

Kennedy

Distribution:
All Faculty & Staff

CALIFORNIA STATE POLYTECHNIC COLLEGE
San Luis Obispo

FACULTY-STAFF COUNCIL
AGENDA

June 10, 1968, 4:00 P.M.
Staff Dining Hall

- passed*
defer
referred
1. Report of the General Education Committee, Bruce Dickson, Chairman. (Attachment I)
 2. Report of the Professional Ethics Committee. Revision on faculty academic work at this campus. (Attachment II)
 3. Report of the Instruction Committee on Questionnaire, Professional Improvement Seminar and End of Year Report, Howard Rhoads, Chairman. (Attachment III)
 4. Report of the Executive Committee regarding the Statewide Academic Senate Resolution regarding the Chancellor's Office. (Attachment IV)
 5. Presentation of Outstanding Teacher Awards for 1967-1968 by President Kennedy. Dick Johnson, Chairman, Outstanding Teacher Committee.

NOTE: Copies of attachments are available upon request by calling extension 2441.

Memorandum

To : Dr. Dale W. Andrews, Vice President

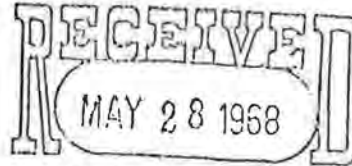
Date : May 28, 1968

File No.:

Copies :

From : Bruce A. Dickson, Chairman
General Education Committee

Subject: Report of the General Education Committee



ACADEMIC VICE PRESIDENT

I have the honor to present to you the results of several months work on the part of the General Education Committee. We are hopeful that we have hammered out most of the numerous difficulties which arose out of our attempt to adapt the new General Education-Breadth Requirements to the needs of Cal Poly.

Should you or the Academic Council require further explanations, I will be happy to comply, although, I am sure you will find that Mr. Cook is entirely competent in supplying the answers. The committee, of course, stands ready to be of further assistance if needed.

Committee Membership:

E. Bongio	L. R. Sorensen
E. W. Conner	H. Stoner
W. Dunn	D. Thomson
A. Miller	D. Cook

REPORT OF THE GENERAL EDUCATION COMMITTEE
Summary of Considerations

1. Moving in the general spirit of the new General Education-Breadth

Requirements in the Administrative Code, the committee has attempted to remove as much detailed regulation as possible from College General Education Requirement and yet maintain our traditional views on breadth requirements which have always exceeded those of the State. But, because of the action of the Trustees calling for September 1969 as the effective date of the new Code, and since our departments had already submitted preliminary curricula for the 1969-70 catalog, the committee felt obliged to devise a recommendation suitable for an interim period of adjustment. The committee sought, therefore, to meet the conditions of the new Code, but without causing a disturbing shake-up in curricula, personnel and equipment.

2. Our most radical innovation has been to define our General Education

Requirements without actually listing course numbers. We find that this is entirely possible and functional, providing three new overall regulations prevail.

- a. Prerequisite system must rigorously apply.
- b. Only degree credit 100-200-300 courses be allowed.
- c. A limit of six units of in-major discipline be enforced.

The committee thought that this system would permit a new degree of freedom to the curricula designers, as well as avoid the perennial problem of deciding which courses should be on and which should be excluded. The

three regulations above, together with certain others which are built into the proposed scheme, provide checks and balances against misuse of the privilege.

3. A careful catalog check has shown that this system will apply without any difficulty in the Natural Sciences area. The committee has agreed to extend the state regulations here as we have in the past by requiring at least one course in each of Physical Science and Life Science. The recommended minimum of 15 units is the same as in our current list, and exceeds the State minimum of two courses.

4. In the Administrative Code the "Government and Ideals" Requirement (Section 40404) is separate from the General Education-Breadth Requirement (Section 40405). However, as there is no restriction in the Code, the committee has agreed to allow the units taken to satisfy Section 40404 to satisfy Section 40405 for Social Sciences, exactly in line with our previous policy. These courses are specified by number. The recommended minimum of 15 units for Social Sciences exceeds the state minimum of two courses and is the same as our present level.

The only oddity which arose in this area was the effect it had on the Social Science curriculum. This happens because there are at least two "major academic disciplines" (Soc Sc and Hist) within one department. Therefore, the six unit in-major rule would have to be interpreted to allow Social Science majors to count up to six units of each, if need be, because the only other "outside" department in the area is Economics. Consequently, courses prefixed Soc Sc are to be counted as in-major while the other prefixes in the area are to be counted as outside "major academic disciplines." Social Science is the only department which has this type of problem.

The disciplines listed in the Social Sciences area of our recommendations do not include the specific listing of Bus 301 and IR 311, 312 which have been counted in the past. The chief reasons for this were 1. that the few departments which counted these appear to need these courses as degree requirements rather than for general breadth of education; and 2. that a broadening of the area to include all Bus and IR courses would not be acceptable as general education either. If adopted, this means that several departments [ABM, Mech Ag, CP, FI, OH, Print, Ind Tech, Env Eng] will have to discount* three units of Bus or IR and add three units from the Social Sciences areas listed in the recommendation.

5. The Humanities area presented the most difficulty because it does not coincide with administrative areas: i.e. all art is not confined to the Art Department. However, since the area is difficult to define rigorously, the committee thought it best to define it in terms of course prefixes, as in the other areas, but to keep the minimum required units as low as reasonably possible; recognizing the departments' good sense in selecting courses under Other Subjects which would compensate. This situation arises from the pattern of Cal Poly's development, when we were lacking in resources and substituted several units of "Practical Arts" to meet the state requirement. The wording of the new Code will not permit this, but will permit the use of practical arts in the Other Subjects area as part of the general education appropriate to Cal Poly's purposes.

* The term "discount" as used in this report means merely to cease counting the course as credit towards General Education. It does not mean that the course has to be dropped from the curriculum.

The committee recommendation has set the minimum units at nine. This is four units more Humanities than many departments have had in the past because it is no longer possible to count Manufacturing Processes in this area, due to the change in wording of the Code from "Practical Arts" to Humanities. This will mean that, if adopted, these departments will have to discount up to four units of practical arts (or other), or count them under Other Subjects, and add four units of Lit, Phil, Drama, Art, or Music. According to the 1968-69 catalog, these departments are as follows: M & W, Ind Tech, Ind Eng, Env Eng, Phys, Print, HEc, AMB, AE, Mech Ag, CP, FP, DH, FM, OH, PI, and NRM. Arguments were heard in favor of increasing the minimum Humanities further (some want it as high as 15 units), but the committee concedes that nine units is the most we can recommend (without a massive reorganization of curricula, facilities, and staff) at least for an interim period of adjustment to the new code. The nine unit minimum exceeds the State two-course minimum.

6. In the Basic Subjects area the committee has recommended that we should continue to require at least one course in Mathematics, even though the new Code does not insist on this. Our recommendation on Written and Oral Communication is slightly more flexible than the requirement in the current list. This was done in order to leave greater latitude for adaption to the curricular needs of each department. This was a problem which became evident in an earlier investigation by the committee in which some departments want more written and less oral (or vice versa) than others.

7. In the Other Subjects area, the committee elected to continue to require five units of PE as we have in the past. Although the State requirement for PE was eliminated entirely by the change in the Administrative Code, strong

pressure brought to bear on the Trustees has caused them to ask the Academic Senate to review this problem. For this reason there was general agreement that for an interim period, at least, our current practice should prevail, rather than cause a major shakeup in staffing and facility use of that department. If the pressure continues to mount favoring an increase in Humanities, this area may have to be reconsidered with a view to releasing 3 units of activity PE (or other).

8. The recommended minima come to a total of 51 units for the four main areas, which exceeds the State requirement (48 units) by 3 units. The added 5 units minimum in Other Subjects brings the total to 56 units, which is 2 units less than our current total of minima.

9. The committee felt that the designation of the maxima in the several categories as a device ^{To} the force breadth is a desirable feature of our present system and should be retained. The recommended maxima in the Natural Science and Social Sciences areas are the same as we have had in the past. In the Humanities area the committee recommends a maximum of 18 units which is an increase over the present 13 units of maximum. In the Basic Subjects area, the committee found that the present maximum of 22 units was unnecessarily high and recommend that this be reduced to 16 units. In the Other Subjects area, a maximum of 11 was considered to be adequate, allowing for 6 units of subjects not previously designated (i.e. 3 units Psy and 3 units "Practical Arts" or other). A check made against all of the 1968-69 curricula revealed no major problems caused by the setting of these maxima. A few departments in Engineering and Agriculture will have to discount one or two units of "Practical Arts" and a few departments in all schools will have to discount one or two units in Basic Subjects, but in no case does this

work any hardships be use all departments have more than 65 units of countable General Education.

10. The recommended total requirement is 65 units which is 3 units less than we have required in the past and 5 units more than the State requirement. Under the new Code this appears to be entirely adequate and allows curricula designers 3 units more freedom, should they care to use it.

RECOMMENDATION INTENDED FOR THE 1969-70 CATALOG
Required General Education

1968-70
To be eligible for graduation with a Bachelor's degree from California State Polytechnic College, San Luis Obispo, the candidate must complete a minimum of 65 quarter units of general education as specified below.

No course shall be used for this purpose if it has a prerequisite unless such prerequisite is also counted as general education. Only degree credit courses in the 100, 200, and 300 series may be counted as general education. No more than six units in the major academic discipline of the student may be counted as filling the general education requirements.

NATURAL SCIENCES

At least 15 units chosen from courses in PSc, Phys, Chem, Bio, Zoo, Bot, Ent, Bact, Cons with no more than 3 courses having the same prefix and with at least 1 course in life science and at least 1 course in physical science. Maximum 24 units.

SOCIAL SCIENCES

At least 15 units chosen from courses in Ec, Pol Sc, Ant, Geog, Hist, Soc Sc, Soc. All students must take Pol Sc 301, Hist 304, and Hist 305.* No more than 2 courses having the same prefix may be counted in the Social Sciences category. Maximum 21 units.

HUMANITIES

At least 9 units chosen from Eng (Literature), Phil, Sp (Drama), Art, and Mu, including at least 2 courses in Literature and Philosophy, but no more than 3 units each in Drama, Art and Mu. Maximum 18 units.

BASIC SUBJECTS

Mathematics (at least a 3 unit course), written communication (one course), oral or written communication (at least one course). Minimum 12 units, maximum 16 units.

OTHER SUBJECTS

Physical Education (5 units, including at least 2 units of health education and 3 units of Physical Education Activity).** Any course outside the student's major with not more than 3 units in one department. Minimum 5 units, maximum 11 units.

* These courses are required to satisfy Section 40404 of the Education Code, but the units may also be counted as General Education (Section 40405). Transfer students, certified as having completed the General Education requirement, will have to complete this requirement separately if they have not already done so.

** The President may designate another course as a substitution for Health Education upon receipt of a statement of contrary religious belief. The President may exempt a student from Physical Education Activity upon receipt of medical authority and may exempt persons over 25 years of age. Any student may claim military service as a substitution for the Physical Education Activity requirement.

passed
6/10/68

MEMORANDUM

TO: Instructional Deans and
Chairman of the Faculty-Staff Council

DATE: June 4, 1968

FROM: Howard Rhoads, Chairman
Faculty-Staff Council
Instruction Committee

COPY: Faculty-Staff Council Members,
Dale Andrews,
Don Hensel

SUBJECT: Response From Faculty Seminar Series Questionnaire.

CALIFORNIA STATE POLYTECHNIC COLLEGE

San Luis Obispo, California

Attached is a copy of the May 21 questionnaire which was distributed to all faculty in an attempt to identify the degree of faculty interest in the proposed seminar series and determine broad categories of principal interest. To date, 205 faculty members have responded and their response has been tabulated and attached. The Committee understands that Don Hensel and the instructional deans may be faced with the job of initiating any "seminars" started in the 1968-69 year, and we offer these summaries to you in the event you can make use of them.

Don Hensel has a list of people who indicated a willingness to help prepare a seminar series. If such a list will prove helpful, please see him.

Suggestions (Question #9) have been grouped according to similar content and attached for your information or use.

MEMORANDUM

TO: All Faculty Members

DATE: May 21, 1968

FROM: Howard Rhoads, Chairman
Instruction Committee of the Faculty-Staff Council

SUBJECT: Faculty Participation in College Teaching Seminar Series.

CALIFORNIA STATE POLYTECHNIC COLLEGE

San Luis Obispo, California

President Kennedy recently approved the February 13, 1968, Faculty-Staff Council recommendation to establish a "College Teaching Seminar Series" on a regularly scheduled basis, possibly for the 1968 fall quarter, and to permit one equated unit of work load beyond the 12 teaching units for those attending on a regular basis. In anticipation that something will be done during the next school year, we are seeking your assistance in planning the first series of voluntary seminars. Will you help us identify areas of greatest faculty interest by marking the following questionnaire to indicate your preferences? Please return the completed form to me, care of the Crops Department, as soon as possible.

- | | HIGHLY
INTERESTED | NOT
INTERESTED |
|---|--------------------------|--------------------------|
| 1. Discussion of good teaching techniques used in my specific area of knowledge. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Discussion of good teaching techniques applicable to most areas of knowledge. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Discussion of principles of good testing which would be applicable to most areas of knowledge. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Opportunity to attend any seminar in the College if the subject matter is appealing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Student-led discussion on the characteristics of great teaching. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Departmental subscriptions to journals such as <u>Improving College and University Teaching</u> and critiques of certain articles therein. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Inviting an outstanding national authority on teaching to visit the campus for several days. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Book reviews by one or several interested faculty members on effective teaching. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. What subject or topic, not acknowledged above would appeal to you? | | |
| 10. Please sign here, before returning the form, if you would be willing to help develop a "Seminar Series" program: | | |

(Signature)

#1. Discussion of good teaching techniques
used in my specific area of knowledge.



#2. Discussion of good teaching techniques
applicable to most areas of knowledge.



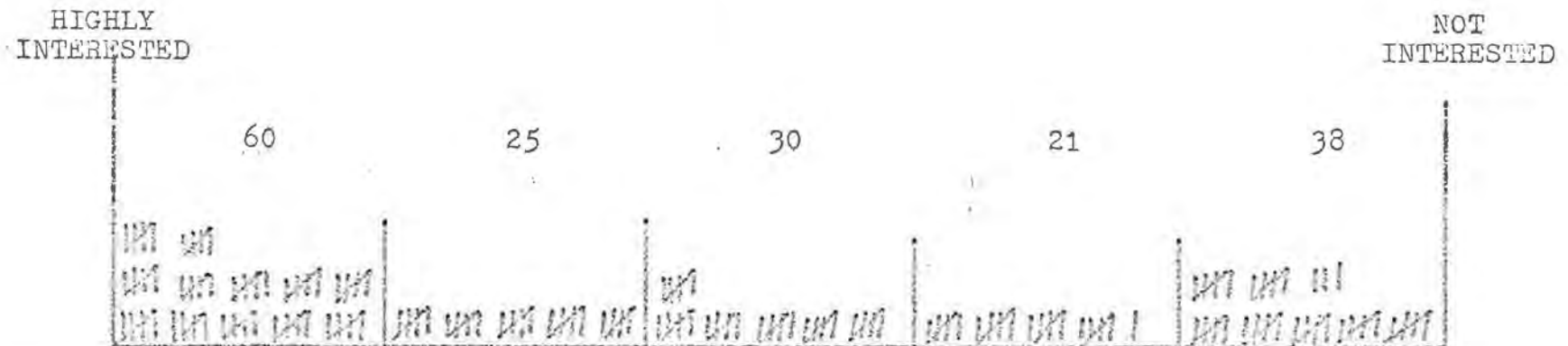
#3. Discussion of principles of good testing which would be applicable to most areas of knowledge.



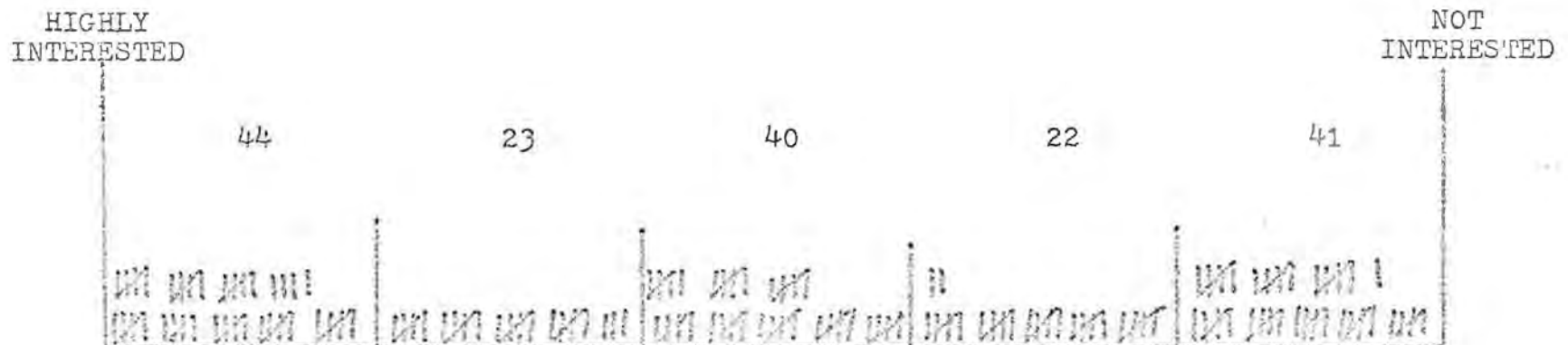
#4. Opportunity to attend any seminar in the College if the subject matter is appealing.



#5. Student-led discussion on the characteristics of great teaching.



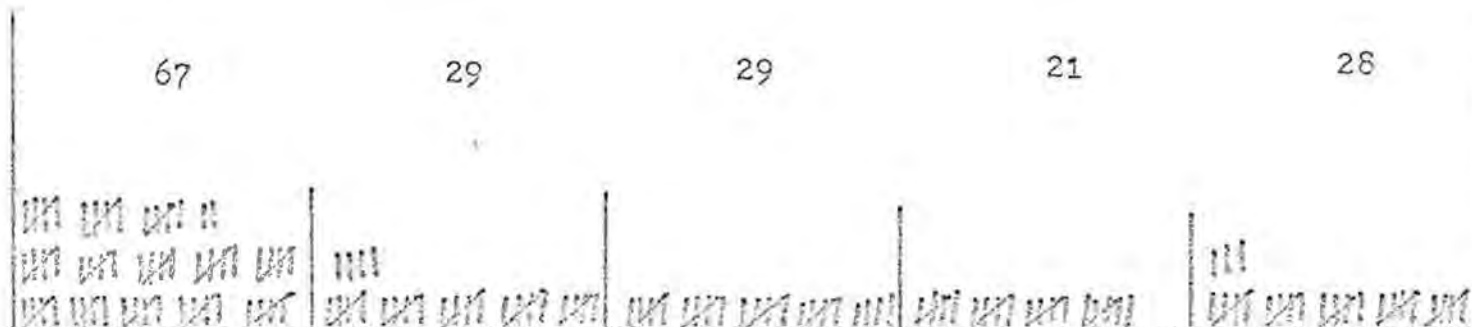
#6. Departmental subscriptions to journals such as Improving College and University Teaching and critiques of certain articles therein.



#7. Inviting an outstanding national authority on teaching to visit the campus for several days.

HIGHLY
INTERESTED

NOT
INTERESTED



#8. Book reviews by one or several interested faculty members on effective teaching.

HIGHLY
INTERESTED

NOT
INTERESTED



TEACHING TECHNIQUES

1. AV methods; closed circuit TV (18)
2. Computer techniques in class and lab (3)
3. TV film of instruction teaching class
4. Opportunities in and development of cooperative in-service training programs with industry
5. Importance of lab-lecture correlation
6. Studies comparing lecture and lecture-student participating type classes
7. Construction and use of tests
8. Self instruction programs in engineering
9. Organizing lectures and assignments efficiently while keeping up with changing texts
10. Problem solving approach to teaching
11. Use and development of teaching aids
12. Lesson planning for presenting technical material
13. Review of Stanford's micro-teaching system
14. An examination of the varieties of good teaching techniques
15. Organization of the teaching day
16. New experiments in college teaching
17. Discussions of teaching techniques by recipients of "best teacher of year" award
18. Program teaching methods
19. Tested teaching theory and practice
20. Development of a formal block of instruction (methods of instruction?) which incorporates questionnaire items 1, 2, 3, and 5.
21. Machines and teaching = limitations and usefulness
22. How to teach students from minority groups
23. Management and teaching laboratory (experimental) courses

TEACHER EVALUATION

1. Recognition on national scale for outstanding teachers in colleges and universities
2. Recognition and promotion of good teachers by administrators
3. Alumni led discussions; identification of great teaching in retrospect
4. Instructors "sitting in" and evaluating professors
5. Pros and cons of student evaluations
6. Self-evaluation techniques
7. Methods and self-evaluation of instruction
8. Critique and evaluation of approaches used to rate or compare teaching ability
9. Evaluation of teaching competency. Problems in selection of college teachers:
How might we improve

STUDENT MOTIVATION

1. Techniques in motivating students
2. Degree of correlation between class absences and number of college dropouts and failures
3. What knowledge must a student acquire to be educated
4. Student-teacher relationships
5. Limits of how much learning can be put in minds of students
6. How learning takes place

7. A really lively panel on how to "smoke out" student enthusiasm and initiative
8. Appraisal of usefulness of senior projects, term papers, book reports, and other independent student projects as teaching or learning devices
9. Theories of learning
10. Some sort of instruction on student counseling; e.g., how to tell the difference between a sick student and a lazy one!

TEACHER AIDS

1. Clinic and private counseling for new or insecure teachers
2. Overcoming inadequate preparation for advanced courses
3. Personality of instructor in relation to teaching proficiency
4. Encouragement of individual study and resource learning materials
5. Philosophy of individual teachers
6. How other departments schedule and advise
7. Subject matter seminars in own department
8. Lower teaching load
9. Adequate facilities for the construction of effective training, instructional aids

RESEARCH

1. How much of a researcher should a teacher be
2. Money sources for research and professional improvement projects
3. Review of teaching research (3)

USE OF PUBLICATIONS

1. How to more efficiently use time for better preparation and professional improvement through use of library facilities
2. Discussion of articles in current chemical journals
3. Departmental subscriptions to specific journals so faculty can keep abreast of field more efficiently than in limited loan time of library

GENERAL

1. Broad scope - engineering, the arts, agriculture, science
2. Function of college and university in 20th century and 21st century
3. Curricula comparison between U.S.A. schools of similar type
4. Seminar on dealing with problems of higher student-teacher ratio and practice of applying "business" too strongly in education
5. Employment of higher environmental standards in the college
6. Whole plan of dubious value
7. Improvement of grading systems for Cal Poly
8. Required refresher course in logic

MEMORANDUM

TO: Corwin M. Johnson, Chairman

DATE: June 4, 1968

FROM: Howard Rhoads, Chairman
Instruction Committee

SUBJECT: Year End Report.

CALIFORNIA STATE POLYTECHNIC COLLEGE

San Luis Obispo, California

The newly formed Instruction Committee (H. Rhoads, Robert Frost, Allen Miller, John Heinz, Joies Stone, Don Hensei) held regular weekly meetings throughout the 1967-68 term. The early meetings were exploratory and were spent discussing areas of probable interest to a committee charged with discovering ways and means to help teachers become "better teachers." Ideas were solicited, and the Committee did review a number of documents dealing with instructional improvement. Several individuals appeared to provide the Committee with personal comments.

Several recommendations were made by the Committee and subsequently acted upon by the Faculty-Staff Council. Since the actions taken are a matter of Council record, detailed review of these seems unnecessary at this time. For the sake of reminding a future committee that actions were taken, a brief listing is included here:

1. Pass-Fail Grading - A response to a student request for pass-fail grading was made recommending against the system as a general procedure.
2. Teaching Seminar Series - A recommendation to initiate a series was passed by the Council.
3. Video Tape Recorders for Self-Evaluation - These were recommended for College consideration by the Council. This is apparently moving ahead now.
4. Project Cross Fertilization - Proposed such inter-departmental and inter-school faculty exchanges as could be mutually justified as beneficial. Council reaction favorable.
5. Project Innovation - Proposed consideration of College establishing some positions to encourage development of new ideas or techniques. Council action favorable.

In making recommendations, the Committee did not generally concern itself with "costs" as it was felt that such a concern at this time might tend to bring unfavorable response to otherwise good ideas. The Committee was aware that sooner or later ideas presented would have to meet the test of economic feasibility, but the responsibility for such determination probably lies elsewhere than with this Committee.

Despite the many ideas explored by the Committee, there remain many more areas that a future committee may wish to consider. Some of the questions raised that might have some bearing on the quality of instruction, but which were not resolved include the following:

1. What possibility exists for increasing travel allowances for attending professional meetings to permit faculty members to keep up to date and to allow more than one member of a department to attend?
2. Would a re-evaluation of the test week concept show that (instructionally) more could be accomplished without a test week?

TO: Corwin M. Johnson, Chairman
DATE: June 4, 1968
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3. Could or should the available teaching days be extended by mail registration through IBM?
4. Could several smaller sections of lecture be combined into one larger section that carries the same work load credit? If so, would not several hours of teacher time be released for course preparation and course improvement each week?
5. Would office assignments, where young (inexperienced) instructors are officed with older (more experienced) instructors, assist instructional improvement? Perhaps each would help the other?
6. What is the possibility for more professional help in preparing A-V instructional materials? Would a college level IMP program be out of the question?
7. What use can be made of surveys of graduates such as are conducted by Gene Rittenhouse.
8. Is the Bookstore too conservative in their ordering practices, with late arrivals of texts causing instructional lag?
9. Are expanded course outlines being adhered to too closely with a resultant depression of teaching ingenuity and a lag time in up-dating courses?
10. Would a visiting "Master Teacher" assist instructors in improving their techniques?
11. What is the status of computerized (programmed) instruction? Are there possibilities for this at Cal Poly?
12. Could the annual Faculty Evaluation forms be revised to be more meaningful regarding recommended ways to improve the instruction by an individual?
13. Is there a quantitative way to utilize TV and video tapes in improving individual instruction? Walt Elliot of the Physics Department has information on a project called EPIC that seems to indicate so. This should be explored more than has been possible in this past year.

This report is not to infer that there are not other areas of interest for an Instructional Committee. Also, at this moment, no answers to the questions are proposed. The Committee for next year may choose to look at the questions in detail or ignore them, but all seemed to have some interest at the time posed to the 1967-68 Instructional Committee.

May 24, 1968

ACADEMIC SENATE OF THE CALIFORNIA STATE COLLEGES

RESOLUTION

(1)

WHEREAS, the Executive Committee of the Academic Senate, CSC, in its "Review of the Relation between the Academic Senate, CSC, and Chancellor Glenn S. Dumke from 1962 to the Present," which was undertaken in February, 1968, and as adopted by the Academic Senate, CSC, noted significant deficiencies on the part of the Chancellor, specifically: 1) lack of communication, 2) lack of consultation, 3) lack of delegation of authority and responsibility, and 4) lack of leadership; and

WHEREAS, Chancellor Dumke, although given an opportunity to respond to the aforementioned review, has failed to provide an adequate rebuttal; now, therefore, be it

RESOLVED: that the Academic Senate, CSC, does reluctantly and regretfully express its lack of confidence in Glenn S. Dumke in the office of Chancellor of the California State Colleges.