading system be modified to record plus (+) and minus (-) symbols with the current letter grades when assigned by faculty and that the corresponding grade point assignments be as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7

D+	1.3
D	1.0
D-	0.7
F	0

And be it further

RESOLVED:

That when a student is to be graded on a CR/NC basis the grade CR will be assigned for grades C- and above and NC will be assigned for grades D+ and below.

NOTES REGARDING THE RESOLUTION ON +/- GRADING:

The definitions of the letter grades A, B, C, D, F, and CR/NC are not affected by this resolution.

The plus and minus grades can be used to indicate levels of achievement or performance within each grade category.

Borderline grade decisions which faculty now make (between B and C, for example) must still be made. But the option to assign B- and C+ grades to students near that borderline would exist.

The grade point averages of those students who find themselves consistently just above or just below a grade decision line would more precisely reflect the performance levels of those students.

The very wide range of achievement levels of students who now receive C grades would appear as a range from C- to C+ if faculty make use of the +/- grades.

No A+ grade is included as the grade A already indicate an excellent achievement of course objectives. It is expected that offering a grade level above 4.0 would lead to a downward adjustment of GPA's by employers and graduate schools.

No F+ grade is included as that grade would seem to be meaningless if no course credit is obtained.

The grade CR should correspond to C-, etc., since the current C/D grade decision line would fall between the C- and D+ with the new grade levels. There is thus no change in performance level required to receive the grade CR.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

CONSTITUTION OF THE FACULTY

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PREAMBLE

We, the Faculty of California Polytechnic State University, San Luis Obispo, in order to meet our academic responsibilities, hereby establish this Constitution for our governance. The responsibilities of the Faculty, the powers necessary to fulfill those responsibilities, and the collegial form of governance, are based on historic academic traditions, which have been recognized by the people of the State of California through their legislature.

Article I. Membership of the General Faculty

Voting membership of the General Faculty shall consist solely of those persons holding faculty rank and occupying a position in an academic department in the University, personnel in professional consultative services, and full-time lecturers holding one-year appointments in academic departments. Voting membership in General Faculty shall not lapse because of leave of absence. Non-voting membership of the General Faculty shall include all temporary academic personnel not included in the voting membership.

Article II. Rights, Responsibilities and Powers of the General Faculty

Section 1. Rights of the General Faculty

The right of academic freedom is necessary for the pursuit and dissemination of truth and the maintenance of a free society. It is the obligation of the General Faculty to insure the preservation of an academic community with full freedom of inquiry and expression, and insulation from political influence.

Voting members of the General Faculty have the right to nominate, elect and recall members of the Academic Senate and the right to call for, participate in and vote at meetings of the General Faculty. All members of the General Faculty have the right to join any employee organization.

Section 2. Responsibilities of the General Faculty

The primary responsibility of members of the General Faculty is to seek and to state the truth and to encourage the free pursuit of learning in their students. To this end, they devote their energies to developing and improving their scholarly competence. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for their private advantage, acknowledge significant assistance from them, and protect their freedom of inquiry.

Section 3. Powers of the General Faculty: Meetings, Initiatives, Referenda, Recall

No regularly scheduled meetings of the General Faculty are provided for, but meetings of the General Faculty may be called by the University President or the Chair of the Academic Senate.

Meetings of the General Faculty also will be scheduled by the Chair of the Academic Senate upon receipt of a meeting request petition bearing the signatures of 10% of the voting membership of the General Faculty. The Chair of the Academic Senate presides at meetings of the General Faculty and parliamentary procedure is in effect. Positions developed at meetings of the General Faculty must be ratified by initiative.

A majority of the voting members of the General Faculty in attendance at duly called General Faculty meetings is needed to propose an initiative to be put

before the entire voting membership of the General Faculty. A majority of those voting in a mail ballot is needed to pass an initiative. Initiatives to amend this Constitution shall be governed by Article IV.

Actions of the Academic Senate are subject to nullification by the voting membership of the General Faculty. Upon receipt of a referendum petition bearing the signatures of 15% of the voting faculty constituency, the Chair of the Academic Senate will conduct a mail ballot of the voting members of the General Faculty. A majority of those voting on a referendum is required to nullify the Academic Senate action in question. Recall of Academic Senators shall be provided for in the Academic Senate Bylaws.

Article III. The Academic Senate

Section 1. Membership

- a. Each school shall elect three (3) senators, plus one (1) senator for each thirty (30) faculty members or major fraction thereof.
- b. The following professional resource faculty (excepting Directors) shall be represented in the Academic Senate by the formula of one (1) senator per each fifteen (15) members or major fraction thereof: (A) Library and Audio Visual; and (B) Counselors, Medical Officers I and II, and Student Affairs Officers III, IV, and V.
- c. Senators acting in an at-large capacity are: (1) Immediate Past Chair of the Academic Senate and (2) the CPSU Statewide Academic Senators.
- d. Ex-officio, non-voting members: (1) The President of the University or designee, (2) The Vice President for Academic Affairs or designee, (3) One representative from among the Academic Deans, and (4) President and Vice President of ASI or designees.

Section 2. Powers of the Academic Senate

Subject to the laws of the State of California and the regulations of the Board of Trustees of the CSUC, the Academic Senate shall have the authority to exercise all legislative and advisory powers on behalf of the General Faculty. Legislative powers shall include, but not be limited to, all educational matters (e.g., curricula, academic personnel policies, academic standards). Advisory powers shall include, but not be limited to, budget policy, administrative appointments, determination of campus administrative policy, university organization, facilities use and planning. Joint decisionmaking and consultation between administration and the Academic Senate on advisory matters have been recognized by the Legislature as the long accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions.

On those occasions when the President fails to implement Senate legislative action within forty-five calendar days from the date of transmittal, he/she shall inform the Senate in writing of the compelling reasons for such inaction. The President shall inform the Senate of the disposition of such matters upon which the Academic Senate has performed in its advisory capacity. The Academic Senate has the right to present to the Chancellor or the Board of Trustees of the CSUC any matter pertaining to the conduct and welfare of the University. The Academic Senate, through its Chairperson, may express the sentiments of the General Faculty.

The Academic Senate shall adopt Bylaws for its governance.

Section 3. Officers

The Officers of the Academic Senate are a Chairperson, a Vice Chairperson and a Secretary elected as provided for in the Bylaws.

Section 4. Organization

The Academic Senate shall function through its standing and ad hoc committees as well as through floor discussion and debate. Enumeration of the committees and their responsibilities is specified in the Bylaws. Meetings of the Academic Senate and its committees shall be called and conducted as specified in the Bylaws of the Academic Senate.

Article IV. Amendments

Amendments to this Constitution may be proposed by initiative in a meeting of the General Faculty (Article II, Section 3) or by resolution of the Academic Senate by two-thirds majority of those present and voting.

Amendments to this Constitution shall be adopted by a two-thirds majority of the votes cast by the voting members of the General Faculty. A referendum to amend this Constitution shall be administered by the Chairperson of the Academic Senate within forty-five calendar days of the receipt of a duly submitted proposal.

Memorandum

To : Tim Kersten, Chair, Faculty Senate

Date : March 17, 1981

File No.:

RECEIVED

MAR 18 1981

Copies : Warren Baker
Hazel Jones
Jens Pohl for
CAC Committee

From : Curtis Gerald

Academic Senate

Subject: ADVISORY COMMITTEES FOR COMPUTING AND COMMUNICATION

As you are aware, it is proposed to revise the present committee structure to advise on operations and planning. The impetus for this was the report of February 1980 from the Computing Advisory Committee.

The attached document describes the new committee structure. It embodies the concepts of the CAC report in that an agency for planning and coordination of information services is established and the flow of recommendations for policy matters is through that agency. The principle of separation of planning from line administrative functions is adopted. There are some changes in the way this is implemented, but the CAC Committee has thoroughly discussed the proposal and endorses it.

While the Faculty Senate does not have a specific representative on these committees, the faculty's interests should be well cared for. The Instructional Advisory Committee has at least seven faculty members. The Administrative Advisory Committee does not have a specific member of the faculty but at least three members, those appointed by the president, by the academic vice-president, and by the library director, would be responsive to faculty concerns. Copies of the committee reports would naturally be sent to the Senate.

Your comment will be helpful to us.

ATTACHMENT

ADVISORY COMMITTEES FOR COMPUTING AND COMMUNICATIONS

Two advisory committees are responsible for providing input from users of computing and communications services to those agencies who operate and plan for these services. Each committee will recommend on operational matters directly to the operating departments. They will recommend for planning and policy matters directly to an office for planning and coordination. Policy matters include the allocation of resources for the support of these services and the allocation of service to users. If conflicts between the two committees arise that cannot be resolved at the committee level, or if the operating departments are non-responsive to user needs, appeal may be made through the office for planning and coordination. A diagram is attached that illustrates the structure.

When a committee recommends for operational changes, the operating department will accomodate the request if it can be done within current operating policy and without the allocation of new resources. Each committee will take into account the needs of all users of the services when making their recommendations.

Recommendations for policy matters will be studied by the office for planning and coordination. As indicated by dashed lines on the attached diagram, this office consults with the administration, operating agencies, and other users. Based on the facts established by the study, this office will determine the impact, benefits, and costs of implementing the proposed change. A recommendation then will be made to the president. There may be other points of origin for policy recommendations than the two advisory committees. When this occurs, the advisory committees will be consulted.

The president, upon receiving recommendations, will consult with his staff in reaching a decision. The president may appoint a special study group to obtain further input. The president's decision will be implemented through normal administrative channels.

The office for planning and coordination reports directly to the president. This office does not engage in the normal administrative or operational functions of the university although it works closely with them. The principle functions of this office are to develop plans and procedures for the efficient use of computing resources, to assist the president in evaluating policies for the use of facilities, and to analyse and recommend alternatives for resolving problems in the area of computing and data communications.

The President's Staff plays several roles in the development and implementation of policy. They are consulted by the office for planning and coordination when a policy recommendation is being studied. They may request a policy change, directing this to the planning office. They will be consulted by the president when he makes a decision for policy. Certain members will be involved in the line administration implementation of the decisions.

Members on the committees are university personnel appointed by the agencies shown below.

Instructional Advisory Committee members will be appointed by:

President of the University	(1)
One by each school dean	(7)
Director of University Library	(1)
President of ASI	(1)
Director of Computer Center	(1)
Administrative Advisory Committee	(1)

Administrative Advisory Committee Members will be appointed by:

President of the University	(1)
Vice President for Academic Affairs	(1)
Dean of Students	(1)
Director, Public Affairs	(1)
Director, Business Affairs	(1)
Director, Personnel Relations	(1)
Executive Dean, Facilities Planning	(1)
Executive Director, CPSU Foundation	(1)
Director of University Library	(1)
Director of Computer Center	(1)
Instructional Advisory Committee	(1)

While committee members will be representatives for the appointing agency, each member should avoid a provincial viewpoint and should consider the general good of the university. For example, a faculty member appointed by a dean not only looks after the interests of his or her school, but is concerned for all applications of instructional computing. An appointee from business affairs is not just a guardian for financial systems but is an advocate for efficient and effective computing for all administrative functions. Members should consider themselves as representing functional areas, not organizational units.

