CALIFORNIA POLYTECHNIC STATE UNIVERSITY 
San Luis Obispo, California 93407 
ACADEMIC SENATE 

Academic Senate Agenda 
Tuesday, April 17, 1990 
UU 220 3:00-5:00 p.m.

I. Minutes: Approval of the March 13, 1990 Academic Senate minutes (pp. 2-4).

II. Communication(s) and Announcement(s):
A. Academic Senate Reading List (p. 5).
B. Resolutions approved by President Baker:
   AS-329-90/LRPC Resolution on Enrollment Growth
   AS-331-90/IC Resolution on International Baccalaureate Program
C. Nominations submitted for Academic Senate Vacancies 1990-1992 (pp. 6-7).
   Senate elections will be held during the week of April 16, 1990. Ballots will be 
counted in FOB 24B at 1:00pm on April 20.
D. NOMINATION FORMS FOR THOSE INTERESTED IN SERVING AS 
   ACADEMIC SENATE CHAIR, VICE CHAIR, or SECRETARY FOR 1990-91 
   ARE AVAILABLE IN THE ACADEMIC SENATE OFFICE. DEADLINE FOR 
   NOMINATIONS IS MAY 1, 1990.

III. Reports:
A. President's Office
B. Vice President for Academic Affairs' Office
C. Statewide Senators
D. ASI Representatives
E. Ray Geigle, Chair of the Academic Senate CSU

IV. Consent Agenda:

V. Business Item(s):
A. Resolution on Audit Policy-Terry, Chair of the Instruction Committee, First 
   Reading (pp. 8-11).
B. Resolution on Academic Minors-Bailey, Chair of the Curriculum Committee 
   First Reading (pp. 12-15).
C. Resolution on Multi-Criteria Admissions-Boynton, Caucus Chair for SBUS, First 
   Reading (pp. 16-18).
D. Resolution on Academic Senate Membership Terms-Academic Senate Executive 
   Committee, First Reading (p. 19).

VI. Discussion Item(s):
   Independent Doctorate for the CSU.

VII. Adjournment:
ACADEMIC SENATE READING LIST
SPRING QUARTER 1990

Dec '89  Civil Rights in Higher Education (Michigan Civil Rights Commission)

Mar 15  Summary of Academic Senate Presentation, Kennedy Library
        (David Walch, Dean of Library Services)

Jan '90  Toward a State of Esteem (The Final Report of the California Task Force to Promote Self-esteem and Personal and Social Responsibility)
In order to effect a balance of terms within each school, those elected with the highest number of votes will serve two-year terms; the remaining elected senators shall serve a one-year term.

**School of Agriculture:** 7 positions, 5 vacancies
- Bill Amspacher: Agribusiness
- Edgar Beyer: Crop Science
- Robin Grinnell: Agricultural Engineering
- Mark Shelton: Crop Science
- James Vilkitis: Natural Resources Management

(remaining senators:)
- James Ahern: Agribusiness
- Terry Smith: Soil Science

**School of Architecture and Env Design:** 6 positions, 3 vacancies
- Mike Botwin: Architectural Engineering
- VACANCY
- VACANCY

(remaining senators:)
- Jack Blackmon: Architectural Engineering
- Linda Dalton: City & Regional Planning
- Howard Weisenthal: Architecture

**School of Business:** 5 positions, 4 vacancies
- Dan Bertozzi: Business Administration
- VACANCY
- VACANCY
- VACANCY

(remaining senators:)
- David Peach: Management

**School of Engineering:** 8 positions, 4 vacancies
- K.N. Balasubramanian: Industrial Engineering
- William Forgeng: Metallurgical & Materials Engineering
- Charles Lomas: Engineering Technology
- Cornel Pokorny: Computer Science

(remaining senators:)
- James Harris: EL/EE Engineering
- William Horton: EL/EE Engineering
- H. Mallareddy: Civil & Environmental Engineering
- Safwat Moustafa: Mechanical Engineering

**School of Liberal Arts:** 9 positions, 6 vacancies
- George Jercich: Art and Design
- Norman Lerner: Art and Design
- Craig Russell: Music
- Luis Torres: English
- VACANCY
- VACANCY

(remaining senators:)
- James Coleman: Social Sciences
Manzar Foroohar  History
Mary LaPorte  Art and Design

**School of Prof’l Studies and Education:** 7 positions, 4 vacancies
Laura Freberg  Psychology and Human Development
Henry "Red" Hesch  Graphic Communication
Nancy Morris  Home Economics
VACANCY  (new position, one-year term)

(remaining senators:)
Pat Acord  Physical Education & Recreation Administration
Sarah Lord  Home Economics
James Murphy  Industrial Technology

**School of Science and Mathematics:** 8 positions, 7 vacancies
Jay Devore  Statistics
John Rogers  Statistics
Raymond Terri  Mathematics
Ron Zammitt  Physics
VACANCY
VACANCY
VACANCY

(remaining senators:)
Tina Bailey  Chemistry

**Professional Consultative Services:** 5 positions, 2 vacancies
Richard Brumley  Library
Lynne Gamble  Library
Julia Waller  Financial Aid

(remaining senators:)
Polly Harrigan  Housing
Sam Lutrin  St Life & Activities
Wendy Reynoso  Financial Aid

**Statewide Academic Senate Nominees**
George Gowgani  Crop Science
James Vilkitis  Natural Resources Management

**Academic Senate Research Committee**
No nominations received. Schools with vacancies: SLA, SPSE, SSM, PCS, and SBUS

**Academic Senate University Professional Leave Committee (UPLC)**
No nominations received. Schools with vacancies: SAED, SBUS, SLA, and PCS
Adopted:

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

AS-90/
RESOLUTION ON
AUDIT POLICY

WHEREAS, The audit grading symbol may indicate that a contract exists between the student and instructor;

WHEREAS, The audit grading symbol implies that the auditing student has attended class and that some transfer of learning from instructor to auditor has taken place; and

WHEREAS, Students who enroll as auditors sometimes stop attending the lectures; and

WHEREAS, Permission to audit must be granted by the instructor to audit a class, but no option exists on the final grade list for the instructor to change the AU symbol; therefore, be it

RESOLVED: That an instructor be authorized to submit a change-of-grade form to change a preprinted AU to W, indicating that the student withdrew from the class, or to the grade of NG, indicating that the student stopped attending class without explanation.

Proposed By:
Academic Senate
Instruction Committee
Date: February 8, 1990
Approved: 7-0-0
Memorandum

To: Gerald Punches, Registrar
   Via Kent Butler, Associate Dean
   School of Engineering
   Via Roger Camp, Chair
   Computer Science Department

From: John B. Connely, Chair
       Curriculum Committee
       Computer Science Department, X7179

Date: October 16, 1989

Subject: Requested Change in University Audit Reporting

There have been a number of instances in which students have signed up to audit computer science classes and then either stopped attending the class or have done little or no work to indicate that any learning has taken place.

Under current circumstances, such students automatically receive the mark of audit on their transcripts.

The Computer Science Department, therefore, unanimously supports the following:

   Resolved that faculty be allowed to submit NO GRADE on a change of grade form for students who audit their classes but do not meet agreed upon criteria.

It is our collective intent that faculty should have the authority to refuse audit credit to individual students.
The attached resolution from the Computer Science Department has been forwarded to you with the expectation that the resolution will be referred to other campus groups or individuals for consultation.

My comments. In addition to supporting the resolution to remove AU symbols for the reasons stated, I would also support a change in campus policy which would remove the audit option for students and remove the audit symbol from the Cal Poly grading system as well. My reasons:

1. To preserve transcript integrity. One engineering student told me that his only purpose for wanting the audit was to convince a potential employer that he had been exposed to the course material. This deceitful misuse of the academic records system is unacceptable and must be prevented.

2. To preserve the rights of students to enroll for credit. Current policy allows students to enroll for credit and then change to audit status by the last day to drop a course (1988-90 Cal Poly Catalog, p. 106). This option effectively allows the student to register for class, prevent another student from adding, and then cause the instructor to lose teaching credit either by dropping the class or by having the audit petition approved. It is unrealistic to assume that another student will be waiting to add or that the instructor would approve an add after two weeks of instruction have passed.

3. To eliminate an unnecessary workload. Who benefits or what purpose is served by having a procedure whose single objective is to report whether 100 or so students are attending classes or not? No FTES is generated, neither the faculty nor the student receives credit, few students pay fees exclusively to audit a class, and lending agencies do not recognize audited classes for awarding funds. It is my opinion that the basic purposes of the audit system must be reexamined.

Please contact me at ext. 2541 if you have questions concerning these issues.
Attached to this memo is a partial copy of Executive Order 268 concerning grading symbols and copies of two grade changes which were submitted in 1988 but not processed.

The executive order authorizes the campus to decide whether to offer the audit option or not. The grade changes illustrate the attempts of one faculty member to penalize a student who was enrolled as an auditor, first by changing the AU to U and then by attempting to add the course back on the student's record with a U. My reason for refusing these changes was based on the assumption that a student may not be penalized for failure to attend a voluntary activity. My decision was to remove the course entry instead.

Audit grading symbols are not assignable grades. They indicate that a contract exists between the student and the instructor: The student has paid fees to sit in a class and the instructor has no obligation to evaluate any work submitted by the student or to grade exams. Because instructional workload is not involved, neither the instructor nor the department receives teaching credit for audit enrollments. For reasons related to this situation, the Audit symbol must be assigned to the student before the census date, it appears as a preprinted symbol on the final grade list, and no option exists on the final grade list for the instructor to change this symbol.

You wanted to know how the instructor could assign an AU as the result of a positive and deliberate act. Given the complications of the system, this option may not exist. Although I stand by my earlier recommendation to eliminate audit options altogether, the following policy revisions are recommended to the faculty for their consideration:

Retain the present system for approving enrollment as an auditor. Let the instructor decide whether the AU should remain on the student's record or not. The instructor could be authorized to submit a change-of-grade form to change the preprinted AU to W, indicating that the student withdrew from the class. This is a positive act made by the instructor. It preserves the information that the student was enrolled in the class. It should not cause significant problems with fee reconciliations or with academic policies. The instructor would not be allowed to change an AU to a penalty grade and department head approval would not be required.
Background Statement:

REPORT ON MINORS
ACADEMIC SENATE CURRICULUM COMMITTEE
February 23, 1990

During the 1988-89 academic year the Curriculum Committee requested that consideration of proposals for new minors be held in abeyance until a study could be completed concerning the issues which had been raised about minors. The Academic Senate rejected the temporary moratorium and delegated to the Curriculum Committee the task of a study of minors with a report on that study due by the end of Winter Quarter 1990. The following is the report requested.

In the discussions of the Curriculum Committee and those of the Academic Senate as a whole, several issues were raised concerning minors. These were: the impact of minors on resources, the effect of minors in delaying the time to graduation, tracking students in a minor, criteria for a minor, and program review for minors.

1. Impact on Resources
Data were collected in April 1989 for students who had graduated or were intending to graduate between Fall 1988 and Summer 1989. We found that of the 3982 degrees granted or applied for during this time period, 235 had declared minors. See Table I at the end of this report. Considering the limited number of students, approximately 6%, who completed minors during this time, it is our opinion that it would be difficult to ascertain the impact of that 6% on resources especially when they are scattered among 16 programs. In addition there exists no baseline accumulated information concerning the numbers of students who have completed minors since the inception of minors. The information which we worked from was tabulated by hand. It is an example of the baseline information to which future data can be compared. It would also be difficult at this time to separate the influence of a minor from other pertinent factors which impact on resources such as natural growth within a new minor program, natural growth within a department or G.E. & B. choices.

However, this does not mean that data collection and consideration of the impact of minors should be neglected. Baseline information should be generated as soon as possible and the progress of minors should be accounted for during mandatory periodic reviews. A base year, such as 1990-91, might be a start. If the populations in established minors swell, a specific case study can then be directed by the Office of Academic Affairs as to the types of students populating a minor, the changes in course offerings required because of the minor, and the resulting strains on faculty and financial resources.

As evidence of the type of information which can be gathered from such data, our brief study gave us access to some interesting comparative items such as, for the time period studied, 47 of 140 Human Development graduates (33.6%) completed a minor. Of those 47 minors, 45 (95.7%) were in Psychology. The Human Development curriculum has 198 units required for graduation with 11-14 free elective units. The psychology minor requires 27 units with a possibility of 12 units of that 27 which fit G.E. & B.

In the 853 majors from the School of Engineering, 25 (2.9%) declared a minor, while in the School of Architecture and Environmental Design, 8 of 372 (2.2%) had minors.
2. Tracking Students Enrolled in Minors

The only official university record of a student's enrollment in a minor is the documentation on his/her transcript. Most programs have their own forms which a student may fill out when entering a minor or sometime before they graduate. We believe it would serve no purpose to initiate a uniform, prospective means of tracking students enrolled in minors. If a student completes the work and follows the specifications made by those administering the minor, certification on the graduation diploma serves the purpose of bookkeeping. In addition the completion of a minor should be computer recorded using a specific code and become part of the graduation statistics generated by Institutional Studies for the university's yearly report. As departments and schools prepare for their 5-year review cycles, they should consider these data. If the number of students in a particular minor shows a significant increase, then an educational impact statement should be required by the office of Academic Affairs in which course enrollments for the minor, as well as impacts on faculty and resource allocations to those courses, should be studied in order to correlate the information. We suggest a baseline academic year of 1990-91 for the beginning of acquiring such data.

In addition to accountability for enrollments at the time of program review, minors with low enrollments should be evaluated and justified just as are majors.

3. Impact on Time Required for Graduation

It is almost impossible at this time to determine the impact of minors on the time (units) required for graduation. We have been pursuing data on the total numbers of units accumulated by past graduates. They are not readily available. And even if such data were available any attempts at interpreting such information are immediately confounded with factors such as the total number of units in a major, problems in scheduling courses (especially G.E.&B.), COOP experiences, poor articulation with community colleges, changes in major, supervised study, study abroad, and individual preferences for workload. According to the data which we have studied for 1988-89, most minors seem to be taken by students enrolled in majors with enough units to absorb a minor.

A more important issue has arisen which we believe should be addressed by the university community. According to most recent data the anticipated rate of student continuation at Cal Poly is estimated to be almost 83% for the coming academic year. If minors are lengthening a student's stay at Cal Poly is priority to be given to the student who is already enrolled? Or is our commitment to the potential student who will not be able to enroll at Cal Poly because of a continuing student filling that slot?

Currently there is no ceiling on the number of units a student can accumulate at Cal Poly. Should such a ceiling be established with an overhead which allows for some of the most obvious contributions to unit inflation such as articulation problems and change of major?

4. Criteria for Minors

C.A.M. describes a minor as "a formal aggregate of classes". This posed a particular problem to the Curriculum Committee's deliberations during the 1990-92 catalog cycle. In reviewing the proposed minors we found that those which presented a clear central theme and justified the choice of courses in relation to that theme were the strongest. In addition interdisciplinary programs were stronger if they included a course or courses which integrated the diverse elements of the program.

The Office of Academic Affairs has been requesting departments proposing new programs to correlated the anticipated student competencies to specific courses using a matrix scheme. We found that this seems to be an effective tool in the review of new curriculum proposals (see attached example).
TABLE I
Minors Applied for and Granted Fall 1988-Summer 1989

Total number of degrees 3982
Number of minors 235 (6% of total)

<table>
<thead>
<tr>
<th>Minor Program</th>
<th>Number of Students</th>
<th>% of Total Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>86</td>
<td>36.6</td>
</tr>
<tr>
<td>English</td>
<td>27</td>
<td>11.5</td>
</tr>
<tr>
<td>Agricultural Management</td>
<td>26</td>
<td>11.1</td>
</tr>
<tr>
<td>Music</td>
<td>19</td>
<td>8.1</td>
</tr>
<tr>
<td>Spanish</td>
<td>18</td>
<td>7.7</td>
</tr>
<tr>
<td>International Relations</td>
<td>11</td>
<td>4.7</td>
</tr>
<tr>
<td>Philosophy</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Packaging</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Biotechnology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Plant Protection</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Public Administration</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Theater</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

The first six minors accounted for 80% of the minors awarded.

AS-90/
RESOLUTION ON MINORS

WHEREAS, the Academic Senate Curriculum Committee has completed a study of minors at Cal Poly as summarized in the Background Statement above; and

WHEREAS, the Academic Senate Curriculum Committee has indicated concerns which should be addressed; therefore, be it

RESOLVED, That the Office of Institutional Studies include information on the numbers of students receiving credit for minors, designated by individual minors, in the annual graduation report statistics and, within the capacity of our data collection software, it should link specific minors with the major of the student enrolled in that minor; and be it further

RESOLVED, That mandatory review of minor programs be included in the 5-year review cycle for departments and schools and that the base academic year 1990-91 be established for the generation of data pertinent to enrollments in minors; and be it further
RESOLVED, That the Academic Senate and University Administration address the issue of commitment to a continuing student population versus new student enrollment through the appropriate standing committees; and be it further

RESOLVED, That the language in C.A.M. be modified as follows:

411.A.3. Minor

No minor is required for the bachelor's degree.

A minor is a formal aggregate of classes in a specific subject area designed to give a student documented competency in a secondary course of study. In contrast to options and concentrations, it stands alone and is distinct from and outside the student's degree major. A minor is a group of courses outside the major with a defined purpose or theme which gives documented competency in a secondary course of study. No minor is required for the bachelor's degree; it is intended that the minor will be completed along with the requirements for the bachelor's degree. The student's transcript will certify completion of the minor.

The minor consists of 24 to 30 quarter units, of which at least half must be upper division. Twelve or more the units in the minor must be specified courses with the remainder, if any, to be chosen from an approved list. Two-thirds of all units counted in the minor must be in courses graded A to F.

Minors require the same academic review process and justification in terms of purpose, resources, need, etc., as do options and concentrations.

and be it further

RESOLVED, That the directions for developing minors which are provided by the Office of Academic Affairs include the requirement that interdisciplinary minors have some coursework which integrates the courses contributed by the departments and relates them to the theme of the minor; and be it further

RESOLVED, That a proposal for a minor program be required to include a brief matrix of competencies provided by the minor correlated with the courses in the minor which will fulfill those competencies.

Approved by Curriculum Committee (8-0-0) 1 nonrespondent; no current student representative
February 23, 1990
Adopted:

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

AS- -90/
RESOLUTION ON
MULTI-CRITERIA ADMISSIONS

WHEREAS, Multi-Criteria Admissions (MCA) II was implemented in the current admissions cycle without adequate consultation with the faculty and the Academic Senate of California Polytechnic State University, San Luis Obispo; and

WHEREAS, The faculty heeded the administration's appeal for acceptance of implementation of the MCA II model as an emergency measure for the 1989-90 academic year only; and

WHEREAS, The Academic Senate's previous resolution on faculty and Senate participation in the governing structure of the multi-criteria admissions system (see AS-117-81/EC approved May 1981, attached) has never been fully implemented; and

WHEREAS, The recently appointed Ad Hoc Committee to Evaluate MCA II did not convene prior to the start of the Spring 1990 Quarter and is unlikely to be able to complete its evaluation on a sufficiently timely basis to permit appropriate review by the academic units and the Academic Senate prior to implementation of any revised model for the admissions cycle during the 1990-91 academic year; and

WHEREAS, MCA II has serious known defects that run counter to the faculty's responsibility to assure the quality of the educational environment and academic programs at Cal Poly, including the faculty's responsibilities in pursuing educational equity and affirmative action goals; therefore, be it

RESOLVED: That the administration commence immediately those actions necessary to reinstate, effective with the next admissions cycle, the faculty approved MCA models for the various schools and departments that were in effect prior to the implementation of MCA II, and that those pre-MCA II models remain in
Resolution on Multi-Criteria Admissions
AS--90/SBUS
Page Two

effect until such time as a replacement model or models have been approved by the appropriate faculty units and the Academic Senate.

Proposed By:
The School of Business Caucus
Date: April 3, 1990
WHEREAS, It appears that California Polytechnic State University, San Luis Obispo will be implementing a multiple criteria system for admission of undergraduate students; and

WHEREAS, The specific criteria used in such a system and the relative importance of each criterion will affect the academic qualifications of incoming students; and

WHEREAS, The non-academic criteria used in such a system will affect the overall character of the student body and the character of student life at Cal Poly; and

WHEREAS, The faculty via its Academic Senate has a responsibility for assuring the quality of the educational environment at California Polytechnic State University, San Luis Obispo; and

WHEREAS, The faculty via its Academic Senate has a responsibility for maintaining and improving the quality of the various academic programs on the campus; therefore be it

RESOLVED: That the governing structure of the multiple criteria admissions system include seven, four-member committees (one from each School), appointed by the Executive Committee of the Academic Senate upon recommendation of the caucus of each respective School. Each committee shall recommend appropriate criteria for admission to its School to the Vice President for Academic Affairs; and be it

RESOLVED: That the governing structure of the multiple criteria admissions system include a four-member ad hoc committee of the Academic Senate, appointed by the Chair of the Academic Senate, to review all proposals for criteria and their relative importance to insure the integrity of the admissions criteria university-wide. The recommendations of this committee are to be forwarded to the Vice President for Academic Affairs and the Chair of the Academic Senate.

APPROVED

May, 1981
Background Statement: The term of office for elected senators is two years; however, if a senator is required to vacate her/his position before the end of the completed term, then the individual appointed to fill the temporary vacancy can only "serve until the next regular election."

AS-90/
RESOLUTION ON
ACADEMIC SENATE MEMBERSHIP TERMS

WHEREAS, Over a period of years the need to fill two-year vacancies with one-year appointments has unbalanced the term-endings within each school/Professional Consultative Services caucus; therefore, be it

RESOLVED: That during this year's elections, permanent term-endings be assigned to each member's position; and, be it further

RESOLVED: That when a vacancy occurs in the Academic Senate, the individual appointed to fill such vacancy shall serve for the remainder of the term instead of only serving "until the next regular election;" and, be it further

RESOLVED: That the Academic Senate Constitution and Bylaws Committee be instructed to draft this Bylaw modification and prepare procedures for its implementation.

Proposed By: The Academic Senate Executive Committee
Date: April 3, 1990