

A C A D E M I C S E N A T E
O F
C A L I F O R N I A S T A T E U N I V E R S I T Y
S A C R A M E N T O

Minutes

Issue #19

May 19, 1988

ROLL CALL

Present: Alexander, Banks, Barnes, Barrena, Beckwith, Brackmann, Burger, Colen, Cook, Cordero, Dillon (Parliamentarian), Farrand, Figler, Gillott, Gregorich, Kellough, Koester, Joan Maxwell, John Maxwell, Moorehead, Palmer, Phelps, Rehfuss, Rice, Rios, Rodriguez, Savino, Shannon, Stroumpos, Sullivan, Summers, Swanson, Tobey, Torcom, White, Wycosky

Absent: Fitzwater, Hamilton, Harralson, Kaltenbach, Kenney, Moore, Radimsky, Rombold, Sauls, Scheel, Seward, Stephens, Tooker, Tzakiri, Van Auken, Yousif

ACTION ITEMS

*AS 88-60/GPPC, Ex. **JOINT DOCTORAL PROGRAMS--CRITERIA FOR REQUESTS TO NEGOTIATE** [responds to AS 87-70]

The Academic Senate recommends adoption of the following criteria for evaluating requests to negotiate joint doctoral programs:

JOINT DOCTORAL PROGRAMS
Criteria for Evaluating Requests to Negotiate

Permission to negotiate formally the establishing of a joint doctoral program with another institution in no way implies approval of the program which eventually emerges. For that reason, such requests need not be elaborate documents, and the criteria for evaluating them are relatively simple.

1. **NEED:** The envisioned program should not duplicate existing programs in the region. There should exist an evident population to be served. There should exist an evident social need and career opportunities for the graduates of such a program.

2. **CSUS CAPABILITY:** The CSUS department should possess *prima facie* a faculty with extensive experience with master's programming and master's theses, highly

articulated, cohesive, and relevant research experience and interests, and demonstrated potential for obtaining needed funding for research. The department should append degree programs offered and of theses completed and number of degrees awarded.

3. COLLABORATING INSTITUTION CAPABILITY: If the collaborating institution already has a doctoral program in the field information on degree programs offered and number of doctoral degrees awarded must be provided. If the institution does not have such a program, evidence of the general capability of the faculty along the lines indicated in #2 will need to be provided. In both cases, a rationale for the selection of the collaborating institution shall be provided.

In all cases it is presumed that these criteria will be applied in a spirit of collegiality.

Carried unanimously.

*AS 88-61/GPPC, Ex. JOINT DOCTORAL PROGRAMS, REVIEW CRITERIA AND GUIDELINES FOR [responds to AS 87-70]

The Academic Senate recommends adoption of the following criteria and guidelines for establishing a joint doctoral program at CSUS:

CSUS JOINT DOCTORAL PROGRAMS
REVIEW CRITERIA AND GUIDELINES

1. Rationale for Doctoral Program:

- a. The proposal should specify how the program grows out of the intellectual life of the department and what its purpose is. Conversely, it will need to show how the proposed program furthers the department's goals and objectives. It will also need to show how the proposed program will be integrated with the programming already in place.
- b. The proposal should show how the program will interact with and affect undergraduate and other graduate programming at CSUS.
- c. The proposal should indicate how the CSUS program compares with regionally and nationally recognized programs in the field. The proposal should indicate what features, specialties, or lines of inquiry it may possess which are unique to the discipline.

- d. The proposal should indicate how the program responds to the needs of the region, needs which are not currently being met. The proposal should also describe what new constituencies the program is expected to attract, as well as the competition it will encounter.

2. Rationale for Collaboration:

- a. The proposal will need to indicate why the department has chosen to collaborate with its counterpart at the external institution. It will need to delineate the interests and purposes to be served by the program at each institution.
- b. The intellectual connection with the other department will need to be developed: how do the areas of research, methodologies, and intellectual concerns of the two faculties complement and interface with each other?

3. Faculty:

- a. The proposal will need to provide a list of all the faculty who teach in the program indicating their research, publications, grants, etc. Full CVs of all these faculty will be appended to the proposal. The review will be both individual and collective.
- b. The proposal will list all participating faculty from the collaborating institution in the same way and with similar materials. These faculty will be similarly reviewed to ensure that they meet CSUS standards. No faculty member from either institution will subsequently teach in the program without being first reviewed and approved.¹

4. Students:

- a. The proposal should review the character and standards of the department's current graduate students. It will analyze the department's productivity in terms of its students during the past five years, answering questions like: How many theses were produced during this period? What is their significance? How many resulted in publications? A list of their titles should be appended to the proposal.
- b. The proposal should also analyze the department's productivity in terms of graduate student placement: Where have the last 10-20 graduates found employment or

continued their studies. Would any of these be likely to return for doctoral study at CSUS?

- c. The proposal should indicate the numbers of full and part-time students the department anticipates attracting to its program. What proportion of these students does the department anticipate supporting?²
- d. The proposal should discuss the employment prospects of graduates from the new program and what placement mechanisms it intends to establish.

5. External Funding:

- a. The proposal will need to provide a table which lists and describes what grants, contracts, fellowships, etc., the faculty have (a) applied for an (b) won during the past five years.
- b. The proposal will describe what funding objectives are now on line.
- c. The proposal will indicate the number of graduate students the department anticipates funding through these awards and the level of their support.

6. Internal Funding and Resources:

- a. The proposal will describe existing facilities at CSUS indicating whether they will be adequate to the proposed program. Part of the proposal will be a report on the result of consultation with the appropriate library faculty regarding library resource requirements needed to support the proposed program. What further expenditure on library, technical facilities, equipment, space, etc., is anticipated within the next five years to ensure that the program meets quality standards? Will these costs be one-time or recurring?³ (see section 8)
- b. The proposal will need to indicate what additional faculty appointments are envisioned over the next five years to ensure the program meets quality standards. (see section 8)
- c. The proposal shall include a five year budget projection indicating enrollments, direct and indirect costs, and budget request to the state.

7. Admission Standards

The proposal will compare its admissions standards with those of the strongest programs nationally. How does the department justify its standards?

8. The Program:

The outline of the program should include the following features:

- a. joint governing mechanisms
- b. core courses, options, special areas of emphasis
- c. course descriptions, syllabi, examinations, etc.
- d. qualifying examinations: samples, when administered, how evaluated.
- e. special requirements: foreign language, etc.
- f. residence requirements at each institution.

9. External Evaluation:

The proposal should have appended to it at least one letter from a qualified individual (chair of department at another institution, figure in the field, member of an accrediting board, etc.), discussing both the proposal and its potential constituencies.

10. Appendices:

- a. faculty curriculum vitae
- b. thesis titles from the department for the past five years
- c. syllabi or proposed syllabi, sample qualifying examinations, sample doctoral thesis topics, etc.
- d. accrediting body criteria
- e. external comment

Endnotes

1. Faculty teaching in doctoral programs and serving on doctoral committees will inherently be participating in educational experiences of a high level and quality. It is therefore

essential these faculty meet standards appropriate to such an undertaking. These standards include:

- a. Have specific expertise (theoretical, methodological, or topical) in the area(s) of the doctoral program
- b. Exhibit a strong, continuous professional record of published research through monographs refereed journal articles, chapters in edited volumes, grants, and presentations at national and international conferences of relevant professional associations
- c. Possess a doctoral degree in an appropriate discipline
- d. Be tenured or have tenure-trace appointment
- e. Have demonstrated ability in directing others in research activities (e.g., mater's theses)

The above is not intended to preclude the department establishing additional criteria.

2. In many fields, doctoral programs have been regarded as needing a nucleus of full-time, funded students in order to be viable. But this has not always been the case. The proposal will describe and justify the student profile it anticipates.
3. It will be incumbent upon a proposal to identify existing research library standards for its specific subject collections. Attention in shaping the budget request will need to be given to the availability of core journals, access tools, research publications, collection development costs, cataloging support.

Carried unanimously.

AS 88-64/Flr. MINUTES

[Approval of the Minutes of the regular meeting of April 14, 1988, was postponed to the next regular meeting.]

AS 88-65/Ex. COMMITTEE APPOINTMENTS

Search Committee, Director of Admissions and Records:
PETER LUND, At-large (repl. W. Muller)

Carried unanimously.

*AS 88-66/Ex. ASI, CRITERIA FOR QUALIFICATIONS FOR STUDENT OFFICERS

The Academic Senate recommends revision of the 1973 CSUS policy on Minimum Criteria for Qualifications for Student Officers (Based on SA 72-97), to read as follows:

Candidates for, and/or incumbents of, all elected and appointed offices in CSUS student government, as a condition of eligibility for such offices, must maintain reasonable progress toward an educational goal in order to meet requirements of the Board of Trustees. Progress toward an educational goal is considered to be met by the enrollment of a student in a course of study leading to a baccalaureate degree, teaching credential, or graduate degree at CSUS.

Reasonable progress is defined as follows:

- A. Candidates, incumbents and appointees to any of the above mentioned positions shall not be on academic or disciplinary probation, as defined by the current edition of the CSUS General Catalog.
- B. All candidates for elective office must have completed no fewer than fourteen (14) semester units of academic credit with a grade point average of 2.0 or higher, during the twelve (12) months immediately preceding the term in which the filing of candidacy occurs.
- C. All candidates for elective office or appointees to any ASI position must have, if any courses are taken during the twelve months preceding the election or appointment, a grade point average of 2.0 or higher, and must complete, during the semester in which the election is held or appointment is made, at least seven semester units with a grade point average of 2.0 or higher. In addition, incumbents of any ASI office must earn, during each Fall and each Spring semester of office, at least seven semester units with a grade point average of 2.0 or higher.
- D. These requirements do not preclude additional student government requirements.

Carried unanimously.

*AS 88-67/AP, Ex. GRADE APPEAL PROCEDURES

The Grade Appeal Procedures (AS 87-47) shall be amended and the Interim Grade Appeal Procedures (AS 87-51) superseded by the

Grade Appeal Procedures amended as follows (underlining = addition; strikeover = deletion) [see Attachment A]:

Carried unanimously.

*AS 88-68/CC, GPPC, Ex. CENTERS AND INSTITUTES, PROCEDURES FOR REVIEW OF

The Academic Senate recommends adoption of the following review procedures:

PROCEDURES FOR THE REVIEW OF CENTERS AND INSTITUTES

As provided for in PM 87-04, Process for Establishing Research Centers and Institutes (Appendix A), each five years a review will be conducted of each center and institute. On this schedule, each center and institute shall submit a self-study and a proposal for the next five years of operation. This self-study and five-year plan is in addition to the year-end report required by PM 87-04.

For those centers and institutes that are associated with a single department, the review will be conducted by the academic program review team at the time of the departmental review.

For those centers and institutes that are not associated with a department, the Vice President for Academic Affairs will determine the schedule for review. The review ordinarily will be conducted by a team consisting of at least three instructional faculty members appointed by the Academic Senate. Each year the Executive Committee of the Academic Senate will prepare a list of the names of members of the University community who are willing to serve on review teams. In preparing this list, the Senate will solicit nominations from the Vice President for Academic Affairs and the Council of Deans. Using this list, the Academic Senate shall appoint the three faculty members to the team for each center or institute to be reviewed. In addition, the Vice President for Academic Affairs may appoint up to two additional members for each review team from among administrators, staff, students, alumni, or community members as appropriate. The chair of the team shall be selected by and from the team.

The self-study prepared by the director of the center or institute will comprise a response to the following:

1. Describe the activities of the center or institute since the last review.

2. If the center or institute is associated with a department or departments, describe the distinction between departmental activities and budget and the center or institute activities and budget.
3. What have been the successes and failure of the center or institute in meeting the goals of the last five-year plan?
4. By what criteria should the center or institute be judged in its success over the next five years vis-a-vis the next five-year plan?

Each review shall be made in consideration of the following:

1. the self-study,
2. the last five year plan,
3. the year-end reports submitted since the last five year review,
4. the report of the last five year review, and
5. the next five year plan.

The review team shall conduct interviews with the director of the center or institute and others, as appropriate.

The result of the review will be a report. In addition to a response to the issues of the self-study, the report should address the appropriateness of the budget and its use, and the appropriateness of the next five year plan. The report should include specific recommendations for action by appropriate campus entities, including a recommendation to the Academic Senate and the Vice President for Academic Affairs for continuation or termination of the center or institute.

The report will be presented to a joint session of the Academic Senate's Curriculum Committee and Graduate Policies and Programs Committee, to be handled in the same manner as academic program reviews.

Carried unanimously.

*AS 88-70/Ex. PRESIDENT'S CITATION AWARDS

The Executive Committee, on behalf of the Senate, endorses the establishment of Presidential Citation Awards for an outstanding masters thesis or project in each of the following

categories: natural science and engineering, social sciences, and humanities.

The Executive Committee, on behalf of the Senate, recommends that a review committee of no fewer than three instructional faculty be appointed by and from the Graduate Policies and Programs Committee to review nominations and select the theses/projects for the awards. If no submission meets the expected standard of scholarship, no award will be made.

Carried unanimously.

*AS 88-71A/GPPC, FisA, Ex. MASTERS DEGREE IN PUBLIC POLICY
ADMINISTRATION [responds to AS 87-86]

The Academic Senate recommends approval of the Masters in Public Policy and Administration (MPPA) to replace the Masters in Public Administration (MPA). [Note: A program summary was distributed with the May 19 agenda; the complete proposal is available for review in the Senate Office, Adm. 264].

Note: The Graduate Policies and Programs Committee has made several recommendations regarding the shape of the program, the relationship of its core courses to courses offered currently in the Department of Organizational Behavior and Environment, and the schedule for offering the courses [Note: the recommendations are shown in Attachment D of the May 19 Agenda]. The MPPA Steering Committee has indicated its willingness to undertake discussions with the Department of OB&E and other relevant parties to determine whether two of the courses in the MPPA can be merged with similar courses in OB&E. To await the results of those discussions would delay significantly approval of the program and the undertaking of initial implementation tasks. The Senate therefore recommends approval of the proposal as drafted with the understanding that any changes will be brought before it for approval in the form of Program Change Proposals next Fall.

Carried unanimously.

*AS 88-71B/GPPC, FisA, Ex. MPPA REPORTS

The Academic Senate notes the Fiscal Affairs Committee's fiscal impact evaluation and the report of the Graduate Policies and Programs Committee, and forwards these reports to the President as information. [Note: Copies of the reports are attached to

the May 19 Agenda, Attachments D and E, and are also available in the Senate Office.]

Carried unanimously.

*AS 88-72/GPPC, Flr. JOINT DOCTORAL PROGRAM--EDCAPS: REQUEST TO NEGOTIATE

The Academic Senate recommends Presidential approval of the EDCAPS request to negotiate a joint doctoral program (Ed.D. in Education Administration) with University of the Pacific. [Note: Page 6 of the proposal (May 19 Agenda Attachment F) was amended as shown below. The complete proposal is available for review in the Senate Office.]

Research facilities for this program would be as follows:

- ~~Main library, CSU, S. The educational administration and education policy studies collection is one of the finest in the State. In fact, doctoral candidates from other institutions of higher education often travel to Sacramento to utilize this collection. A complete ERIC system is in place and faculty will be able to call for searches from their own offices by Fall 1988.~~
- ~~Library specializing in law and law-related issues, McGeorge School of Law. This facility is widely regarded as one of the finest in northern California.~~
- ~~Main Library, University of Pacific, main campus. A very sound and thorough collection in education and educational administration.~~
- ~~State of California Library and State Archives. Access to this important collection will be available through library loan agreements. Doctoral candidates in this program will have a quickly accessible resource that few other institutions of higher education can have.~~
- The Library, CSU, S. The educational administration and education policy studies collections are viewed by the faculty as one of the finest in the state. Often, doctoral candidates from other institutions of higher learning travel to Sacramento to utilize this excellent collection. Access to journal literature is achieved through subscriptions to the appropriate indexing and abstracting services including Educational Information Resources Center (ERIC) on laser disk. On-line searching of ERIC is available upon request. Because of its organization, based on instructional program

areas, the Library is uniquely prepared in its staffing to meet the needs of both students and faculty at the doctoral level. Librarians in the Education and Psychology Department are ready to provide expertise and assistance to assure that the Library will be in a good position to provide effective support for the research component of this proposed degree program. This would include a review of current and projected Library funding.

- William Knox Holt Library, University of the Pacific, main campus. The collection for education and education administration is substantial and library services required to support graduate work in education are already in place.
- Other Research Centers. Doctoral candidates would have access to the significant collection of series, monographs and journal titles housed at the McGeorge School of Law Library, widely considered to be outstanding for northern California. Also available in the region is the State of California Library and State Archives, with its important collections of federal and state documents. Materials at libraries throughout the world can of course be obtained through the interlibrary loan process.

Carried.

*AS 88-73/CC, GPPC, Ex. PACIFIC ASIAN STUDIES, PROPOSED B.A. AND MINOR IN

The Academic Senate recommends approval of the proposed Bachelor of Arts and Minor in Pacific Asian Studies with the addition of Government 149A (Japan: A New Challenge) in the elective courses. [Note: The program proposal is presented in Attachment G of the May 19 Agenda and is available in the Academic Senate Office.]

Carried.

*AS 88-74/CC, Ex., Flr. RETENTION MODEL: PROGRAM FOR EXCELLENCE IN UNDERGRADUATE EDUCATION (PEUE)

The Academic Senate is supportive of the concepts and goals addressed in the PEUE proposal (Attachment B), a model for enhancing student retention, and recommends:

A. Formation of a Task Force

The Academic Senate recommends that an implementation Task Force be selected by the Academic Senate, subject to approval by the President. The charge to the Task Force would be to consider the PEUE proposal, and the issues raised by discussion of it that were held in various committees since its submission. The group would gather information relating to the proposal that was generated on this campus, and investigate similar models, and their successes, at other universities.

Then, a proposal would be developed for implementation of a retention program at CSUS. The proposal would address as many of the concerns as possible, and would suggest specific solutions to problems related to funding, student selection, and other topics of concern to the campus community.

B. Composition of the Task Force

Five faculty members, selected at-large, appointed by the Senate; two representatives from Student Affairs; two students; an academic dean or associate dean designated by the Vice President for Academic Affairs.

C. Schedule

The Task Force will submit its proposal to the Academic Senate for consideration by the end of the Fall semester, 1988.

Carried.

*AS 88-75/AP, Ex., Flr. LAST WEEK OF INSTRUCTION

The Academic Senate has reconsidered its action on AS 87-44 and recommends that the policy on "Dead Week" in the CSUS University Manual be amended as follows [strikeover = deletion; underscore = addition]:

~~No midterms, quizzes, or examinations, other than those authorized on an individual basis, will be given in the period five academic days before the beginning of the University's final examination schedule. Each semester, classes will end on Friday and final examinations will begin the following Monday. (AS-68-49)~~ Tests, quizzes and other academic assignments may be scheduled for the last week of classes, provided they are specified on the course syllabus. No unscheduled (i.e., not included in the course syllabus)

requirements may be imposed on students during the last week of classes. Final exams will not be given prior to final examination week, except where the nature of the department's academic program requires it and the syllabus so specifies. Exceptions shall require approval of the Vice President for Academic Affairs.

In addition, the Academic Senate recommends that the statement on "Student Rights and Responsibilities" be amended as follows [strikeover = deletion; underscore = addition]:

I. Rights in the Classroom

...

- L. ~~That the students not be given tests or additional work beyond what has already been assigned during the week prior to final examinations of each semester. Tests, quizzes and other academic assignments may be scheduled for the last week of classes, provided they are specified on the course syllabus. No unscheduled (i.e., not included in the course syllabus) requirements may be imposed on students during the last week of classes. Final exams will not be given prior to final examination week, except where the nature of the department's academic program requires it and the syllabus so specifies. Exceptions shall require approval of the Vice President for Academic Affairs.~~

The Academic Senate further recommends that the use of the term "dead week" no longer be used to refer to the last week of instruction; that the policy be retitled "Last Week of Instruction", and that the term be deleted from the Academic Calendar and any other documents in which it appears currently.

Carried unanimously.

AS 88-76/Ex. PROPOSITION 71 (APPROPRIATIONS LIMIT ADJUSTMENT, CONSTITUTIONAL AMENDMENT)*

Whereas, The voters of the State of California enacted the Gann-sponsored Proposition 4 in November 1979; and

Whereas, Proposition 4 placed a limit on how much State and local government could spend, such that spending was to be confined to the amount spent in 1978, adjusted each year for inflation and population growth; and

Whereas, Proposition 4 mandated that the State must refund to the taxpayers any State revenues collected in excess of the amount the State could legally spend; and

Whereas, While, by 1987 State revenues exceeded the spending limit, thus forcing a rebate of tax revenues, it was also the case that the State's needs exceeded the Proposition 4-imposed limit of legal State spending; and

Whereas, The Proposition 4-imposed limit on State spending makes it impossible to meet pressing problems created by increased school enrollment, the growth of the State economy, the overburdening of prisons, the worsening of traffic and transportation and other unforeseen crises such as AIDS; and

Whereas, Specifically as regards The California State University, the continued operation of the Proposition 4-imposed limit on State spending will result in reduction of the CSU's support budget, to the serious detriment of public higher education and the mission of the CSU; and

Whereas, According to the bipartisan Commission on State Finance, unless the limit law is changed, \$23 billion of needed spending must be cut from the current level of education and other vital services over the next ten years; and

Whereas, The proposed Proposition 71 on the June 1988 ballot will amend the State Constitution to retain a limit on the growth of State spending but will alter the calculation base for determining inflation and redefine population growth, such that the limit would more accurately measure California's economic growth and the population of Californians in the public education system; therefore be it

Resolved, That the Academic Senate of California State University, Sacramento, hereby endorse Proposition 71 and strongly urge faculty and staff to vote for Proposition 71 at the June 7, 1988, election.

*All facts herein contained are from the "California Journal Analysis: June 1988 Ballot Propositions," The California Journal, April 1988, p. 4, and a circular distributed by the CSUS Chapter of C.F.A.

Carried unanimously.

*AS 88-77/Ex. STYROFOAM IN CSUS FOOD SERVICE ESTABLISHMENTS,
ABOLISH USE OF

The Academic Senate requests that all food service establishments on campus terminate the use of styrofoam cups, plates, bowls or other such utensils at the earliest feasible date. It should be noted that it is our understanding that styrofoam products used on this campus do not involve in their production chlorofluorocarbons and that this request is based on our concern regarding the nonbiodegradable, nonrecyclable nature of the products.

Carried.

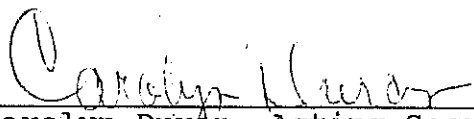
Due to lack of a quorum, the meeting was adjourned. No action was taken on the following agenda items:

AS 88-69/Ex. ELECTION PROCEDURES, SENATORS REPRESENTING TEMPORARY FACULTY

AS 88-78A/Ex. ACADEMIC SCHEDULE

AS 88-78B/AP ACADEMIC YEAR SCHEDULE

The meeting was adjourned at 4:10 p.m.



Carolyn Duran, Acting Secretary

*President's approval requested.

(Underlining = addition; strikeover = addition)

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

STUDENT GRADE APPEAL PROCEDURES

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 the end of the fourth week of classes of the semester following the semester in which the grade was earned.

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 end of the sixth week following the semester in which the grade was received.

The chair will attempt to seek a solution. Within ten (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 (5) 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 ten (10) working days after being proposed. If still unsatisfied, the student may initiate a formal appeal. This appeal must be initiated

I. WHAT GRADES MAY BE APPEALED?

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

II. GROUNDS FOR APPEAL: A GENERAL STATEMENT OF POLICY

- 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

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

Adopted 2/9/83 (AS 83-06); revised 5/6/87 (AS 87-47); amendments Proposed 5/19/88

within ten (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 ten (10) working days as specified in IV. A.3. 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 fifteen (15) working days after the selection of the panel. The chair will designate a faculty member of the panel as convener for the initial meeting.

2. Grade Appeal Review Panel

The Grade Appeal Review Panel will consist of two tenured or tenure-track faculty from the academic unit in which the course was listed, and one student who is a major in that same academic unit (or, if there are no majors, a student who has taken courses in the academic unit in question and maintains an on-going involvement in it). One faculty member will serve as chair.

- a. The department chair will randomly select six 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 two selected will be designated as panel members and the third through sixth will be alternates. If any faculty member selected is unable to serve, random selection will continue until the names of six consenting faculty members have been drawn.

The department 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.

- b. The Student Senate Chair will randomly select five prospective panel members (who will be numbered in order of selection) from among the majors in the academic unit who are willing to serve (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 one will be designated as the panel member and the second through fifth will be alternates. If any student member selected is unable to serve, random selection will continue until five consenting members have been drawn.

The Student Senate Chair will inform the student and the faculty member of the five 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 the student panel member, they will do so in alternate order beginning with the student.

- c. The panel will select its own chair from among between the two 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.

- d. The decision must be rendered within fifteen (15) working days of the initial meeting of the panel, and such judgment must be conveyed in writing to the student, instructor, and unit chair (program coordinator or director), and Dean of Students within the same time limit.

3. Guidelines for Panel Hearings

- da. 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. The grade appeal hearing CANNOT be taped or video recorded, without the consent of both parties.
- eb. 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.
- ec. Both the student and the faculty member shall have the right to present whatever relevant evidence they want that supports their positions--including but not limited to written statements, other documents and witnesses.
- ed. Both the student and the faculty member 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.
- ee. Both the student and the faculty member have the right to have an advocate of their own choosing present at all panel hearings. The advocate is not to be an attorney. Within reasonable limits imposed by the chair (and subject to appeal by the whole panel), advocates have the same rights to offer clarifications and question witnesses as the student and the faculty member.
- ef. If neither the faculty nor the student can attend, an advocate shall be present in her/his place--This advocate shall have all the privileges and rights of the person being represented--The advocate is not to be an attorney.
- eg. If, for compelling reasons, the student or the faculty member or both are unavailable to

participate in the proceedings, each may designate a representative to participate on his or her behalf, and the proceedings shall go forward. If no representative is designated, the proceedings must await the availability of the student or the faculty member or both. The representative shall have all the rights and privileges of the person being represented. He/she shall not be an attorney.

~~j. Generally, the hearing should follow the basic format outlined below:~~

4. The Hearing Process

- a. Before proceeding with a hearing, the panel shall be attentive to the question of whether the student has alleged proper grounds, as defined in Section II, for the grade appeal. If a determination is made at this point that the complaint is insufficient, the panel may terminate the process and the initially assigned grade shall stand.
- b. 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);
- c. Response by the faculty member, followed by questions from the panel and any clarification by the faculty member's advocate (if one is present and wishes to be heard at this time);
- d. After both parties have made their initial presentations, questions may be raised by the panel, either party or the advocates (if present);
- e. 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);
- f. 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;

g. 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, the department chair, and the Dean of Students.

5. The Recommendation of the Panel

a. 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.

b. The written decision, together with the panel's reasons for the decision, shall be sent to the faculty member, the student, the department chair, and the Dean of Students.

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

ld. A record of the judgments arrived at by each grade appeals panel and a copy of the Student Grade Appeal Form shall be maintained by forwarded to 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 Vice President for Academic Affairs.

6. Appeal of Procedural Violations

a. If either party believes that procedural violations have occurred during the grade appeal process, and that these procedural violations prejudiced the panel's decision against the party's interest, an appeal of the panel's decision may be made. Written notification of intent to appeal must be filed with the Vice President for Academic Affairs, with a copy to the program unit involved in the grievance, within one week of the panel's decision.

b. Within one week of the filing of intent to appeal, the Vice President for Academic Affairs shall convene a procedural appeal board consisting of three full-time instructional faculty members appointed by the Academic Senate for the current academic year. If a member of the procedural appeals board declines to serve because of a conflict of interest in the grade appeal being dealt with, the Academic Senate shall appoint an alternate.

c. A letter of appeal shall be prepared by the appellant and submitted to the procedural appeals board within one week of the filing of intent to appeal. Such letter shall state clearly the procedural violation believed to have been committed and shall explain the appellant's belief that such violation prejudiced the panel's decision against his/her interests. The other party and the grade appeal panel shall have comparable rights of reply.

d. The procedural appeals board may hold an oral hearing, if in its judgment the briefs are insufficient to determine the matter.

e. A decision on the appeal shall be rendered by the procedural appeals board in a prompt and expeditious manner. Such decision shall either: (1) reject the appeal on grounds either that a procedural violation did not occur or that if such a violation did occur, it did not prejudice the Panel's decision, or (2) confirm that a procedural violation did occur and did prejudice the panel's decision.

f. In the case of a decision in favor of the appellant, a new panel shall be formed and the grade appeal process shall be repeated.

[The "Student Grade Appeal Form," is unchanged and not shown here to save a tree.]

PROGRAM FOR EXCELLENCE IN UNDERGRADUATE EDUCATION:
A Model for Enhancing Student Retention

GOALS OF THE PROGRAM:

- To meet the academic needs of students adequately by focusing on the development of writing, critical thinking, communication, and math skills so that newly admitted C.S.U.S. students will succeed and eventually graduate from the University.
- To address more fully the total range of student needs particularly those in need of supportive student services and those who desire to explore career options.
- To assist faculty who desire to participate in the program by offering them opportunities to learn more about the diverse nature of today's student population and their special needs, the compatibility of their teaching styles and student learning styles, and instructional innovation.

RATIONALE:

The primary purpose of the Program for Excellence in Undergraduate Education is to enhance institutional support for students who could benefit from special advising, counseling and academic support, thereby increasing student retention.

Educational equity demands that the University more effectively address the needs of specific populations of students: i.e., underrepresented minorities, older, disabled, and transfer students. There are many reasons why students eventually do not complete their academic programs and graduate from the University. Among these reasons are alienation, lack of appropriate preparation, finances, family and personal problems, and lack of success during their transition year at the University. Research studies suggest that students who withdraw from college are less integrated into the academic environment, less involved in the campus, and benefit from less family support than do those who persist to graduation. In conclusion, students who believe that they have entered an academic community where high standards, coupled with concern for their growth as individuals throughout their career path as students, will be more likely to persist to graduation, regardless of the pulls toward outside commitments (Billson and Terry, 1987).

Of particular concern to the faculty, staff, and administration at C.S.U.S. is the providing of the best possible educational experience for entering students so that they have the best possible chance for success while they are at the

University. Special programs, such as the College Assistance Migrant Program, have proven to be successful in providing support for populations with special needs. Such programs are generally integrative in nature, addressing the total needs of the student population. Integration of academic programs and student support services is essential in accomplishing the general goal of retaining and graduating students who desire to be successful while they are at C.S.U.S.

CENTER COMPONENTS:

In general, the Program for EMVE will include the following components: (See Appendix A for chart)

1. Coordinated outreach activities
2. Personal advisement and counseling (academic, campus activities, financial aid and career development)
3. Regular monitoring of student performance (attendance and academic achievement, etc.) via computer technology
4. Faculty development and mentoring program (emphasizing faculty time with students outside of the instructional setting)
5. A required one or two semester student development course (knowledge of university, study skills, campus activities, goal setting, career choices, community service internship, etc.)
6. Peer counseling and support group system
7. Diagnostic and placement testing for writing, reading, and math
8. Offering of several modules which would include general education courses (English, math, science, etc.) and introductory level major courses. Study groups and tutors are made available
9. Research and evaluation unit. The primary purpose of this component will be to study teaching effectiveness and retention strategies

TARGET POPULATION:

The Center's primary interest is offering a structured supportive environment for students who wish to participate. Since the retention of all qualified students is the university's

goal, all newly admitted freshmen and transfer students will be invited to participate their first semester on campus. The population demographics of the Sacramento service area will be used to select participants from the applicant pool. Students who are underrepresented minorities, first generation, conditionally admitted, and undeclared majors will be encouraged to apply and will be given priority based on a needs assessment by the students themselves and appropriate professional staff.

PROGRAM PLAN:

Initially, students will be invited to participate in a structured program designed to incorporate the various program components and to meet academic and personal needs for support services. Existing academic and student service resources will be coordinated and organized into an intra-structure to provide for individualized advising, guidance, and academic and social support. All departments will be invited to submit a 9-12 unit course module which departments have determined to be appropriate for a newly admitted student interested in a discipline or a combination of related disciplines. School curriculum committees will assist with this process and will work with an advisory committee appropriate in designing the modules. Each module should include at least two courses addressing basic skills and quantitative reasoning and a basic course introducing the student to the discipline(s). For example, the Psychology Department might develop a module for potential majors which would include Psychology 1A, English 1A, Biological Science 10, and an elective. A module for undeclared majors would include English 1A, Computer Science 5, Math 1, and I.D. 96A - Introduction To The Sciences and Careers. Additional modules would also be developed to address the needs of the students who are conditionally admitted, E.S.T., transfers, and the undeclared.

Newly admitted C.S.U.S. students from the identified student populations noted above will contract to participate in the program for one semester. Each student will select one of the course modules. Specific sections of the courses in the modules will be identified based on faculty willingness to participate in the program. Approximately 12 students will be admitted into each course module, and spaces will be reserved for them in specific sections. Each of the 12 students will be assigned a faculty mentor, a peer mentor, and a professional staff person from Student Affairs who will work together as a team to monitor the student's progress in the courses, provide opportunities for instructor-student interaction, organize study groups, and expose the student to social, educational, and cultural experiences on the campus and in the community.

ROLES OF TEAM MEMBERS:

Faculty mentors with three units of assigned time will be responsible primarily for monitoring the student's academic progress, providing opportunities for interacting with the 12 students in the module on matters of concern to the students, and working with the Student Affairs professional in order to link students with appropriate campus and community resources as needed.

Student Affairs professionals, with the faculty mentor, will be responsible for assessing the student's academic needs, advising and counseling the student in non-academic areas, consulting with the faculty mentor on the academic progress of the student, and linking the student with appropriate resources if needed.

Peer mentors will be responsible primarily for conducting study sessions for students, planning social, educational and cultural experiences on campus and in the community with students, and generally being a peer advocate for the 12 students.

All team members will be provided with training sessions appropriate to their individual roles as team members to facilitate their involvement with students in the program. Faculty teaching the courses in the modules will also be invited to some training sessions on student learning styles. Training should be conducted before classes begin in the fall.

ROLE OF STUDENTS:

Students who decide to participate in the program will attend an advising session, select an appropriate module of courses, and participate in study sessions and planned social and cultural experiences. They must meet regularly with team members and participate in individual conferences.

ADMINISTRATIVE STRUCTURE:

The program will be administered by the Vice-President for Academic Affairs. A program coordinator will be selected who will be responsible for coordinating the PEMVE Program for Excellence. This position would include responsibility for supervising the faculty, staff and student participants developing the training sessions, preparing the publicity for the program, administering the budget, and executing the program details.

An Advisory Committee composed of 7 instructional faculty (3 from Arts & Sciences and one from each professional school), and 4 student affairs professionals, appointed by each unit's faculty governance structure. The Advisory Committee shall be responsible for selecting the program coordinator and advising the director on all aspects of the program including the development of course modules, selecting and training of the student affairs professionals, faculty and peer mentors, and determining the criteria for accepting students, and selecting the students from the applicant pool.

RESOURCE NEEDS:

Three hundred newly admitted students will be accepted into the program the first year with 25 faculty mentors, 25 student affairs professionals, and 25 peer mentors. The program coordinator should receive 6-9 units released time for coordinating the program. Secretarial assistance and an operating budget would be needed as well as an office with phone.

Estimated resource needs:

25 faculty with 3 units assigned time	5 faculty positions
25 student affairs professionals w/.2 time	5 student affairs positions
25 peer mentors paid as student assistants (10 hours per week at \$4 per hour)	\$30,000 for one year

EVALUATION:

In order to evaluate the effectiveness of this program, a research model would need to be designed which would take into account all components of the program. The effectiveness can be evaluated in a way by comparing the retention and eventual graduation rates of students who participate with those who do not.

C. Gray, Associate Dean, School of Arts and Sciences
D. Raske, Dean, Student Affairs
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