I. Introduction (Weatherby)

II. Approval of Minutes
(May 14, 1974 & May 28, 1974: Executive Committee Action during summer quarter)

III. Report of Academic Senate Business since May meeting
A. Action by President Kennedy on 73/74 Senate Recommendations (Weatherby & Labhard) (Attachments III-A, i-vi)

IV. Committee Reports
A. Budget (Nielsen)
B. Constitution and Bylaws (Johnson)
C. Curriculum (Sullivan)
D. Election (Hooks)
E. Instruction (Jennings)
F. Personnel Policies (Weber)
G. Student Affairs (Drandell)
H. General Education (Daly)
I. Personnel Review (Andreoli)
J. Fairness Board (Lansman)
K. Faculty Library (Winslow)
L. Ad Hoc Student Evaluation of Faculty (Coats)
M. Administrative Council (Sullivan)
N. Academic Council (Labhard)
O. President’s Council (Weatherby)
P. Foundation Board (Weatherby)

V. Unfinished Business
A. 73/74 Score Sheet (Weatherby & Labhard) (Attachment V-A)
B. By Laws Committee Sub-Committee on Professional Responsibility (Johnson)
C. Faculty Professional Development Proposal (Jennings) (Attachment V-C to be distributed)

VI. Announcements
A. Use of Credit (Weatherby) (Attachment VII-A)
B. Distribution of Meeting Schedule (Labhard) (Attachment VII-B)
C. Appointment of Thomas V. Johnston to Grievance/Disciplinary Action Panel Chairman (Weatherby)
VII. Announcements — (cont.)

D. Senate and Committee Membership (Weatherby) (Attachments VII-D,i & ii)

1. School of Architecture and Environmental Design Vacancies
   a. 2 Senators
   b. 1 Representative to the following:
      - Budget Committee
      - Personnel Review Committee
      - Election Committee
      - Student Affairs Committee

2. School of Business and Social Science Vacancies
   a. 2 Senators
   b. 1 Representative to the following:
      - Executive Committee
      - Election Committee
      - Personnel Policies Committee
      - Fairness Board

3. ASI Vacancies
   a. 1 Representative to the following:
      - Constitution and Bylaws Committee
      - Curriculum Committee
      - Instruction Committee
      - Personnel Policies Committee
      - Student Affairs Committee
      - General Education Committee
      - Research Committee
      - Fairness Board
      - Faculty Library Committee
   b. 2 Representatives to the Distinguished Teaching Awards Committee

4. Administration Vacancies
   a. 1 Representative to the Instruction Committee
      (Associate Dean Academic Planning)

E. Executive Order No. 201, Grievance Procedures for Academic Personnel (Weatherby)

F. Explanation of Professional Consultative Services Representation on Committees and Senate (Johnson)

G. Relief Campaign for Honduran Flood Victims (Gooden)
Memorandum

To: Hazel Jones; Messrs. Cummins, Ericson, Fisher, Gibson, Hasselrn, Hicklinn, Valpey, Weatherby

From: Robert E. Kennedy

Date: September 23, 1974

File: A

Copies: Andrews, Chandler, Shelton, Voss

Subject: Appointment of Instructional Department Heads

The Academic Senate, at its regular meeting on May 14, 1974, recommended a revision to CAM Section 315.5 on appointment of instructional department heads. On May 30, 1974, I notified the Chairman of the Academic Senate that I could support the concepts of the proposed revision, but that I would seek the Academic Council's review to make certain that the words are equally understood by all.

As a result of this consultation, two changes to the Senate document were recommended for clarification and understanding. One suggestion was that a statement be added to the section on appointment of temporary department heads stipulating that consultation would not follow the extensive procedure outlined for regular department head appointments. The other suggestion was that paragraph B be amended to provide for approval of the consultative procedures by the school dean, the Vice President for Academic Affairs, and the President. Both of these recommendations are acceptable to me and do not appear to be in conflict with the Senate proposal. In addition, the procedures have been revised to provide that nominees recommended by the department should be submitted in order of preference.

Effective immediately, I am approving the attached revision to CAM 315.5 on Appointment of Instructional Department Heads. This revision will be incorporated in the next general revision of the Campus Administrative Manual.

CAMPUS ADMINISTRATIVE MANUAL

315.5 Appointment of Instructional Department Heads

A. Instructional department heads are members of the university's administrative line organization and as such are directly responsible to the appropriate school dean for administration of their respective departments. They are appointed by the University President for indefinite terms. The President will consult with the Vice President for Academic Affairs and the dean of the school to which the department is assigned, the departmental faculty, and any other individual or group as considered necessary in reaching a decision on instructional department head appointments. The dean will inform the faculty of all pertinent personnel information governing the appointment of the department head.

B. Variations in department sizes suggest flexible guidelines governing faculty participation in the consultative process. Consequently, the department, by majority vote of the full-time faculty (tenured and probationary) will recommend to the President, through the school dean and the Vice President for Academic Affairs, procedures for the selection of nominees. Not more than three nominees acceptable to the department are to be selected and presented to the President through the school dean and the Vice President for Academic Affairs. In the event that these procedures require the creation of ad hoc committees, their duties and membership shall be determined by a majority vote of the full-time faculty.

C. The department's full-time faculty may decide, by two-thirds majority vote, not to follow the guidelines specified in "B" above. In that case, the school dean will confer with the President or a designee in order to determine the nature and extent of the consultative procedures to be followed. In this situation consultative procedures will vary; depending on the particular circumstances, procedures normally will involve consultation with faculty members, and may also include students, other university staff members, or knowledgeable outsiders. Faculty members consulted may include faculty from within or outside the department under consideration, and may also be tenured and/or probationary; the students may be present and/or former ones.

D. The appointment of acting, interim or temporary department heads will also be made by the University President following consultation with the Vice President for Academic Affairs and the appropriate school dean and the department faculty. Consultation with the department faculty in selecting an acting, interim or temporary department head will not follow the extensive procedure outlined for regular, indefinite term, department head appointments.
Memorandum

To: Dr. Hazel James
School Deans
Instructional Department Heads

From: Robert E. Kennedy

Subject: Revision of Sabbatical Leave Policy and Procedures

Date: September 13, 1974

On October 10, 1973, the Academic Senate proposed a number of changes in the sections of CAM pertaining to sabbatical leaves. After consideration by the Academic Council, I approved their recommendation on November 26, 1973, and requested the school deans to implement it to the extent possible. The final approval of the proposed CAM changes was withheld pending resolution of certain wording problems necessary to remove inconsistencies between sections of the procedures. The wording of the proposed changes has been reviewed and agreed upon by all concerned.

I hereby approve the attached revised CAM sections 385 through 386.5 pertaining to sabbatical leaves effective immediately. A copy of the revised Application for Leave of Absence with Pay, SC-10, is also attached. Additional copies of the revised form are available in the Personnel Office for use by faculty who wish to apply for sabbatical leaves during the 1975-76 year.
Section 306 - 306.2

306 Leaves with Pay

Leaves with pay may be granted to faculty members after completion of six consecutive academic years of full-time service for (1) one or more quarters not to exceed three quarters, with compensation equal to the difference in salary between that received by the faculty member on leave and the minimum salary of the junior instructor rank; (2) one-quarter at full pay; (3) one-quarter at three-fourths of full pay; or (4) three-quarters at one-half of full pay.

306.1 Limitation of Leaves with Pay

None of the four types of leaves with pay can be granted to applicants whose purpose is to accept full-time employment. There may be rare instances where up to half-time employment may actually contribute directly to the goal of the faculty member's leave. However, the burden of proof is on the faculty member in any such exceptional circumstances to demonstrate the worth of such employment. A faculty member is not precluded from accepting any employment, but such employment must be minimal and purely incidental. This limitation applies to employment with any company, firm, college, public school system or agency or other organization, including positions in a foreign country under a foreign aid program.

306.2 General Principles

A. Purpose

Leaves of absence with pay may be granted for purposes of study, research, or travel which will not only improve and update their capabilities that could benefit the university but also advance their value to the university and the students thereof.

B. Retirement

The percentage of time for which a faculty member receives compensation during a leave of absence with pay determines the amount of service credited toward retirement. It shall not exceed the period of a leave of absence with pay. Credit is based on the continuity of service required toward retirement, or toward salary adjustment.

C. Continuity of Service

A leave of absence with pay does not constitute a break in the continuity of service required to qualify for leaves of absence with pay. Under certain circumstances, the dean of the faculty may determine that the time absent does not constitute a break in the continuity of service for purposes of leaves of absence with pay.

D. Reappointment

At the expiration of the leave, a faculty member will be reinstated in the position held at the time of the granting of the leave of absence, unless otherwise agreed.

E. General Eligibility

To be eligible to apply for and receive a leave of absence with pay, a faculty member must have served full time for six consecutive academic years. Not more than one such leave may be granted in each seven-year period.

F. Leaves on Leave

The dean of each school is responsible for ensuring and certifying that the number of leaves granted to any one quarter or year is not in excess of the allowed number of leaves. Any change in the number of leaves may be made by the dean of the faculty. Each dean will report to the faculty committee on the number of leaves granted and the number of leaves remaining available for each leave.

G. Duration of Leaves

Leaves with pay may be granted for periods not to exceed three quarters to faculty members who meet the criteria established by the faculty committee.

H. Compensation

Compensation to faculty members on leaves of absence with pay will be paid in the same manner as if they were not on leave of absence.

I. Filling of Positions

Each year as provided in (I) below, final approval of a leave of absence with pay will not be granted until the department has filed with the appropriate authorities a list of the names of the faculty members being placed on leave. The list shall include the name, rank, and title of the faculty member, the leave of absence, and the amount of the salary to be paid. The list shall be submitted to the dean of the faculty within this time frame.

J. Termination of Employment

The faculty member's termination of employment shall be determined by the dean of the faculty in light of whether or not it appears that there will be a need for the services of the individual for the remainder of the leave period.

306.3 Leaves with Difference in Pay

A faculty member who has completed at least six consecutive academic years of full-time service is eligible to be granted a leave of absence for one or more quarters not to exceed three quarters with compensation equal to the difference in salary between the salary received and the minimum salary of the junior instructor rank for the leave period.
Leaves with One-half Pay, Three-fourths Pay, or Full Pay

A faculty member who has completed at least six consecutive academic years of full-time service is eligible to be granted a leave of absence for one quarter at full pay, two quarters at three-fourths of full pay, or three quarters at one-half of full pay.

Application Procedure for Leaves with Pay

A. Deadlines

Any faculty member desiring a leave of absence with pay shall submit an application to the department head by October 30 of the college year preceding that in which the leave would occur. The department head will evaluate the application and submit a recommendation to the dean of the school by November 1. In arriving at a recommendation, the department head will consult with the tenure members of the department faculty and the results will be presented in writing to accompany the recommendation.

B. Form of Application

The first two pages of the application shall be prepared in three copies and provide the following information:

1. Name of applicant
2. Academic rank and class
3. Current monthly salary equivalent and annual salary
4. Appointments cuts with the university—month, day, year
5. Dates of last leave of absence with pay—from and through
6. Type of leave requested:
   a. One quarter at full pay
   b. Two quarters at three-fourths pay
   c. Three quarters at one-half pay
   d. One or more quarters not exceeding one year with compensation equal to the difference in pay between that to be received by the applicant with and the minimum salary of the junior instructor rank
7. Effective dates of the proposed leave—month, day, year; through—month, day, year
8. A detailed outline of the proposed plan of study, research, or travel and service to be performed during the period of the leave and a statement of the resulting benefits which will accrue to the university and its students
9. The applicant’s background applicable to the proposed plan of study, research, or travel
10. Probability of completion of the proposed plan of study or research by the end of the leave period
11. Urgency of the proposed leave in terms of its contribution to the improvement of the institution and other direct benefits to the university’s program
12. The nature, amount, and the source of anticipated supplemental support. Example: scholarship, fellowship, part-time teaching fellowship, research grant, employment

C. Guidelines and Procedures

Each school shall select a sabbatical leave committee composed of teaching faculty, and in consultation with the school dean, shall prepare guidelines that shall be consistent with but not limited to the following:

1. The relative weights to be assigned to the following categories of sabbatical leave applications:
   a. When the purpose is for meeting minimum standards established by the department for retention, tenure, or promotion
   b. When the purpose of leave is for (1) study, (2) research, (3) travel, or any combination of these
   c. From faculty members who have had a previous sabbatical leave as compared to those applying for their first

2. The priority to be given to the following factors:
   a. The length of service in the university of the applicant
   b. The recovery of other leaves, such as fellowships and grants through monies from other leaves with pay
   c. The review of previous unsuccessful applications
   d. A purpose which is more innovative than traditional
   e. A leave more beneficial to the university at large than to an individual school or department
   f. The length of service remaining prior to mandatory retirement

Guidelines as outlined above shall be submitted to the faculty of the school for approval. The sabbatical leave committee will interview all leave applicants of that school as soon as practicable after the application deadlines (October 30) and evaluate the applications based upon merits of their proposals and the school guidelines

D. Distribution of Sabbatical Leave Positions within the University

The number of sabbatical leaves allocated to the university will be distributed on an equitable basis among the schools. Guidelines for distribution sabbatical leaves include an initial distribution of one sabbatical leave to each school, with the balance of the allocation to be distributed according to the ratio of eligible faculty members in the respective schools to the total eligible faculty in the university. No later than October 1, the Director of Personnel Relations will determine, in consultation with the Dean of Personnel Affairs, the project number of sabbatical leaves for the following year which would be allocated to the respective schools under the guidelines and will report the projection to the school dean, the Vice President for Academic Affairs, and the Chairman of the Personnel Review Committee of the Academic Senate. He shall also publish the projection in the Cal Rep and through the Academic Senate. The school dean shall then provide these eligible members of their schools with the projected figures and copies of the procedures and guidelines utilized in establishing priority lists of candidates and alternatives. In the event insufficient applications are not received by any school, the Personnel Review Committee will recommend a redistribution of the utilized leaves in the other schools after considering an equitable distribution in accordance with Cal Rep Sec 3. If unfilled sabbatical leave slots are still available, the committee will recommend candidate(s) after considering the guidelines of the schools and the applications of the highest alternate on the priority list submitted by the schools.

Revised August 1974
E. Recommendations

2. Following completion of all interviews, but not later than December 1, the committee which interviewed the candidates will send their recommendations to the respective school deans, who will forward them with their recommendations to the Vice President for Academic Affairs. The recommendation will list in priority all applicants from the school who are recommended for leave for (a) one quarter at full pay, (b) two quarters at one-third of full pay, (c) three quarters at one-half of full pay, and (d) one or more quarters not to exceed three quarters with compensation equal to the difference in salary between that received by the faculty member on leave and the minimum salary of the junior instructor rank.

3. Concurrent with transmission of the recommendations to the Vice President for Academic Affairs, the school deans will forward a copy of the recommendations, and in addition a detailed report of the procedures and guidelines followed in the recommendation process, to the Chairperson of the Personnel Review Committee of the Academic Senate. The report of procedures followed in the recommendation process at school level will include, but not be limited to:

(a) The number and distribution by department of faculty eligible to apply for sabbatical leave
(b) The number of applications received, including distribution of the applications among the departments
(c) If any, a list of applicants not recommended
(d) The composition and method of selection of the school committee which interviewed the applicants
(e) A copy of each application

4. By December 10, the Chairperson of the Personnel Review Committee of the Academic Senate will forward its report of the review of the recommendation process to the University President and a copy to the Academic Senate Chairperson. The report should not be concerned with particular priority ranking, recommendations for or against particular applicants, or recommendations of alternative funding; rather it should determine whether (1) establishment procedures were followed, (2) sufficient information was included in applications to support recommendations, (3) all relevant information was considered in the formulation of recommendations, (4) recommendations by the several school committees were internally consistent, and (5) an annual review of the funding of full and part-time leave allocated to the various schools has been conducted.

F. Calendar for Processing Sabbatical Leave Applications

1. October 1 - Projection by the Director of Personnel Relations of sabbatical leave positions to be allocated to the respective deans in the school system, Vice President for Academic Affairs, Chairperson of the Personnel Review Committee of the Academic Senate, and to the Cal Poly policy committee.

2. October 15 - Applications submitted to department head.

3. November 1 - Applications submitted to the appropriate school dean with the department head's recommendation following consultation with named members of the department.

4. November 1 - Applications submitted to appropriate school committee by the school dean; concurrently, the school dean will forward the Personnel Review Committee a list of names of all applicants and the dates their applications were received by their respective department heads.

5. November 1 - School committee interview applicants.

Revised August, 1976

6. December 1 - Priority lists established by the school committees forwarded to the school dean to the Vice President for Academic Affairs; concurrently, a copy of the priority lists and reports of the procedures followed in the recommendation process forwarded by the school dean to the Chairperson of the Personnel Review Committee of the Academic Senate.

7. December 10 - Report on procedural review of the recommendation process by the Personnel Review Committee of the Academic Senate to the University President, and to the Chairperson of the Academic Senate.

8. January 5 - Vice President for Academic Affairs notifies applicants of the President's action on their applications, each action subject to fiscal appropriation which are proposed for inclusion in the budget.

G. Applicant's Further Action

As soon as an applicant for a leave with pay has been notified that his application has been approved, he shall complete and submit item 11 and 12 on pages 3 and 4 of the "Application for Leave of Absence with Pay" to the Vice President for Academic Affairs. [See Appendix V.]
APPLICATION FOR LEAVE OF ABSENCE WITH PAY

(As provided by Title 5 of the California Administrative Code, Section 43000-43008)

1. Name of Applicant ________________________________
   Last Name ______________ First Name ____________ Middle Initial __________

2. Academic Rank, or Present Title __________________________

3. Current Salary Step and Annual Salary __________________

4. Employed at California State University and College
   ________________________________
   Name of Campus ____________________________

5. Employed by California State University and Colleges since
   ________________________________
   Month __________ Day __________ Year __________

6. Dates of last leave of absence with pay
   From (mo/year) __________ Through (mo/year) __________

7. Type of leave requested:
   A. ☐ One quarter at full pay after completion of six consecutive years of qualifying service
   B. ☐ Two quarters at three-fourths pay after completion of six consecutive years of qualifying service
   C. ☐ Three quarters at one-half pay after completion of six consecutive years of qualifying service
   D. ☐ Quarter(s) at difference-in-pay after completion of six consecutive years of qualifying service (Compensation is equal to the difference in salary between that received by the applicant and the minimum salary of the Junior Instructor rank for the leave period)

8. Quarter(s) requested for proposed leave during __________ year:
   Fall ___________________ Winter ___________________ Spring ___________________

*Pages 1 and 2 of this application are to be completed by the applicant in three copies and forwarded to the Department Head by October 20. Pages 3 and 4 should be completed after application for leave with pay has been approved.

SC-10

(CP,SLO - amended 9/74)
11. I will furnish the President a bond, pursuant to Title 5 of the California Administrative Code, Section 43005, to indemnify the State of California against loss in the event I do not return to render one term of service in the California State University and Colleges for each term of leave.

12. I recognize that this leave, if granted, will be pursuant to Sections 43001 through 43008 of Title 5 of the California Administrative Code, the Chancellor's Executive Order No. 37, and the policies and procedures specified in FSA 67-19 and FSA 74-52, together with any amendments subsequently issued thereon. I agree to abide by the terms of Title 5 sections stipulated, Executive Order No. 37 and the policies and procedures referred to therein should this application be approved.

Signature of Applicant

Name ___________________________ Subscribed and sworn to before me this day of __________, 19______

Address ___________________________ Notary Public, in and for the County of ___________________________, State of California.

Date ___________________________ Seal ___________________________

13. Approval of the Campus President

Having received the recommendations of the Faculty Committee Chairpersons and the school dean, I have reviewed and hereby approve this application in accordance with Section 43004 of Title 5 of the California Administrative Code for the Chancellor of The California State University and Colleges:

Signature ___________________________ President

Date ___________________________
Memorandum

To: Joe Weatherby, Chairman
    Academic Senate

From: Robert E. Kennedy

Subject: Proposed Amendments to Academic Senate Constitution

This will acknowledge your August 19 memorandum which reports the results of a special faculty referendum on a proposed amendment to Article III of the Constitution of the Academic Senate, Staff Senate, and Joint Assembly. As you indicated, over two-thirds of those voting on the referendum were in favor of amending Section 1.2.(c) of Article III of the Constitution to remove the instructional deans as ex officio voting members of the Academic Senate. I am endorsing this recommended change and will submit the revised Constitution to the Chancellor's Office with my recommendation that it be approved.

It is understood, of course, that other members of the administration will continue to serve as ex officio members of the Academic Senate as listed in Article III of the Constitution. These include the President of the University, the Vice President for Academic Affairs, and the Dean of Students.

Proposed CAM Addition

The University structure has provisions for student organizations, faculty and/or staff organizations, and certain special groups such as the Cal Poly Women's Club. Recently a campus group consisting of faculty, staff, students, and auxiliary employees joined in a common purpose. It was discovered that present CAM provisions would require considerable stretching to accommodate this group or any other similar one.

Consequently, a proposed CAM addition was prepared and presented to the President's Council for review at the last meeting in the spring quarter, 1974.

The following statement resulted from the review by the President's Council:

Proposed CAM Section

Section 790 - Campus Organizations

The use of the University name, facilities, and services may be granted to certain organizations whose memberships consist primarily of a combination of students, faculty, staff and/or auxiliary staff members, upon application to the University President. Although the authorization of the use of campus facilities is the final decision of the President, he may refer the request to appropriate administrative staff or consultative bodies for recommendation. The application for organization must state the purpose of the organization, the kinds of activities to be held on campus, and the names of the responsible officers of the organization. The names of such officers should be submitted annually to the President at the beginning of the fall quarter, or at any time a change is made.

ATTACHMENT III-A,111
To: Joseph Weatherby - Academic Senate
Bud Gunter - Staff Senate

From: Robert E. Kennedy

Subject: Proposed CAM Addition

July 31, 1974

Memorandum

All such groups must conform to campus regulations relating to non-discriminatory membership, absence of hazing, and other appropriate rules currently in effect relating to existing student and campus organizations.

I would appreciate having your respective Senates review the proposed change. Because there is a group desiring such affiliation, I would appreciate having your recommendation as early as feasible.

State of California

Memorandum

To: Robert Alberti

Date: June 24, 1974

From: Robert E. Kennedy

Subject: Academic Senate Actions of May 28

Your memo of May 31, 1974, reports on the actions taken by the Academic Senate at its regular meeting of May 28, 1974. Listed below are my responses to those items requiring action by the President. I will respond in the order of your listing:

1) Curriculum proposals from the seven instructional schools endorsed by the Curriculum Committee.
   The staff work on these proposals has been completed. Submission of curriculum changes regarding new degrees, options, and concentrations will be forwarded to the Chancellor's Office in the near future. The Academic Senate will be notified of final action.

2) Endorsement of the Instruction Committee's recommendation regarding "Procedural Guidelines on Faculty Nonpublished Text Material" for the El Corral Bookstore.
   The Foundation Board endorsed the guidelines except for the section on royalty payments. The Academic Council made no changes in the statement adopted by the Foundation Board. The Academic Senate's action and recommendation will be reviewed by the Foundation Board with a recommendation to be forwarded to the President.

3) Approved three recommendations of the General Education and Breadth Committee's report regarding revisions to the recommended 1975-77 catalog to be effective for the 1977-79 catalog.
   No action will be taken by the President until the Academic Senate has taken a position on the proposed change which was referred by the Senate back to the committee regarding the Basic Subjects section.

4) Approved recommended revisions of the Academic Senate Bylaws as suggested by the Senate Directions Committee.
   No action anticipated until the President is informed of the special election results on the proposed constitutional amendment to delete instructional deans as voting members of the Academic Senate.

ATTACHMENT III-S,

[Signature]
Memorandum

To: Robert E. Alberti, Chairman
ACADEMIC SENATE

Date: May 30, 1974

From: Robert E. Kennedy

Subject: Your May 3 and May 15 memos re: Academic Senate Recommendations

In these two memos you listed under meeting dates of April 23, April 30, and May 14 a series of actions taken by the Academic Senate. Some of the actions appeared not to be recommendations to the president but endorsements of proposed actions by other groups. On such items I am pleased to get the considered opinion of the Academic Senate and will act with the endorsement in mind when the final recommendation reaches me. I will respond in the order of your listing:

Under April 23

1. Endorsement re: 'Certificate of participation' at Commencement. The proposal by the Commencement Committee, also endorsed by the President's Council, was approved by the president and is being implemented for June 15, 1974.

2. Endorsement re: 'low-away plan' for illegal parking. No action needed pending receipt of ad hoc Traffic Management Committee report.

Under April 30

1. Endorsement re: Academic Senate Directions Committee recommendations to the Academic Senate's Constitution and Bylaws Committee. As I told you after I had read the first or early rough draft of the 'directions' recommendations, there are some proposals for change in function and membership of the Senate which I do not favor. I was shocked that these were so quickly converted by the Constitution and Bylaws Committee into a ballot for Constitution revision without prior consultation with me as to what changes in the originally approved 'powers and duties' delegated to the Academic Senate I would be willing to recommend to the Trustees in order to obtain that Board's approval of the proposed changes.

The historical records of your organization should provide you with all the prior correspondence necessary to confirm the fact that you can not change the Constitution of the Academic Senate without Trustee approval.

Robert E. Alberti

May 14, 1968, letter to Dr. Corwin Johnson are these excerpts: "Since it will be my responsibility to make a recommendation to the Chancellor relative to approval by the Trustees of the proposed Constitution...and..." I feel it of utmost importance to have the proposed Constitution and Bylaws submitted officially to the President of the College as a recommendation of the Faculty-Staff Council before these documents are submitted to a referendum vote of the full college faculty and staff." That letter also quoted the August 8, 1961, Trustees' "Statement of General Principles in the Delegation of Authority and Responsibility":

Section 10 General (...) At each College, there shall be established a Faculty Senate or Council, with such powers and duties as the Trustees may in each instance approve.

On June 7, 1968, I submitted to Chancellor Dume to act on the current Constitution of our Academic Senate, Staff Senate, and Joint Assembly. The Academic Senate is currently operating under a system of delegation of authority which requires that any proposed change in powers and duties needs the same approval as the original.

I presume that your announcement that the original 'mail' election procedure was illegal gives you the opportunity now to submit to me prior to the election what it is that your Constitution and Bylaws Committee proposes as the exact wording, with strikeouts and underlining, to show the specific changes to the existing document. You are aware from our conversation that I will not endorse the wording as it appeared on the 'mail' ballot. What is your desire as to consultation on this matter?

2. Endorsement re: Instruction Committee recommendation that CAM Section 48A (Examinations) be revised. What this recommendation really makes possible is the elimination of any tests, examinations or other forms of achievement evaluation related to a course on the 'sole responsibility of each instructor.' If the purpose is to achieve a better learning situation, I have no trouble with the recommendation. If the end result turns out as badly as it has at a number of the campuses in our system and across the nation, then we would be well advised to look more deeply into the matter and provide a better substitute for our current CAM Section 48A than the Instruction Committee's proposal. On many campuses which have eliminated examinations on the 'sole responsibility of the Instructor' it has resulted in loss of high standards, competition for FTE by publicizing easy aspects of specific courses, etc. I shall take no final action on this matter until the Academic Council has made a detailed study of the proposal with a recommendation to me.

3. Endorsement re: Personnel Policies Committee recommendation that three sections of CAM be changed. The proposed change would eliminate any listing...
as a factor for consideration under the heading of "Other" of "faculty member's ability to relate with colleagues, initiative, cooperativeness, dependability, and health." Keeping in mind that these are only suggestions to an evaluator to consider, the proposed change would be of no help to the evaluator, but would create a confusion because of the similarity with one or more of the three preceding "factors of consideration." To be specific, the factors in order of consideration are: 1) teaching performance and/or other professional performance, 2) professional growth and achievement, 3) service to university and community, and 4) other factors of consideration. The explanation in CAM under "other" now provides guidance to the evaluator to include in that section both "evidence of merit" and areas and suggestions for improvement" on such important performance matters as "ability to relate with colleagues, initiative, cooperativeness, dependability, and health." The general instructions on criteria for retention, promotion, and tenure indicate that other factors than those listed may be included by an evaluator when "deemed pertinent to the faculty member's performance as a teacher." But to drop the current helpful explanation in CAM Sections 342 C 1 d, 343.1 H, and 344.2 C and provide as a substitute the following will not be helpful but only confusing: "Consider such other factors, if any, germane to the accomplishment of the professional objectives of the individual department or the school." At a time when evidence on all evaluation matters needs to be as tangible as possible, I cannot accept the recommendation to eliminate consideration of personal attributes as though they were unimportant to the individual's ability to perform all the responsibilities of being a productive member of the faculty. There is a need for many people to work together, and most failure on all jobs, including teaching, is caused by interpersonal relationship problems and not subject matter incompetence. I can not accept the elimination of the current wording of the three listed CAM sections. If it is desired, we can add the proposed statement as an addition.

Under May Item 1

1. Refers to recommendations of the Curriculum Committee. When I review the catalog copy, I will consider all recommendations from all sources on matters of curriculum. When my final decisions are made, the Academic Senate will be notified. If there is deviation between my final action and an Academic Senate recommendation, I will provide my reason in writing.

2. Endorsement of CP (Pomona) position on SB 1764 and AB 3608. No action requested of the president.

3. Recommends a revision of CAM 315.5 "Appointment of Instructional Department Heads." Generally speaking, I can support the concepts of the proposed revision, but I will ask the Academic Council to review to make certain

that the words are equally understood by all the seven deans who would be involved from time to time in the selection of department heads. There is one section which is satisfactory to me only if it is interpreted by everyone concerned the same way I intend to interpret it:

D. The appointment of acting, interim, or temporary department heads will also be made by the University President following consultation with the appropriate school dean and the department faculty.

Consultation with the department faculty in selecting an acting, interim, or temporary department head will not follow the extensive procedure outlined for regular, indefinite term department head appointments. Neither will I seek three nominees, etc., etc. I will meet with the faculty, discuss the need for an acting head, ask for advice, and consider the advice. After that has taken place and when the dean of the respective school and I are in agreement, I will make the acting head appointment without delay. To further complicate an acting head appointment would be foolish. I presume that the Academic Senate will agree with this interpretation. I will request the Academic Council to review the proposal without delay and, if they are doubtful of the interpretation, a clarification of the "consultative" procedure under 5. can be added.

4. Endorsed the CSUC professional development program. No action required by the president unless we are requested to participate as one of 4-6 models. If we are asked, the details will be known in agreement form. I presume that all the "conditions" of the "professional development" resolution as to local campus involvement will be covered in contract provisions.

5. Notification of election of new officers. No action by president.


7. Bylaws amendment, first reading. No action by president at this time.

8. Endorsement of action of Executive Committee re: Faculty participation in commencement. My memorandum to all deans, dated May 14, clarified the president's position.
## SELECTED IMPORTANT ITEMS REFERRED TO PRESIDENT 1973-74

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SENATE COMMITTEE INVOLVED</th>
<th>REFERRAL DATE</th>
<th>RESPONSE DATE</th>
<th>RESPONSE CONTENT</th>
<th>FURTHER ACTION</th>
</tr>
</thead>
</table>
| Senate Bylaws Revision  
(a) Senate Membership | Constitution/Bylaws | May 31, 1974 | June 24, 1974 | Waiting Senate Election Results | President Endorsed September 5, 1974 |
| Rest of Package | Constitution/Bylaws | May 31, 1974 | Waiting Response | | |
| Bookstore-Faculty Non-published Material | Instruction | May 28, 1974 | June 24, 1974 | Referred to Foundation Board for recommendation | |
| Athletic Policies & Procedures | Student Affairs | April 9, 1974 | June 26, 1974 | Forwarded for Final Statement (Dean Chandler) | |
| Teaching-Administrative Personnel | Personnel Policies | Nov. 19, 1973 | Dec. 3, 1973 | Will encourage this where possible | |
| CAM 484.1 Final Exams | Instruction | May 3, 1974 | May 30, 1974 | Referred to Academic Council | |

Executive Committee endorsed revision of CAM 790 on Campus Organizations and returned same to President on August 29, 1974 (See memo from President Kennedy to Chairman dated July 31, 1974).
MEMORANDUM

TO Chief Executives of Member Institutions

FROM Kay J. Andersen

SUBJECT Evaluation and the Use of Credit

June 22, 1974

During the course of our June meeting, the Commission approved the attached policy statement on Evaluation and the Use of Credit. This is a revision of an earlier statement entitled the Assignment of Credit.

This statement was felt to be necessary in view of widespread complaints from around the country which suggest alarming abuses in the assignment of credit. In some instances large concentrations of credit are being offered for "life experiences" and poorly planned educational activities, including some domestic and foreign travel. While these may be billed as non-degree credit, the student signs up with the assurance that they provide bona fide credits, many at the graduate level, fully recognized by accrediting agencies.

The Commission appeals to the integrity of your institution and your staff in analyzing every type of educational experience on and off campus in order to maintain the quality of programs. Whenever it is deemed advisable, the Commission authorizes the staff to conduct an immediate investigation and to bill the institution for expenses incurred in the investigation. If serious weaknesses are found, the Commission may issue an immediate order to show cause why accreditation should not be withdrawn.

Evaluation and the Use of Credit

While each institution must justify its particular approach to the evaluation of educational experiences and the symbols used, the assignment of credit at the undergraduate and graduate levels should have reasonable currency within the academic community and the many publics served by it. Assignment of credit for special activities or experiences, independent study, and investigative contact with an instructor should be compatible with regular practices throughout the country. Likewise, credit for courses offered by summer sessions, extension divisions, and institutional affiliates, as well as workshops, field work, travel study, and off-campus centers or activities should be consistent with generally recognized standards or practices. A reasonable norm would appear to be not more than one semester unit or its equivalent for a week of full-time study (e.g. approximately six semester units for a six-week summer session).

Approved June 1974

Accrediting Commission for Senior Colleges & Universities
Western Association of Schools & Colleges

ATTACHMENT VII-A
MEMORANDUM

To: Members of the Academic Senate

From: Leslie Labhard, Vice Chairman

Academic Senate

Subject: Academic Senate - Schedule of Meetings

Following is a schedule of the Senate and Executive Committee Meetings for 1974-75. All meetings will be on Tuesdays from 3:15 p.m. to 5:00 p.m.

September 17 Executive Committee Ag 111
October 8 Academic Senate UU 220
October 22 Executive Committee Lib 128
November 12 Academic Senate UU 220
November 26 Executive Committee Lib 128
December 3 Academic Senate UU 220
January 7 Executive Committee Lib 128
January 14 Academic Senate UU 220
January 28 Executive Committee Lib 128
February 11 Academic Senate UU 220
February 23 Executive Committee Lib 128
March 11 Academic Senate UU 220
April 1 Executive Committee Lib 128
April 8 Academic Senate UU 220
April 22 Executive Committee Lib 128
May 13 Academic Senate UU 220
May 27 Executive Committee Lib 128
June 3 1975-76 Exec. Committee Lib 128

The agenda for the first meeting will be sent as soon as it is prepared.

ATTACHMENT VII-B

September 25, 1974
### School of Engineering and Technology

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year</th>
<th>Office</th>
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</thead>
<tbody>
<tr>
<td>Krupp, William</td>
<td>Engineering Technology</td>
<td>1976</td>
<td>EM 240</td>
</tr>
<tr>
<td>Snelling, Doral</td>
<td>Aeronautical Engineering</td>
<td>1976</td>
<td>EM 126</td>
</tr>
<tr>
<td>*Sennett, Robert</td>
<td>Transportation Engineering</td>
<td>1976</td>
<td>EE 144</td>
</tr>
<tr>
<td>Cirovic, Michael</td>
<td>EE/EL Engineering</td>
<td>1977</td>
<td>EE 132B</td>
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<tr>
<td>Loretz, Stuart</td>
<td>Aeronautical Engineering</td>
<td>1977</td>
<td>Aero 103B</td>
</tr>
<tr>
<td>Moore, Larry</td>
<td>EE/EL Engineering</td>
<td>1977</td>
<td>EE 126B</td>
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</tbody>
</table>

### School of Human Development and Education

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year</th>
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<tbody>
<tr>
<td>Harden, Sheldon</td>
<td>Physical Education</td>
<td>1977</td>
<td>MKE 209</td>
</tr>
<tr>
<td>Burroughs, Sarah</td>
<td>Home Economics</td>
<td>1975</td>
<td>Ten 321</td>
</tr>
<tr>
<td>Weber, Barbara</td>
<td>Home Economics</td>
<td>1975</td>
<td>Ten 177</td>
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<tr>
<td>Nelson, Linden</td>
<td>Psychology</td>
<td>1975</td>
<td>Ten 177</td>
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<tr>
<td>*Labhard, Leslie</td>
<td>Home Economics</td>
<td>1976</td>
<td>MKE 135</td>
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<tr>
<td>*Scales, Harry</td>
<td>Education</td>
<td>1978</td>
<td>LIB 210A</td>
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<tr>
<td>Pippin, Louis</td>
<td>Education</td>
<td>1977</td>
<td>MBE 143</td>
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### School of Science and Mathematics

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<tr>
<th>Name</th>
<th>Department</th>
<th>Year</th>
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<tbody>
<tr>
<td>Biffa, Anthony</td>
<td>Physics</td>
<td>1977</td>
<td>Sci E42</td>
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<tr>
<td>Hale, Thoces</td>
<td>Mathematics</td>
<td>1977</td>
<td>MKE 212</td>
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<tr>
<td>Soons, Joseph G.</td>
<td>Physics</td>
<td>1975</td>
<td>Sci E42</td>
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<tr>
<td>Brown, Robert</td>
<td>Biological Sciences</td>
<td>1976</td>
<td>MKE 2109</td>
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<tr>
<td>Delany, James</td>
<td>Mathematics</td>
<td>1976</td>
<td>MKE 151A</td>
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<td>Wills, Max</td>
<td>Chemistry</td>
<td>1975</td>
<td>Sci D41</td>
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<tr>
<td>*Estrough, Norman</td>
<td>Chemistry</td>
<td>1975</td>
<td>Sci E35</td>
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<tr>
<td>Wall, Leonard</td>
<td>Physics</td>
<td>1977</td>
<td>Sci E43</td>
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<td>Hannula, Reina</td>
<td>Computer Science</td>
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<td>Sci 212</td>
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### Professional Consultative Services

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<th>Name</th>
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<tr>
<td>Gold, Marcus</td>
<td>Audio Visual</td>
<td>1977</td>
<td>MBE 16A</td>
</tr>
<tr>
<td>*Alberti, Robert</td>
<td>Counseling Center</td>
<td>1975</td>
<td>ADM 211</td>
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<td>*Jorgensen, Nancy</td>
<td>Counseling Center</td>
<td>1976</td>
<td>ADM 211</td>
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<tr>
<td>*Niu, Sarah</td>
<td>Library</td>
<td>1977</td>
<td>Lib 100A</td>
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### State-wide Academic Senators (Ex-Officio Voting)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year</th>
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<tbody>
<tr>
<td>*Vezel, Michael</td>
<td>English</td>
<td>1977</td>
<td>Eng 308</td>
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<tr>
<td>*Andresini, Robert</td>
<td>Speech Communication</td>
<td>1973</td>
<td>Eng 316</td>
</tr>
<tr>
<td>*Olsen, Barton</td>
<td>History</td>
<td>1976</td>
<td>Ten 202</td>
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</tbody>
</table>
STUDENT AFFAIRS COMMITTEE

Agriculture and Natural Resources
Bill Jacobs 1976
Architecture and Environmental Design
Hilton Dunsbell 1976
Dan Deardorff 1976
Dale Fedderer 1976
David Hallings 1976
Doral Sandlin 1976
Neil Ralde 1976
Everett Chandler 1976

General Education and Breadth Requirements Committee

Agriculture and Natural Resources
Allen Fouts 1976
Architecture and Environmental Design
Edward Ward 1976
Donald Williamson 1976
Communicative Arts and Humanities
David Dunsbell 1976
Engineering and Technology
Doral Sandlin 1976
Science and Mathematics
Neal Ralde 1976
Dean of Students
Everett Chandler 1976

ASI Officer
Scott Plotkin 1976
ASI Representative
Helen Mckenzie 1976
Professional Consultative Services

RESEARCH COMMITTEE

Agriculture and Natural Resources
James Babbit 1976
Architecture and Environmental Design
David Vetter 1975
Business and Social Sciences
Allen Settle 1975
Communicative Arts and Humanities
Guy Thomas 1975
Engineering and Technology
Frank Hendel 1976
Human Development and Education
Eric Morey 1975
Science and Mathematics
James Bacon 1975
Director of Business Affairs
James Landers 1975
Foundation Executive Director
Al Amal 1975
Director of Institutional Studies
Lowell N. Dunagan 1975
Associate Dean, Research
Howard Pough 1975
ASI
Instructional Dean
Robert Valpy 1976
Professional Consultative Services
Fred Gauthier 1976

FALINESS BOARD (Tenured Only)

Agriculture and Natural Resources
Gene Offerman 1975
Architecture and Environmental Design
Donald Koberg 1976
Business and Social Sciences
Max Riedspurger 1976
Communicative Arts and Humanities
Ed Strasser 1976
Engineering and Technology
James Langford 1976
Human Development and Education
Paul Lanman 1975
Science and Mathematics
Don Cheek 1975

PERSONNEL REVIEW COMMITTEE

Agriculture and Natural Resources
R. B. Lander 1976
Architecture and Environmental Design
Duane O. Seaberg 1976
Business and Social Sciences
S. K. Bethe 1976
Communicative Arts and Humanities
E. S. Miller 1976
Engineering and Technology
D. N. Dutt 1976
Human Development and Education
G. E. Head 1976
Science and Mathematics
R. N. Rahn 1976
Professional Consultative Services
Michael L. Hooper 1975

FACULTY LIBRARY COMMITTEE

Agriculture and Natural Resources
Joe E. Glenn 1976
Architecture and Environmental Design
Carlton Williams 1975
Business and Social Sciences
Carl Kint 1976
Communicative Arts and Humanities
Timothy Barnes 1975
Engineering and Technology
William Kippen 1975
Human Development and Education
Homer Hoyt 1976
Science and Mathematics
Elizabeth Perryman 1976
Professional Consultative Services
Ed Wilks 1975
Director, University Library
Harry Strauss 1975

DISTINGUISHED TEACHING AWARDS COMMITTEE

Alice Roberts 1976
Stuart Larsen 1976
Sula Kiefer 1975
Kenneth Schwartz 1975

1975

student
PROPOSAL

TO ESTABLISH A FACULTY DEVELOPMENT CENTER

AT

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

October 10, 1974
PROPOSAL
To Establish A Faculty Development Center

I. Prologue

From its inception, in 1901 as a vocational high school, this university has had as its central mission the education of students for varied careers. This special mission has resulted in the creation of over 50 undergraduate and 15 graduate degree programs which offer an integration of knowledge and skills needed for occupational competence.

Faculty members in both technological and traditional academic disciplines are themselves expected to have backgrounds which exemplify both academic and career excellence. Their difficult and demanding task requires the creation of successful learning-teaching experiences for students, utilizing where appropriate a "learn by doing" or "hands-on" approach.

A significant proportion of the faculty, selected principally because of their academic training and professional experience, arrive here with limited teaching experience. Many of these individuals have expressed a need for expert assistance in the development of effective teaching styles.

There are great challenges and great opportunities for faculty of an institution dedicated to both academic and career excellence. Among the special problems posed for the faculty of a technological university are the following:

1. staying current in rapidly changing academic and career fields;
2. overcoming the geographic isolation of a campus which is distant from other universities, libraries, research centers, and metropolitan resources;
3. finding more effective ways to use the limited resources available for continued faculty learning;
4. discovering external resources to create expanded learning opportunities for faculty.
Two major surveys of the university faculty, conducted by committees of the Academic Senate in 1973-74, indicate substantial faculty desire for professional development opportunities. In a study of "non-classroom activities," the Instruction Committee determined that faculty members desired a 71% increase in time available for professional growth activities—indeed, professional growth was the only area in which the faculty indicated a desire to have more time! A survey conducted by the Academic Senate Directions Committee showed "classroom teaching" rated second to "academic governance" by faculty in their ranking of areas to which the Senate should address emphasis.

Campus response to these needs of the faculty crystallized in May, 1974, when a general proposal to create a Faculty Development Center at the university was endorsed by the Academic Senate, the Academic Council, and the President of the University. In addition, it was agreed that:

a) Faculty participation in a Development Center shall be voluntary.

b) The Coordinator of the Center shall be a tenured faculty member, acceptable to faculty, approved through the Academic Senate, and shall be knowledgeable and skilled in the areas encompassed by the Center.

c) An advisory committee shall be appointed with representatives from teaching faculty, students, non-teaching staff, and administration, the majority of the committee to be comprised of teaching faculty.

II. Basic Assumptions

The proposal to create a Faculty Development Center at the university is predicated on the following assumptions:
1. The faculty are already doing a difficult job well. This Center program would expand and enhance resources available to assist them.

2. The processes of teaching and learning are not independent. They are interdependent.

3. The incredibly rapid expansion of and change in knowledge requires restructuring of teaching-learning strategies, new discipline interfaces, and interdisciplinary synthesis.

4. This university embodies a unique breadth and depth of academic disciplines and very real and unique opportunities for creative synthesis and innovative instruction.

5. The effective teacher should possess:
   a) a thorough knowledge and understanding of the academic discipline, its relationship to the university's curriculum, and to the world of work;
   b) a sound foundation of scholarship, research, and practical experience in the discipline;
   c) an understanding of human behavior, including one's own, as it relates to teaching-learning;
   d) a capacity for clarity of expression for presenting the spirit of the discipline while avoiding non-functional technicalities.

III. Purpose of the Center

The university proposes to establish a Resource Center for Faculty Development. The Center will enable faculty who wish to do so to:

1. examine and test new ideas and new learning-teaching strategies;
2. seek information and assistance in the improvement of instruction;
3. expand existing knowledge and skills in the subject field;
4. develop an improved understanding of human behavior, including one's own, as it relates to teaching-learning;
5. assess learning-teaching strategies and results;
6. develop new or alternative model learning-teaching plans and/or curricular innovations.

The emphasis in the proposed program is seen as developmental—enhancing and expanding good work already being done—rather than remedial.

IV. Activities

Plans for a wide variety of activities, which will involve faculty and will be consonant with the purposes stated above will be needed. It is anticipated that among the Center's activities will be the following:

1. Partial release from teaching of designated faculty in a given quarter (e.g., 5 individuals @ 0.2 faculty position each) to permit work on individual or group projects involving instructional or curricular development.

2. Interdisciplinary meetings on topics cutting across academic interests, designed to stimulate integration of related curriculum areas.

3. Expert teachers available for consultation on a scheduled basis.

4. Coordination and facilitation of existing and future faculty development activities on the campus, including small group presentations, workshops, exhibits, demonstration/observation, meetings with specialists, colloquia, lecture series, faculty seminars.

5. Lectures, seminars, videotapes and discussions involving as "models" those teachers who have received awards for or are generally recognized as distinguished teachers.

6. Seminars for exploration and discovery in areas of individual personal development.

7. Orientation to the university community for new faculty members.
8. Periodic temporary part-time assignment to the Center of a faculty member who wishes to utilize the facilities and materials of the Center to explore aspects of a research interest.

9. Resources and assistance for professors who wish to improve ratings in departmental, peer, or student evaluation.

10. Development by Center staff, or faculty on special assignment, of improved instruments for evaluating teaching performance.

11. Informal meeting place for sharing of scholarship and instructional innovation.

12. Resource for faculty who wish to learn how to involve students in goal setting.

13. Career development services for faculty, in conjunction with the university's Career Resource Center for students.

14. Publication of faculty "guides" or "occasional papers" related to the improvement of teaching, instructional or curricular change.

V. Structure of the Center

1. Staff

The Center will have one full-time Coordinator and a part-time secretary. (The university will provide space and standard office equipment.)

2. Advisory Board

The Center Advisory Board will consist of four faculty members, selected by the Academic Senate; two students appointed by the ASI President; the Vice President for Academic Affairs and the Coordinator of the Center as ex-officio members of the Board.

3. Facilities

The Center will be temporarily located adjacent to the Academic Senate office until such time as a permanent location can be established.
4. Budget

A. From university resources:

1.0 academic year faculty position including the requisite dollars to cover salary savings and staff benefits at the equivalent rank of Assistant Professor, Step 3 $13,104

0.5 secretarial support position (Clerical Assistant II-B) 3,618

Materials and supplies 500

Total $17,222

In addition to the above, campuswide resources will be available to the Center from such instructional units as Library, Audio Visual, Counseling Center, Computer Center, and Learning Assistance Center.

B. From CSUC/NPDEE resources:

1.0 FTE Faculty position.

Any other resources, including consultant services, which may be available from the CSUC grant.

VI. Evaluation

It is anticipated that the effectiveness of the Faculty Development Center will be assessed in at least four direct ways:

1. Preliminary assessment and on-going evaluation will be conducted under the auspices of the CSUC Center for Faculty Development.

2. Participants will be asked to complete a self-evaluation of their experiences with the Center.
3. Release of a professor for 3 units of time to:
   (a) periodically evaluate the program (e.g., at end of academic year) and prepare a written report to the university;
   (b) develop and refine an instrument for subsequent evaluations.

4. Changes in peer, departmental or student evaluations of professors who participate in self-improvement programs.

VII. Time Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 7, 1974</td>
<td>Academic Council Final Review of Proposal</td>
</tr>
<tr>
<td>October 8, 1974</td>
<td>Academic Senate Final Review of Proposal</td>
</tr>
<tr>
<td>October 15, 1974</td>
<td>Presidential Approval and Submission to CSUC</td>
</tr>
<tr>
<td>November 1, 1974</td>
<td>CSUC Action/Selection of Campuses</td>
</tr>
<tr>
<td>November 10, 1974</td>
<td>Establishment of interim campus site for the Center</td>
</tr>
<tr>
<td>November 15, 1974</td>
<td>Selection of faculty coordinator</td>
</tr>
<tr>
<td>November 15, 1974</td>
<td>Selection of secretary</td>
</tr>
<tr>
<td>November 30, 1974</td>
<td>Assessment of campuswide needs related to faculty</td>
</tr>
<tr>
<td>November 30, 1974</td>
<td>development</td>
</tr>
<tr>
<td>November 30, 1974</td>
<td>Call for faculty project proposals (Winter 1975)</td>
</tr>
<tr>
<td>December 10, 1974</td>
<td>Deadline for faculty project proposals (Winter 1975)</td>
</tr>
<tr>
<td>December 10, 1974</td>
<td>Advisory Board selection of faculty &quot;pilot&quot; projects</td>
</tr>
<tr>
<td>January 2, 1975</td>
<td>Pilot projects begin</td>
</tr>
<tr>
<td>January 2, 1975</td>
<td>Advisory Board begins planning for Spring Quarter</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>January, 1975</td>
<td>Advisory Board begins detailed 3-year plan</td>
</tr>
<tr>
<td></td>
<td>Visitation by CSUC Center Director</td>
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<tr>
<td>January-March, 1975</td>
<td>Pilot projects under way</td>
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<tr>
<td></td>
<td>3-year plan developed</td>
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<tr>
<td></td>
<td>Consultation with departments, individual faculty, students, consultative groups (Senate) and administrators</td>
</tr>
<tr>
<td>January 24, 1975</td>
<td>Call for faculty project proposals (Spring &amp; Summer 1975)</td>
</tr>
<tr>
<td>February 14, 1975</td>
<td>Deadline for faculty project proposals (Spring &amp; Summer 1975)</td>
</tr>
<tr>
<td>February 28, 1975</td>
<td>Advisory Board preliminary review of pilot projects and need assessment</td>
</tr>
<tr>
<td></td>
<td>Advisory Board selection of faculty projects (Spring &amp; Summer 1975)</td>
</tr>
<tr>
<td>March 24, 1975</td>
<td>Faculty projects begin (Spring 1975)</td>
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<td></td>
<td>Advisory Board intensive review of Winter Quarter projects and need assessment</td>
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<tr>
<td></td>
<td>Center begins sponsorship of activities 1, 2, 3 &amp; 4</td>
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<tr>
<td>April 1, 1975</td>
<td>Three year detailed plan submitted to Academic Senate and Vice President for Academic Affairs</td>
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<tr>
<td>April, 1975</td>
<td>Visitation by CSUC Center Director</td>
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<td></td>
<td>Center &quot;Open House&quot; for faculty</td>
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<tr>
<td>April 7, 1975</td>
<td>Call for individual faculty, departmental, school or universitywide projects for Fall 1975 (or 1975-76 academic year)</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
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<tr>
<td>April 28, 1975</td>
<td>Deadline for individual faculty, departmental, school or universitywide projects for Fall 1975 (or 1975-76 academic year)</td>
</tr>
<tr>
<td>May 12, 1975</td>
<td>Advisory Board selection of projects (Fall 1975)</td>
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<tr>
<td>May 30, 1975</td>
<td>Three year plan approved by campus agencies</td>
</tr>
<tr>
<td></td>
<td>Three year plan submitted to CSUC Center</td>
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<tr>
<td></td>
<td>Advisory Board intensive review of Center program, staff, plans</td>
</tr>
<tr>
<td></td>
<td>Center site for 1975-1976 approved</td>
</tr>
<tr>
<td>June-September 1975</td>
<td>Center facilities and programs prepared for Fall (including relocation if necessary)</td>
</tr>
<tr>
<td>September 22, 1975</td>
<td>1975 Program begins</td>
</tr>
<tr>
<td></td>
<td>Center begins sponsorship of activities 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
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