

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

Academic Senate Executive Committee

AGENDA - November 26, 1974
3:15 p.m. - Lib 128

- I. Minutes - Executive Committee Meeting, October 29, 1974
- II. Business Items
 - A. Oral/Written Communications (Daly)
 - B. Learning Assistance Center (Strauss) (Attachment II-B)
 - C. Textbook Selection (Jennings) (Attachment II-C)
 - D. Graduate Credit/No Credit (Drandell) (Attachment II-D)
 - E. Grade Changes (Drandell) (Attachment II-E)
 - F. Grade Processing (Weatherby)
 - G. Proposed CAM Change (Weber) (Attachment II-G)
 - H. Ad Hoc Committee on Grievance Procedures (Weatherby)
- III. Discussion Items
 - A. Reactions to Fall Conference (Weatherby)
 - B. Budget - Academic Senate as line item (Weatherby)
 - C. Open discussion period (Weatherby)
 - D. Revision of Master Plan for Physical Development -
Presentation to Senate (Weatherby)
- IV. Announcements
 - A. Letter from Scott Plotkin to Al Amaral (Weatherby)(Attachment IV-A)
 - B. State-wide Academic Senate Meeting of Chairs (Weatherby)

Memorandum

To : L. Harry Strauss
Director, University Library

Date : November 15, 1974

File No.:

Copies : Don K. Check

From : Patricia Stewart *P.S.*
Learning Assistance Center

Subject: Progress Report - Learning Assistance Center

The Learning Assistance Center was initiated at Cal Poly, Spring Quarter, 1974. Although the program was in operation, it was not open to receive students. During the summer months, the Learning Assistance Center staff members completed an extensive and detailed research project on Learning Assistance Centers and the types of programs that would benefit students.

The objectives of the Learning Assistance Center are the following:

- (1) To assist learners to learn by providing accessible environments for a dynamic interface with equipment, materials and learning facilitators
- (2) To prevent learning failure by providing opportunities for students to "learn to learn"
- (3) To assist faculty and administrators in identifying and developing appropriate self-paced content learning institutional information

The Learning Assistance Center serves students who want to acquire, improve, review, or maintain personal learning skills. Personal learning skills include time management, task organization, study-reading, listening/notemaking, examination strategies, writing skills, computational skills, memory, concentration, reading speed, flexibility, comprehension and retention.

With the support of various schools, concerned faculty and staff members, the Learning Assistance Center is able to provide a personalized learning program for students at Cal Poly.

Although the Learning Assistance Center has not officially opened, we have been working with students who want to improve their personal learning skills. All of our services and materials are free to Cal Poly students.

The Learning Assistance Center's hardware consists of Filmstrip Viewers, Cassette Recorders, Reading Development Trainer, Cassette Copier, MAST Teaching Machines, and Auto-Tutors.

TEXTBOOK SELECTION

The Instruction Committee recommends the following revision to CAM 238.1 to the Academic Senate for approval.

CAM 238.1

Approximately ten weeks prior to the beginning of an academic quarter, the Bookstore sends out book request forms to all department heads. These forms in turn are distributed to the instructors. Each department in the University shall determine, by consultation of faculty members and the department head, its own policy regarding textbook selection in accordance with the appropriate catalog description, course prerequisites, and ^{expanded} ~~expected~~ course outlines. It is advised that each department in its textbook selection policy develop procedures for ~~a~~ ^{situations} contingency ~~set~~ of disagreements in textbook selection between faculty members and their department head regarding such issues as appropriate texts for multiple sections and lower division-upper division sequences. The forms are to be filled out completely with any added information that might be useful to the Bookstore. The forms are then returned to the Bookstore with the signature of the department head. ~~When the book request involves a change in textbook, the form shall also carry the signature of the respective-school dean.~~

BACKGROUND AND RATIONALE

A. Importance of Academic Freedom

The Instruction Committee feels that while academic freedom is an important issue to be ensured at all costs, the freedom carries with it responsibility, especially where the rights for groups of people are concerned. Each instructor must consider first his students and second, his fellow faculty members. Consequently, in instances where multiple section and/or lower division prerequisite courses are taught, the faculty member

has a responsibility to students to ensure a degree of consistency with other sections of the course and with the catalog description. He also has a responsibility to fellow faculty members teaching upper division courses subsequent to his course. Finally he has the responsibility to use current materials. Academic freedom must be defined within these limitations.

B. Textbook Committees and Department Head Responsibilities

Since each department has its own unique problems relative to textbook selection and curriculum development, each department is in the best position to determine its own textbook selection policy. The CAM revision provides for this. The Instruction Committee hopes that in determining their individual policies, they will take into consideration the questions of academic freedom and the responsibility of faculty to students and fellow faculty.

While a poll of department heads demonstrated a positive attitude toward the faculty's ability to choose appropriate textbooks, the department head is held responsible for the quality of instruction in his/her department. The Instruction Committee therefore feels that the department head's signature on the textbook request form is appropriate. (See poll results to be distributed at meeting.)

C. Dean's Responsibility

Having polled the dean's as well as department heads, the committee feels that it is inappropriate and unnecessary to have the deans sign textbook requests when textbooks are changed from quarter to quarter. The department head and the faculty in each department are best qualified to determine when there is a need for a change of textbooks.

GRADUATE CREDIT/NO CREDIT

The Student Affairs Committee recommends that the Academic Senate accept the recommendation of the Graduate Studies Committee and the Associate Dean, Graduate Studies, regarding the use of CR/NC grading for post-baccalaureate and graduate students (See Attachment III-C of the Executive Committee Agenda for October 22, 1974)

Attachment II-D

GRADE CHANGES

The Student Affairs Committee recommends that the Academic Senate adopt the following extension of CAM 617.2.

CAM 617.2 Change of Grade Form

If for some reason faculty members find it necessary to change a course grade that has been submitted, a "Change of Grade" form should be obtained from the Records Office. When completed and submitted by the faculty member, this form provides the information needed to correct the student's permanent record.

CAM 617.21 Change of Grade in Absence of Instructor

If for some reason the faculty member is no longer on campus and cannot be reached, the head of his department is responsible for making any necessary grade changes. The head may delegate this responsibility.

Attachment II-E

Attachments II-D & E

PROPOSED CAM CHANGE

The Personnel Policies Committee recommends the following CAM revision to the Academic Senate for approval.

CAM 341.1,C; second paragraph

Evaluative criteria shall emphasize teaching performance, but also should include research and creative activity, contributions to the community, contributions to the institution, and possession of appropriate academic training. The intensity of the evaluation process will vary in accordance with the academic position of the faculty member. Thus, granting of tenure requires stronger evidence of ~~worthiness~~ merit than reappointment; promotion to Associate Professor implies a more rigorous application of appropriate criteria than tenure. ~~Promotion to Professor requires a more rigorous application of standards than promotion to Associate Professor, etc.~~ Finally, promotion to Professor requires application of criteria designed to distinguish the qualitative differences in output demanded of Associate Professor and of that expected of a Professor. Judgments in this last case should be based on guidelines developed by the full time faculty (tenured and probationary) of the several departments and divisions of the University.

Attachment II-G

Memorandum

ACADEMIC SENATE


NOV 14 1974

To : Al Amaral
Executive Director, Foundation CAL POLY - SLO

Date : November 13, 1974

File No.:

Copies : President Kennedy
Dr. Lawson
Dr. Weatherby
El Corral Advisory Committee
Foundation Food Service
Committee

From : Scott P. Plotkin 
President

Subject: Composition and Structure of
Foundation Committees

It has come to my attention that there is considerable difficulty involved in making the El Corral Bookstore Advisory Committee and the Foundation Food Services Committee viable and truly constructive.

I would suggest that there are two basic reasons for this.

1. That you, as Chairman of both of these committees, simply do not have the time to devote your energies to the organization and maintenance of these bodies.

I would suggest the respective chairmen of these committees be someone other than yourself. For example, Mrs. Green could chair the El Corral Bookstore Advisory Committee.

2. The committees, due to the inherent problems evident with infrequent meetings and uncertain structural procedures, have failed to provide much in the way of constructive advice. With a defined structure of procedures, destined to making recommendations to you, as Director of the Foundation, they can assume more independent responsibility.

Further, if they were designed to meet on a more regular basis, more of the many matters that cross your desk could be referred to them. Even after a year's membership, I found an astonishing lack of knowledge on some member's part, because they were not given the opportunity to learn and advise.

I am certain the student members of these two committees would be more than happy to assist you in my proposed revamping of the committees.

I am eagerly awaiting your response on the matter.

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ATTACHMENT IV-A