

A C A D E M I C S E N A T E

AGENDA

Wednesday, February 9, 1983

2:00 p.m. Psych. 153

INFORMATION

- 1) Introduction of Walt McClarin, Affirmative Action Coordinator
- 2) General Faculty Meeting: Friday, February 11
12:00 - 1:00 p.m.
University Theatre

CONSENT CALENDAR

AS 83-02/Ex. COMMITTEE APPOINTMENTS

Academic Policies Committee: M. RICHARD PORTER, At-large,
1983 (repl. for D. Zingale)

DANIEL DECIOUS, Arts and Sciences, 1983 (repl. for T. Kantz)

Curriculum Committee: ELEANOR KIRKLAND, At-large, 1984
(repl. for R. Foreman)

Fiscal Affairs Committee: DEANNA BALANTAC, Sch./Div., 1984
(repl. for H. D. Brecht)

Graduate Policies and Programs Committee: GERALD McDANIEL,
1983, Senator (repl. for J. Shaban)

MARYANN REIHMAN, At-large, 1984 (Spring 1983 repl. for
M. Baad)

AS 83-03/GE, Ex. GENERAL EDUCATION COMMITTEE MEMBERSHIP

The Associate Dean ^{for Curriculum} of Arts and Sciences shall be an ex-officio
member of the General Education Committee.

AS 83-04/CC, GPPC, Ex. CLEAR RESOURCE SPECIALIST CERTIFICATE OF
COMPETENCE

The Academic Senate recommends that the President approve the
Professional Preparation Program for the Clear Resource Specialist
Certificate of Competence. (Copies of the program are available for
review in the Academic Senate Office, Adm. 264.)

AS 83-05/AP, FisA, UARTP, Ex. EXECUTIVE ORDER 402

The Academic Senate approves the following resolution:

WHEREAS, The Fiscal Affairs Committee, the Faculty Affairs Committee, and the University Appointment, Retention, Tenure and Promotion Committee of California State University, Sacramento, have each carefully considered Executive Order 402; and

WHEREAS, Each committee has opposed implementation of Executive Order 402; and

WHEREAS, The Academic Senate of the California State University, has recommended that Executive Order 402 be rescinded; therefore be it

RESOLVED, That the Academic Senate, CSUS, recommend that the President not implement Executive Order 402 on this campus.

REGULAR AGENDAAS 83-01/Flr. MINUTES

Approval of Minutes of meetings of November 10, November 17, and December 8, 1982.

AS 83-06/AP, Ex. STUDENT GRADE APPEAL PROCEDURES

The Academic Senate approves the Student Grade Appeal Procedures. (Attachment A)

AS 83-07/FisA, Ex. INTERCOLLEGIATE ATHLETICS

The Academic Senate endorses the planning assumptions and funding guidelines contained within the "University Planning Committee's Recommendations Regarding Planning Assumptions and Funding of Intercollegiate Athletics." (Attachment B)

AS 83-08/FisA, Ex. INTERCOLLEGIATE ATHLETICS - FUNDING POLICY

The Academic Senate approves the "Policy and Procedures on the Funding of Intercollegiate Athletics" as recommended by the Fiscal Affairs Committee. (Attachment C)

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

STUDENT GRADE APPEAL PROCEDURES

I. WHAT GRADES MAY BE APPEALED?

Letter grades or Credit/No Credit grades may be appealed.

II. GROUND FOR APPEAL: A GENERAL STATEMENT OF POLICY¹

A. Faculty have the right and responsibility to provide careful evaluation and timely assignment of appropriate grades.

B. There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise.

C. In the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final.

III. GRADE APPEAL PROCEDURES: SUMMARY OF BASIC STEPS

A. INFORMAL PROCEDURES

1. Student-Instructor Meeting

2. Student-Department Chair Meeting

3. Student-Department Chair-Instructor Meeting

B. FORMAL PROCEDURES

1. Student Grade Appeal Form

2. Grade Appeal Review Panel

¹ Drawn from "Assignment of Grades and Grade Appeals," Executive Order 320, Office of the Chancellor, The California State University and Colleges, January 18, 1980.

IV. GRADE APPEAL PROCEDURES: DETAILED STEP GUIDELINES

A. INFORMAL PROCEDURES

1. Student-Instructor Meeting

Students who believe that they have not received an appropriate grade must seek to resolve, in good faith, the matter informally with the instructor who assigned the grade. This should be done as soon as possible, but no later than one semester following the semester in which the grade was received.

2. Student-Department Chair Meeting

If the informal student-instructor meeting does not result in a solution satisfactory to the student, the student must present his/her appeal to the chair (program coordinator or director) of the academic unit (division, department or program) in which the course was listed. This should be done as soon as possible, but no later than the semester following the semester in which the grade was received.

The chair will attempt to seek a solution ~~that is acceptable to the student.~~ Within 10 working days after meeting with the student, the chair will notify the student of the result of the chair's effort to resolve the matter. If unsatisfied, the student may then continue with the informal procedure or initiate a formal grade appeal.

3. Student-Department Chair-Instructor Meeting

If the informal student-department chair meeting does not result in a solution satisfactory to the student, it is recommended--but not required--that the student, chair and instructor have a joint meeting to attempt a resolution of the appeal. The student and/or chair may propose such a meeting within five working days of the receipt by the student of the chair's report of his/her effort to resolve the matter. If the student, chair, and instructor agree to the meeting, it will be convened by the chair within 10 working days after being proposed. If still unsatisfied, the student may initiate a formal appeal. This appeal must be initiated within 10 working days following the failure of the informal procedures.

B. FORMAL PROCEDURES

1. Student Grade Appeal Form

Students wishing to initiate a formal grade appeal must fill out the Student Grade Appeal Form (see attached) and submit it in triplicate to the chair (program coordinator or director) of the academic unit in which the course was listed within the time specified above. One copy will be retained by the student, one forwarded to the instructor and one held for the Grade Appeal Review Panel. Upon receipt of the appeal form, the chair will establish a Grade Appeal Review Panel as outlined below. An initial meeting of the panel will be held within 15 working days of receipt of the grade appeal form by the chair. The chair will designate a faculty member of the panel as convenor for the initial meeting.

2. Grade Appeal Review Panel

The Grade Appeal Review Panel will consist of three tenured or tenure-track faculty from the academic unit in which the course was listed, and two students who are majors in that same academic unit (or, if there are no majors, students who have taken courses in the academic unit in question and maintain an on-going involvement in it). One faculty member will serve as non-voting chair of the panel and only vote in situations where the panel cannot render a decision because it is evenly divided between the positions of the two parties.

- a. The department chair will randomly select seven prospective panel members (who will be numbered in order of selection) from the list of full-time faculty members within the department (excluding those on leave and those involved in the appeal) or related disciplines in those cases where there is an insufficient number of eligible faculty members. The first three selected will be designated as panel members and the fourth through seventh will be alternates. If any faculty member selected is unable to serve, random selection will continue until the names of seven consenting faculty members have been drawn.

The department chair will inform the student and the faculty member of the seven names that have been drawn. Each of the principals will then have 48 hours to challenge up to two names from the panel (for whatever reason) who will then be replaced by

the alternates following the order in which these alternates were drawn. If the two principals do elect to challenge panel members, they will do so in alternate order beginning with the student.

b. The Student Senate Chair will randomly select six prospective panel members (who will be numbered in order of selection) from among the majors in the academic unit (or, if there are no majors, from among all of those who have taken courses in the academic unit and maintain an on-going involvement in it). The first two will be designated as panel members and the third through sixth will be alternates. If any student member selected is unable to serve, random selection will continue until six consenting members have been drawn.

The Student Senate Chair will inform the student and the faculty member of the six names that have been drawn. Each of the principals will then have 48 hours to challenge up to two names from the panel (for whatever reason) who will then be replaced by the alternates following the order in which these alternates were drawn. If the two principals do elect to challenge panel members, they will do so in alternate order beginning with the student.

c. The panel will select its own chair from among the three faculty members at the initial meeting of the panel. The chair will be responsible for seeing to it that the appeal review is carried out in an orderly fashion and a decision arrived at as promptly as possible. The decision of the panel must be rendered within 15 working days of the initial meeting, and such judgment must be conveyed in writing to the student, instructor and unit chair (program coordinator or director) within the same time limit.

d. Insofar as possible, panel hearings shall be conducted at times and places of mutual convenience to all participants. The panel hearing will be open unless either party requests that it be closed.

e. The panel hearing shall not be conducted according to technical rules of evidence and examining witnesses. The chair shall admit the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, but shall exclude evidence that is irrelevant or unduly repetitious. Rulings of the chair may be overruled by a majority of voting members of the panel.

- f. Both the student and the instructor shall have the right to present whatever evidence they want that supports their positions--including but not limited to written statements, other documents and witnesses.
- g. Both the student and the instructor have the right to be present during the examination by the panel of all documents and witnesses, to offer whatever clarifications they may choose, and to ask questions of witnesses.
- h. Both the student and the instructor have the right to have an advocate of their own choosing present at all panel hearings. Within reasonable limits imposed by the chair (and subject to appeal by the whole panel), advocates have the same right to offer clarifications and question witnesses as the student and the instructor.
- i. Generally, the hearing should follow the basic format outlined below:

Presentation by the student of his/her appeal, followed by questions from the panel and any clarification by the student's advocate (if one is present and wishes to be heard at this time);

Response by the instructor, followed by questions from the panel and any clarification by the instructor's advocate (if one is present and wishes to be heard at this time);

After both parties have made their initial presentations, questions may be raised by the panel, either party or the advocates (if present);

If requested by either party, witnesses will be heard by the panel. After making whatever statements they care to make, witnesses will be questioned by the panel, either party or their advocates (if present);

When all witnesses have been heard and any additional documents, statements, or other relevant materials reviewed by the panel, the chair will call for a summation by both parties;

Student Grade Appeal Procedures

Page 6

After the summation, the panel will retire in closed session (neither the parties nor the advocates will be present) to discuss the appeal and render a decision. The written decision, together with the panel's reasons for the decision, shall be sent to the faculty member, the student, and the department chair.

The panel may find either that the grade be allowed to stand or that it be changed. If a change is recommended, the faculty members of the panel, in accordance with Executive Order 320, shall determine the new grade.

j. If the recommendation of the panel is not accepted by the instructor, then it is the responsibility of the department chair (program coordinator or director) to change the grade.

k. A record of the judgments arrived at by each grade appeals panel shall be maintained by the Office of the Dean of Students. A summary report of such judgments shall be prepared by the Dean of Students on an annual basis, and copies forwarded to the Academic Senate and the Executive Vice President.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

STUDENT GRADE APPEAL FORM

Name _____ Telephone _____

Street Address _____ Zip _____

Course: _____
Department No. _____ Course Title _____ Instructor _____

Term Course Was Taken _____

Student's Statements

1. Following provisions of the Student Grade Appeal Procedures, I appeal the grade of _____ received in the course cited above. The grade I believe I should have received is _____. The basis for my appeal is:

Date Signed

Student's Signature

2. I have followed the informal procedures outlined in the Student Grade Appeal Procedures and have been unable to reach a satisfactory resolution of my appeal.

Date Signed

Student's Signature

(NOTE: PLEASE PREPARE 3 COPIES)

1. Student Copy
2. Instructor Copy
3. Chair Copy (for Grade Appeal Review Panel)

FEB 3 1983

University Planning Committee's Recommendations
Regarding Planning Assumptions and Funding of
Intercollegiate Athletics

Academic Senate Received
413

The Planning Committee commends the efforts of the Athletic Advisory Board in setting forth its planning assumptions and recommendations concerning the future direction of the Intercollegiate Athletics Program. The Planning Committee in its responsibility for coordinating the short- and long-run academic plans of the University is developing within the context of the "University Mission and Goal Statement" a set of functional responsibilities and priorities for each of the institution's instructional units and support services. Within this framework and in consideration of the recommendations of the Athletic Advisory Board and existing University policy, the Planning Committee makes the following recommendations to the President regarding Intercollegiate Athletics.

A. Planning Assumptions

The programs of intercollegiate athletics are organized and conducted as an integral part of the total education program of the University. They are designed:

1. To provide important educational experiences fundamental to general education objectives, such as:
 - a. Healthful, recreational, and expressive physical activities;
 - b. Training in good sportsmanship and competition; and,
 - c. Experience in developing interpersonal relations through cooperation and teamwork, group interaction, and leadership; and,
2. To serve as a laboratory for the professional courses for those interested in physical education and/or coaching as a career.
3. Within this context, the intercollegiate athletics program has as a major goal the achievement of a high quality program in the NCAC and Division II.
4. The intercollegiate athletics program shall maintain an equitable balance of men's and women's sports consistent with the University's commitment to equal opportunity.
5. The University will maintain the broadest intercollegiate program possible given prudent planning for adequate support for sports included in the program and existing fiscal constraints.

6. To provide program continuity, the University seeks to provide a stable funding base for all programs approved. The actual allocation of University funds to intercollegiate athletics as with other programs will fluctuate from year to year depending on State formulae for funding, program and enrollment shifts.

B. Funding Guidelines

The Academic Affairs Budget Committee shall recommend to the Executive Vice President appropriate levels of instructional support for intercollegiate athletics along with other instructional programs. In making its recommendations, the committee shall use the following guidelines.

1. The uniqueness of intercollegiate athletics is accounted for by the course classifications (C18, major sports and C19, minor sports) and the corresponding K factors: 6 for major sports and 3 for minor sports. This should be considered in developing a target SFR for athletics.
2. System workload resources as specified in the Academic Program and Resource Planning document allow four major sports. The University shall make every effort to provide adequate instructional resources for four major sports.
3. As an important part of the educational program, head coaches should ideally be full-time faculty although a major portion of their teaching load is outside the athletics program. Although it may not be possible to achieve this ideal immediately, the University should make every effort to move in this direction.
4. To assist the planning process, the Academic Affairs Budget Committee should recommend to the Executive Vice President a three-year projection of support for all instructional programs including athletics. The projections should be reviewed and refined annually. Although this will not guarantee future support, it does provide a basis on which the Athletic Director and the Athletic Advisory Board can develop priorities and contingency plans. Substantial changes in three-year projections should occur only in unusual circumstances, e.g., substantial cuts in the University budget.

C. The Athletic Advisory Board

Because of recent changes in the administrative structure of intercollegiate athletics and related instructional programs, the composition of the Athletic Advisory Board should be reviewed. To provide essential liaison with Physical Education, consideration should be given to adding the chair of Health and Physical Education to the Athletic Advisory Board.

"Policy and Procedures on the
Funding of Intercollegiate Athletics"

Whereas: The programs of Intercollegiate Athletics are organized and conducted as an integral part of the total educational program of the University; and

Whereas: General Fund support for Intercollegiate Athletics should be dictated by and in consonance with the educational objectives of the University; therefore, be it

Resolved: That the Academic Senate recommends that Instructional Budget funding for the Intercollegiate Athletics Program be determined in conformity with the process and criteria used for all other academic programs; and, be it further

Resolved: That the following definitions and recommended procedures be forwarded to the Academic Affairs Budget Committee and the University Planning Committee for their consideration.

Definitions: "Earned" coaching positions (FTEF) shall be limited to those generated by enrollment (FTE) and assigned student/faculty ratio (SFR). $FTEF = FTE/SFR$. SFR is to be determined by mode and level analysis, and by systemwide comparison.

"Earned" administrative time funded by the Instructional Budget or other General Fund sources shall be limited to the amount generated by the same formula used to allocate administrative time to other instructional programs.

Total "earned" funds per FTE (including faculty positions, administrative time, clerical/technical, operating expenses, travel, equipment, telecommunications, student assistants, etc.) shall be comparable to total funds per FTE allocated to other high cost academic programs on campus.

Procedures: The following procedures are recommended for implementing the Policy on Funding for Intercollegiate Athletics:

The Academic Affairs Budget Committee shall determine the appropriate SFR (based on mode and level analysis, and systemwide comparison) for Intercollegiate Athletics.

The Academic Affairs Budget Committee shall determine the target faculty allocation (FTEF), based on enrollment (FTE) projections and the appropriate SFR; and recommend a plan for reaching the target FTEF within a three-year period.

The Academic Affairs Budget Committee shall identify administrative time in Intercollegiate Athletics which is funded currently by the Instructional Budget; and recommend a plan to adjust Instructional Budget or other General Fund funding of administrative time in Athletics to the amount generated by the same formula used to generate administrative time to other instructional programs.

The Academic Affairs Budget Committee shall conduct a cost center analysis to determine funds per FTE allocated to other high cost instructional programs.

The Academic Affairs Budget Committee shall identify all Instructional Budget funds allocated to Intercollegiate Athletics; and recommend a three-year plan to adjust the Instructional Budget allocation to Athletics to the amount "earned" by the program. The amount "earned" shall be comparable to the funds per FTE allocated to other high cost programs on the campus.

The Athletic Advisory Board, in consultation with the University Curriculum Committee, shall recommend a three-year plan for reducing the number and/or level of competition for specific sports based on an evaluation of the educational objectives of the program in Intercollegiate Athletics and consideration of the projected level of funding. Recommendations shall be submitted to the University Planning Committee.

The University Planning Committee, in consultation with appropriate Senate Committees, shall review, revise, and coordinate the short-term and long-term plans for Intercollegiate Athletics within the context of University objectives and priorities.