

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
ACADEMIC SENATE

EXECUTIVE COMMITTEE - AGENDA

January 10, 1984

FOB 24-B

3:00 PM

Chair, Jim Simmons
Vice Chair, Barbara Weber
Secretary, Charlie Crabb

- I. Minutes
- II. Announcements
- III. Business Items
- IV. Discussion Items
 - A. Naming of School of Architecture and Environmental Design Slide Library (Simmons)
 - B. Draft of AB 83-4 (Simmons)
 - C. Resolution to Chancellor Reynolds (Simmons)
 - D. Winter Quarter Holidays (Simmons)
 - E. Honorary Degrees (Simmons)

Memorandum

James Simmons, Chair
Academic Senate

Date : December 13, 1983

File No.:

Copies : Warren J. Baker
Doug Gerard
Kenneth Schwartz

From : Tomlinson Fort, Jr.
Provost

Subject: Naming of SAED Slide Library

Attached are materials from the Dean of the School of Architecture and Environmental Design asking that the School slide collection be named the "Carleton Winslow Slide Library." As the memo indicates, the slide collection occupies an area within the School's Instructional Resource Center, and the proposal would be to identify that area with an appropriate sign indicating the Library name.

In accordance with CAM 237.3, I am forwarding this proposal for review by the Executive Committee of the Academic Senate. I would appreciate your reaction by January 30, 1984.

Attachments

A handwritten signature in dark ink, appearing to read "Tomlinson Fort, Jr.", is written diagonally across the lower right portion of the page. The signature is fluid and cursive, with a long horizontal stroke extending from the left towards the right.

Memorandum

RECEIVED

DEC 13 1983

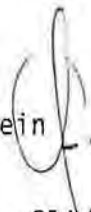
Provost Fort

Date : December 5, 1983

OFFICE OF
THE PROVOST

File No.:

Copies: 16-5 -

From : George J. Hasslein 

Subject: Carleton Winslow Slide Library - Naming

This is a request to name the SAED slide collection as the Carleton Winslow Slide Library.

The School's slide collection is housed within the School's Instructional Resource Center (Room 101). Martha Steward is the staff member in charge of the Center.

There will be no costs to the University. A sign will be required for wall placement which will be paid for from donations already received.

Donations to the Carleton Winslow Memorial Fund have been received amounting to \$1265.00.

Attached are resolutions from the School Council and from the School's Student Council requesting that the slide collection be named after Carleton Winslow, who recently passed away from a heart attack. He has been a long time faculty member with many friends. He taught primarily in the history of architecture area and has been the moving force in developing our School's outstanding slide collection. I feel that it is fitting that this collection bear his name.

With your approval a sign will be purchased and placed in that part of our Instructional Resource Center which houses the existing slide collection.

Attachments

237.3 Naming Rooms and Other Areas

The following policy shall be used in naming rooms and other areas, e.g. patios, gardens, walkways, at California Polytechnic State University, San Luis Obispo:

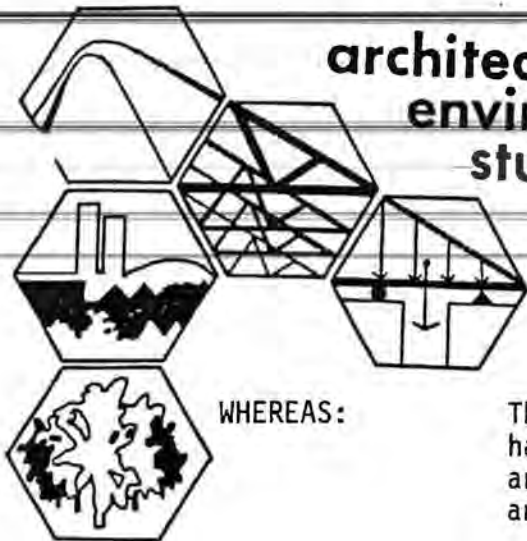
- A. The naming of an area shall denote function as the overriding criteria, e.g. lecture, laboratory, conference room, patio. Such naming will not preclude the continued identification of instructional facilities by building and room numbers on schedules, printouts, and other computerized materials.
- B. Further supplemental designation can be authorized when such designation honors or recognizes an individual, organization, or other special purpose.
- C. Procedures for approval of supplemental designation are as follows:
 1. A written proposal including justification may be submitted by an individual, department, or other university-related unit to the offices of the Executive Vice President and the Vice President for Academic

(continued)

Affairs. The proposal should identify the location of the room or area under consideration, briefly explain the purpose of the proposal, and include appropriate statements of endorsement.

- a. Endorsement of a proposal honoring a faculty or staff member of the university should include reference to such criteria as length of service, specific contributions, and other special circumstances justifying the honor.
 - b. Endorsement of a proposal honoring a donor to the university or in recognition of an individual or organization will be made only if the donor provides a major portion of the cost of the room, area, or supporting equipment.
2. Following appropriate consultation, which includes the executive committees of the Academic and Staff Senates, the Executive Vice President shall schedule the proposal for review by the Campus Planning Committee.
 3. Upon recommendation of the Campus Planning Committee and approval by the President, the room will be formally identified as requested.
 4. A standard means of identification designed and coordinated by the Facilities Planning Office will be used to identify all specially designated rooms and areas.

H. Carroll



architecture & environmental design student council

APR 15 1983

DEAN, SCHOOL OF ARCHITECTURE
AND ENVIRONMENTAL DESIGN

RESOLUTION 83-01 SLIDE LIBRARY DEDICATION

WHEREAS:

The loss of Carleton M. Winslow Jr. is and will be hard felt by all members of the School of Architecture and Environmental Design, faculty and students alike, and

WHEREAS:

Professor Winslow dedicated much of his lifetime to education and the profession of Architecture and Environmental Design, and,

WHEREAS:

Professor Winslow's concentration on the thorough knowledge of Architectural History has been of unmeasurable value to this school and the campus as a whole, and

WHEREAS:

Professor Winslow's efforts have significantly led to the development of our extensive slide library, and,

WHEREAS:

This effort must not go unrecognized for its contribution to the education of many and its value to the future of all related professions and life in general,

THEREFORE

BE IT RESOLVED:

That the School of Architecture and Environmental Design Student Council fully supports the concept of naming the slide library; "The Carleton M. Winslow Slide Library", and

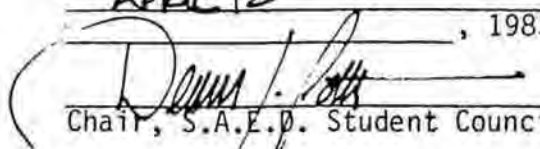
BE IT FURTHER
RESOLVED:

That the S.A.E.D. Student Council strongly urges Dean George Hasslein to instrument said dedication in the memory of Professor Carleton M. Winslow Jr..

ADOPTED at the regular meeting
of the S.A.E.D. Student Council
by UNANIMOUS vote on

APRIL 12

, 1983


Chair, S.A.E.D. Student Council

Written by: Tom Kimbrell, S.A.E.D. Student Senator

Memorandum

: Ken Schwartz

Date : April 12, 1983

File No.:

Copies: **GEO - F.Y.I.**

From : Ray Yeh *yeh*

RECEIVED
APR 12 1983

Subject: Item For School Council Meeting

DEAN, SCHOOL OF ARCHITECTURE
AND ENVIRONMENTAL DESIGN

As you know, a petition is being signed by SAED faculty and staff to name the Slide Library after Carleton M. Winslow. A number of faculty have asked about submitting donations for the plaque and other items relating to this purpose. I suggest that this be included as a School Council discussion item at our next meeting.

*Passed by SAED
School Council*

THE UNDERSIGNED FACULTY AND STAFF PROPOSE THAT THE SLIDE LIBRARY BE PERMANENTLY
NAMED "THE CARLETON M. WINSLOW SLIDE LIBRARY" AND AN APPROPRIATE PLAQUE TO
THAT EFFECT BE INSTALLED.

Don Grant

~~Bill D.~~

John S. Stuart

John F. Rich

Ed. Allen

R. W. Bell

Carol Zsalamy

Ken B. B.

Billy Coon

Don Koberg

Wanda Boel

Maime Ellis

Donna P. Jurek

~~John H. H.~~

~~John H. H.~~

→ Vernon Swansea

(Probably the name should
be "The Carleton Mours
Winslow, Jr., Slide Collection"
because of Library Policy on
CSU campuses)

J. M. Koudaris

Carl H. H. H.

Martha Howard

Sandy Tuttle

Sharon Allen

Sandra Lakeme

R. Knight

Clair R. Smith

Charles W. J. J.

Janice Grot

W. Seelick

Ed. H. H.

K. K.

~~John H. H.~~

Mary Beth Smith

Desley S. S.

David Brodie

John B. Kerner

Paul M. Wolf

Don P. H.

W. H. Brown

Jammy Gellin

Dale A Sittler
Vicki Fur
Gay Sengstack
George Flury
Helen
Bill Elward

Condeasy
Barry L. W.
Naomi Okun
Habilla Merlo
Ellen Notumene
W. L. McYonagie
Allan Cooper

Sammy
Jacob Feldman
R. L. Granes, Jr.

Al Smith
Joy Barts
Ed Pressman
Laurel Mose

Memorandum

o : Jim Simmons, Chair
Academic Senate

Date : December 13, 1983

File No.:

Copies :

From : Keith Stowe, Chair *K.S.*
Ad Hoc Committee on Faculty Professional Development

Subject: Senate Response to the Draft of AB 83-4

Following your request, the committee has reconvened in order to formulate a response to the draft of AB 83-4 for the Senate's consideration. Our suggested response is attached.

Resolution on the Draft of AB 83-4

Background:

In the spring of 1981, the Academic Senate endorsed a statement from the Research Committee on the role of research at Cal Poly. Included in the resolution of endorsement was a directive to establish a committee to draft a broader statement encompassing all areas of faculty professional growth and development. That committee was appointed by the Senate Chair, Tim Kersten, and consists of Tom Carpenter, Stu Goldenberg, Don Hartig, Don Maas, Robert McCorkle, Barton Olsen, Takis Papakyriazis, and Keith Stowe.

The committee presented two documents to the Academic Senate for their consideration and acceptance. They were:

1. Resolution on the Endorsement of the CSU Statewide Academic Senate Statement Entitled, "Education and Professional Activity in the CSU, Revised, Dec. 1981," and
2. Resolution on the Role of Professional Growth and Development at Cal Poly.

Both were approved unanimously by the Senate, the first in the spring of 1982, and the second in the winter of 1983.

The second of the above documents serves as the basis for the draft of AB 83-4, which is very similar, and often identical to the first two-thirds of the Senate document. However, the last third of the Senate document, which deals with the university's share of the responsibility for faculty professional development, is conspicuously missing from the draft of the administrative bulletin.*

The draft of AB 83-4 was circulated through administrative channels for comments, but was not sent back to the Senate for comments, even though the Senate had given it birth. Coincidentally, the chair of the Ad Hoc Committee on Faculty Professional Development received a copy of the draft through the administrative channel, responded on behalf of the committee (copy attached), and suggested to the Chair of the Senate that the Senate take exception to the administrative oversight, and submit an uninvited response to the draft of AB 83-4. The Chair agreed that such action was proper since the Senate is responsible for the original document, and asked the Ad Hoc Committee on Faculty Professional Development to reconvene and formulate a response for the Senate's consideration.

This we have done, and we submit to you the attached material.

* By contrast, Administrative Bulletin AB 81-2, which was written in response to the Senate's previous resolution on the role of research at Cal Poly, does include substantial reference to administrative responsibility and the resource problem. In fact, it includes verbatim much of the section entitled "Recommendations for Enhancing the Research Atmosphere" from the Senate document.

Memorandum

To : Warren J. Baker, President
Tomlinson Fort, Jr., Provost

Date : 10-20-83

File No.:

From : ^{K.S.} Keith Stowe, Chair, Senate Ad Hoc Committee
on Faculty Professional Development

Subject: Administrative Bulletin 83-4 Draft

Copies: Barton Olsen
Tom Carpenter
Stu Goldenburg
Don Hartig
Don Maas
Robert McCorkle
Takis Papakyriazis
Jim Simmons
Tim Kersten
Malcolm Wilson
Frank Lebens
School Deans

As chair of the committee that developed the Senate resolution on the Role of Professional Growth and Development at Cal Poly, I thought I should pass on to you my initial thoughts concerning your draft for bulletin #83-4. I hope I represent the committee fairly.

First, we are very pleased that you have addressed the general issue. The committee feels strongly that professional growth and development is necessary for the vitality of our programs, and for a stimulating academic environment. Large latitude must be given for diversified individual interests, and all appropriate activities should be encouraged.

Second, I believe the actual content of the document would meet the approval of the committee. In fact, it is very similar, and often identical, to the first two-thirds of our own document. Concerns, if any, would center on what was not said rather than what was said. The only item included that caught my eye as having raised questions from some of our members, is the phrase "...and adhering to a personal five year plan for professional development...", which appears in the last paragraph of the document. This is an item we discussed in our committee. We felt that professional growth and development activities are often rather spontaneous and unpredictable. We often do not know where the pursuit of our present interests will lead, and we should not feel obligated to stick to a previous plan, if our activities should lead us in new unanticipated directions, or if new unanticipated opportunities should arise.

Third and lastly, I believe I would represent the committee fairly if I addressed concern over what was not included in the document. I know that scarcity of resources is a very annoying and frustrating problem. Nonetheless, it is very real, and our committee felt that, unpleasant as it was, it did indeed place severe constraints on faculty professional development here. To ignore it would be like ignoring cancer or heart disease just because we find them frustrating and unpleasant. Our committee tried to address some of the specifics of this problem, and I think we would feel that reference to this very real problem should be found in the text of the administrative bulletin. Deleting it would be like deleting all reference to food resources

To: Warren J. Baker, President

Date: 10-20-83

in my wife's recipe book in times when our domestic budget is tight, or deleting all reference to facilities and equipment in a thesis on sports. Consideration of resources would be an integral part of a conscientious report on any subject. In times when resources are scarce, deletion of reference to them will not make the problem disappear.

I also wish to pass on to you my perception of a related problem that I believe to be developing on our campus, in the hope that it can be resolved before it becomes too severe. I know that you yourself are very concerned with the scarcity of resources here. You address this problem in the cover sheet to your Administrative Bulletin 83-4, referred to above, and you devote a great deal of your time and effort to trying to gain resources for our campus. As you might guess, this willingness to aggressively attack what we perceive to be our campus' number one problem, has earned you our committee's respect and admiration. However, I believe that several intermediate-level administrators, who are not able to grapple with the problem directly as you, are (perhaps understandably) becoming frustrated and defensive. Genuine concern over the resource problem is sometimes being labeled as "bitching", and any specific documentation of the problem referred to as a "bitch list". I think we should be especially careful to ensure that our mutual frustration with this externally imposed problem not be allowed to turn into internal antagonisms.

I hope I have represented our committee fairly. Copies are being directed to them, and I hope they will notify me of any areas where I have not been fair. I'll advise you if there are any corrections they feel should be made.

Resolution:

Whereas the Academic Senate considers professional growth and development activities to be extremely important to the vitality of our faculty and our academic programs, and

Whereas large latitude must be given for diversified individual faculty interests, and all appropriate professional growth and development activities should be encouraged, and

Whereas professional growth and development activities are often rather spontaneous and unpredictable; faculty often do not know where the pursuit of present interests will lead, and should not feel obligated to stick to a previous plan, if their activities should lead them in new, unanticipated directions or if new unanticipated opportunities or constraints should arise, and

Whereas professional growth and development involves shared responsibilities, with faculty engaging in appropriate activities, and with the university providing needed resources, and

Whereas the present draft of AB 83-4 addresses the faculty's responsibilities, but not those of the university, and

Whereas scarcity of resources does indeed place severe constraints on faculty professional development activities here; it is a problem that cannot be ignored but rather must be squarely addressed if professional development is to be encouraged, be it therefore

Resolved that the Academic Senate expresses its appreciation to the President for addressing the very important issue of professional development in Administrative Bulletin 83-4, and requests the following changes to be made in the draft of that document:

- (1) The last sentence in the last paragraph under "Avenues of Professional Development" be deleted.
- (2) The first sentence of the second paragraph under "Appraisal of Professional Development" be replaced by, "Each faculty member is responsible for having a personal plan for professional development and for documenting those activities he or she may wish to have appraised in personnel actions," and
- (3) The document be expanded to include a description of the University's responsibility in encouraging professional development similar to the last two sections of the Senate's original document, beginning with the section entitled, "The University's Role in Maintaining Faculty Excellence." We feel that the University's responsibilities should be addressed with equal emphasis and detail as are those of the faculty.

Without these changes, the document would be unacceptable to the faculty. The improved version of the document recommended by the Senate is attached.

ROLE OF PROFESSIONAL GROWTH AND DEVELOPMENT

The vitality of Cal Poly as a university depends on an intellectually active and professionally vigorous faculty. Those who continue to grow professionally also continue to grow as teachers. Indeed, scholarship and teaching are so interdependent that scholarship often becomes sterile if it is not shared, and teaching can be moribund without the revitalization of scholarship.

As a unique institution of higher learning, Cal Poly can profit from a widerange of professional development modes. This Administrative Bulletin is intended to guide faculty into those directions of professional growth most useful to Cal Poly and to define the role professional growth and development play in the instructional program of the University.

Definition of Professional Development

Professional development is defined as the generation of knowledge or the acquisition of experience, skill, and information that enables one to perform at a higher level of proficiency in his or her profession.

Role of Professional Development

Excellence in teaching is the primary purpose of the university. Professional growth and development is essential to meeting this goal. It is therefore second only to teaching in importance.

Avenues of Professional Development

The instructional programs at Cal Poly range from the basic to the applied. In turn, any of a number of professional development activities can fit Cal Poly's spectrum of disciplines and professions. The primary modes of professional development are the generation of knowledge concerning teaching or the discipline and the acquisition of further knowledge in one's own or related fields.

1. The generation of knowledge concerning teaching or the discipline
 - A. Contributions to the teaching profession. Examples of this type of professional development include studies of pedagogic technique, papers on pedagogy presented at professional meetings or submitted to professional journals; presentations on pedagogy given in invited talks, seminars, and workshops; development and marketing of audio-visual aids; and development and publication of textbooks or manuals.

B. Contributions to the general body of knowledge in an academic discipline. Generation of knowledge in a discipline may involve creative production or it may be basic and applied research. Dissemination of knowledge occurs through papers presented at meetings or published by professional journals, contributions to colloquia or seminars, or consulting activities.

2. The acquisition of further knowledge in one's field or a related field.

Examples include split or interdisciplinary appointments; service to or study in a different but related academic discipline; classes, seminars or conferences attended to enrich or update professional knowledge or skills; challenging consultancies, laboratory experience in industrial or governmental laboratories; internships or residencies at appropriate institutions or organizations; participation in national and international programs; projects undertaken to improve teaching skills; the pursuit of advanced degrees, professional licenses, or additional advanced studies; participation in institutes, seminars, and workshops with alumni, colleagues, industry, and trade associations; active participation in professional organizations; and service on advisory boards or committees in one's field.

The above examples suggest the broad range of professional development activities in which faculty could engage. ~~To ensure balance, however, it is University policy that all faculty recommended to retention or promotion show evidence of professional development from both modes.~~

Appraisal of Professional Development

Each discipline at Cal Poly must determine the combination of professional development activities best suited to its individual character. It is the responsibility of each academic department to ensure that the professional activities of individual faculty members are an asset to the university and are supportive of its educational mission. Departments must also appraise these activities in a manner consistent with established departmental criteria. Such criteria should be periodically reviewed by the tenured and senior faculty and be disseminated to all tenure-track faculty in the department at the time of appointment.

Each faculty member is responsible for ~~developing, updating, and adhering to~~ having a personal five-year plan for professional development and for documenting those activities he or she may wish to have appraised in personnel actions. The faculty member's immediate colleagues are usually the people best suited to evaluate both the value of the modes chosen and the quality of the work done. The department head or chair, in consultation with the tenured and senior faculty, is responsible for informing individual department members about how well their professional activities are meeting these criteria, both in plan and performance.

THE UNIVERSITY'S ROLE IN MAINTAINING FACULTY EXCELLENCE

In order to create an atmosphere in which faculty can strive for excellence both in the classroom and professionally, a university must provide an academic environment that encourages pride in one's work, and an opportunity to do that work well. The university must strive to guarantee that the faculty has sufficient time and resources to pursue both professional growth and teaching excellence, so that these two types of endeavors may be mutually supportive rather than competitive.

Below is a partial listing of some of the areas in need of attention and measures the university must take in order to facilitate faculty professional development and teaching excellence.

1. Time

It is imperative that the teaching load be reduced. The present heavy load is such that faculty sooner or later must compromise the quality of their work in order to meet their class schedule. Finding time for professional development activities is extremely difficult, and often impossible. In addition, release time should be available for appropriate professional activities.

2. Facilities

The present scarcity of facilities impedes our basic teaching activities. Faculty are reluctant to exacerbate this shortage by using some of them for their professional endeavors. Adequate facilities should be provided for both types of activities.

3. Other Resources

More funds must be available to support travel, publication, equipment purchase, clerical and technical assistance, library facilities, and other necessary expenditures incurred by faculty pursuing avenues for improving their professional expertise.

4. Personnel

We must make the working environment sufficiently attractive that we can acquire and retain faculty who can carry on professional development activities. Such improvements in the working environment would include higher salaries and private offices in addition to the improvements mentioned above. Other reasonable amenities should be provided or appropriately expanded, and provision for adequate clerical, technical, and student assistant help should be made.

Furthermore, a pool of substitute faculty should be maintained, along with funds to pay their salaries, in order that faculty may be freed to engage in short-term professional activities without compromising academic offerings. More leaves with pay should also be supported.

This list identifies some of the major areas of university responsibility in encouraging professional growth and development, but the list is by no means exhaustive. The faculty's professional endeavors are many and diverse, and the university must remain flexible enough to provide various resources needed for various individual pursuits.

Professional growth and development is extremely important for the competence of our faculty and for the vitality of our academic programs. Both the faculty and the university must cooperate in this effort of mutual benefit. The faculty bear the responsibility of engaging in appropriate professional activities, and the university bears the responsibility of providing appropriate time and resources for these activities.

Memorandum

To : Physics Department Faculty

Date : December 16, 1983

File No.:

From : Warren J. Baker
PresidentCopies: Dr. Keith Stowe
Dr. Simmons
Dr. Simek
Provost Fort

Subject: Administrative Bulletin 83-4 Draft Proposal Comments

Thank you very much for your thoughtful comments on the draft proposal of Administrative Bulletin 83-4. I certainly concur with your point of view that significant emphasis needs to be placed on the acquisition of state funding for the professional growth and development of the faculty. I have raised this on several occasions with state legislators, and most recently included it as part of my presentation at a recent meeting convened by the Joint Legislative Committee on Innovation and New Technology and the California Engineering Foundation. There were several legislators in the audience and I hope in the review this year of the Master Plan for Higher Education this important issue will be given serious consideration.

Your comments on the individual professional development plans are appropriate and will be given consideration in the revision. The Provost's office is collecting responses to the draft document and will prepare the revision for further consideration.

With respect to your concerns about what is not mentioned, I think it is important that we separate the statement of our goals and objectives from a statement which recognizes our constraints in achieving those goals and objectives. You correctly point out the constraints and the University should take this into consideration in any decisions related to promotion and tenure. Again, I am not sure that it is appropriate to do this in the same document.

All of the points which you have raised will be given further consideration in the next revision of the Bulletin and I hope to use that revision as the basis for my response to the Academic Senate. Again, thank you for your comments.

ITEM C

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Office of the Chancellor
400 Golden Shore
Long Beach, California 90802
(213) 590-5501

Date: December 8, 1983
To: Chairs, Campus Senates/Councils
From: W. Ann Reynolds
Chancellor *W Ann Reynolds*
Subject: Recent Actions

I am writing this memorandum to provide background information on recent actions taken by the University Board of Trustees covering management and executive compensation and the review of executive performance. Communication in a large university is achieved sometimes with difficulty, and change is rarely achieved without some misunderstanding. It is my hope that this memorandum will contribute to an understanding of the recent actions that we have taken.

Since I became Chancellor at The California State University, I have been urged repeatedly by people from many constituencies to reduce the bureaucratic procedures that impede campus initiatives and to develop better methods to review the performance of the University's top administrators. My own analyses have led me to conclude also that compensation adjustments for faculty and administrators must be made if the CSU is to retain its place as one of the country's major universities.

This fall the Trustees approved my recommendations to address several of these concerns.

- . Their first action was to adopt new evaluation procedures for presidents, vice chancellors, and the chancellor. These procedures call for annual and five-year evaluations, and include specific recognition of the role of the faculty in these evaluations.

- . The second action was the enactment of the new management personnel plan which provides greater flexibility for establishing compensation ranges and assignments for campus administrators and staff in the Office of the Chancellor.
- . The Trustee's third action was to establish a new salary range for presidents and vice chancellors.
- . The Trustees also established specific salaries for 17 presidents, four vice chancellors, and the chancellor effective January 1, 1984.
- . Finally, the Trustees have supported our request to the Governor's Office for a significant compensation increase for the CSU in 1984-85, with a proposed faculty increase comprising the major component. Because 1984-85 salaries for faculty are subject to collective bargaining, I cannot discuss that proposal in detail at this time. However, I will state that the Board and I assign a high priority to faculty compensation, and believe firmly that corrective adjustments are necessary.

In the weeks ahead, workshops and seminars will be held to familiarize all levels of campus administration with the new management personnel plan. The plan will identify levels of accountability more specifically on the individual campuses and will permit flexibility by the campuses to meet unique local needs. Advancement under this plan will be based on merit, responsibility definition, and personnel evaluations. The plan does not change campus patterns of consultation involving faculty in search and review processes.

Chairs, Campus Senates/Councils

December 8, 1983

Page Three

I state here my belief that The California State University is fully capable of operating with the flexibility in personnel administration that characterizes the best institutions in higher education. I refuse to accept the thesis that the long-range future of the University is served better by rigid constraints than by administrative flexibility when such is accompanied by accountability and the systematic review of performance. In fact, collegiality can be developed best when there is sufficient latitude in decision-making to allow for its meaningful practice.

Due to the confusion in the press about presidential salaries, I want to review here what has been approved. Faculty and other represented staff will receive a 6 percent increase -- and presidents between 11 and 16 percent increases -- in the rate of compensation starting January 1, 1984. Over the course of the full year, therefore, faculty income will increase by 3 percent and presidents' income by 5.5 to 8 percent. Newspaper accounts which compare 3 percent with 16 or 30 percent are simply inaccurate.

The CSU Trustees have taken a long-needed step in establishing new compensation levels for presidents. However, they have certainly broken no new ground. Across the country university presidents with comparable responsibilities earn salaries that are still far higher than those now approved for CSU. The new levels are essential to recruit and retain individuals for positions that are extraordinarily demanding.

During the past ten years, salaries of faculty and presidents alike have lagged significantly behind cost-of-living increases. Clearly, we must make every effort to regain lost purchasing power for both groups whenever we have the capacity to do so. There can be no "we" and "they" on this issue if the CSU is to protect its future. We must now press to secure significant additional appropriations for faculty salaries. To accomplish this objective, we need your support and cooperation.

cc: Presidents
Vice Chancellors
Dr. John W. Bedell

Memorandum: Warren J. Baker
President

Date : December 8, 1983

File No.:

Copies : SoSAM Dept. Heads
Tomlinson FortFrom : Philip S. Bailey, Acting Dean
School of Science and Mathematics

Subject: Martin Luther King Holiday

The selection of Monday, January 16th for observance of Martin Luther King Day has created some problems or perhaps better stated Increased the severity of existing problems. The problem is obvious from the following table:

<u>Class Mode</u>	<u>Intended Meetings</u>	<u>Actual Meetings</u>	<u>Shortfall in Weeks</u>
MWF (1 hr) Lec	30	27	1
MW (1 1/2 hr) Lec	20 (30 equiv. MWF)	17 (25 1/2 MWF equiv.)	1 1/2
TTH (1 1/2 hr) Lec	20 (30 equiv. MWF)	20 (30 MWF equiv.)	0
M only Lec or Lab	10	7	3
T,W,Th or F only Lec or Lab	10	10	0

With three holidays on Monday the quarter for MWF lectures is only 9 weeks and that for MW lectures only 8 1/2. MWF classes lose 3 lectures (10% of the course); MW loses 4 1/2 lectures or 15% of the course. Students in Monday lab sections will have only seven lab sections and considering check in and check out only 5 full lab meetings. Tuesday, Wednesday, Thursday and Friday labs have the full 10 periods. M only lecture classes (there are some, for example Mgt 313-01) will have only seven lecture periods. This is equivalent to 21 MWF lectures, 9 less than normal. For this class the quarter is only 7 weeks.

12-12-83
T. Fort
for Dean's Council
Academic Senate
xc: J. Simmons

There are some solutions to this problem:

1. Select a Tuesday or Thursday during the quarter and call it Monday. Everyone would meet Monday classes on this day. Students with other responsibilities outside the university on Tuesday or Thursday (Jobs, etc.) would be inconvenienced using this plan.
2. Request that Cal Poly be allowed to observe Martin Luther King Day this first year on Tuesday, January 18th, or perhaps on his actual birthday if it is on a Tuesday or Thursday.

This problem is going to continue in the future with two Monday holidays every winter quarter and occasionally three. This winter quarter schedule was almost unacceptable anyway with only eight Mondays. With only seven we have a very frustrating situation. I suppose faculty can assign major portions of material in lecture for independent student learning and emphasize it on exams as an incentive. But this doesn't solve the problem with laboratories.


I realize you have a tough problem here that isn't your fault. Good luck.

Memorandum

To : Philip S. Bailey, Acting Dean
School of Science and Mathematics

Date : December 12, 1983

File No.:

From : 
Warren J. Baker
President

Copies : Dr. Tomlinson Fort, Jr.
Dr. James Simmons, Chair
Academic Senate

Subject: MARTIN LUTHER KING HOLIDAY

Thank you very much for bringing to my attention the problem of class reduction in the Monday-Wednesday-Friday sequence. It is clear that this poses a significant problem of class time reduction. I have asked both Dr. James Simmons and Dr. Tomlinson Fort, Jr. to initiate study of this issue through the Academic Senate and the Academic Deans' Council and provide me with their recommendations on how best to address the Monday holiday problem during the Winter term. Their recommendations will provide the basis for University policy on the issue. I have forwarded copies of your memorandum to both of them for their consideration.

Memorandum

: Warren Baker, President
Cal Poly State University

Date : December 5, 1983

File No.:

Copies : Paul Murphy
Tomlinson Fort
Phil Bailey
Jim Simmons

From : Harvey Greenwald
Mathematics

HG

Subject: Holidays During the Winter Quarter

This winter quarter, I am teaching a course in Differential Equations (Math 242) on Monday and Wednesday evenings from 7-9 p.m. This winter quarter there are three holidays - New Year's Day, Washington's Birthday, and Martin Luther King's Birthday. Each is celebrated on a Monday. My class will miss 6 hours of lecture - 15% of the course. Effectively, the course will have to be taught in 8 1/2 weeks. I await your suggestions concerning how to deal with this problem. This problem affects all night courses which will be taught during the winter quarter on Monday evenings. The problem is not unique to this year. In future years we will have at least two holidays celebrated on Mondays (Washington's Birthday and Martin Luther King's Birthday) and every 2 out of 7 years New Year's Day will be celebrated on a Monday as well. The University needs to develop a policy concerning night courses offered during the winter quarter.

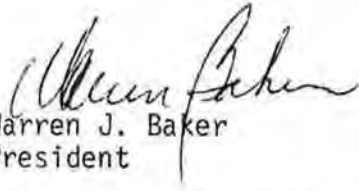
Memorandum

: Harvey Greenwald
Mathematics

Date : December 12, 1983

File No.:

Copies: Dr. Tomlinson Fort, Jr.
Dr. James Simmons, Chair
Academic Senate

From : 
Warren J. Baker
President

Subject: HOLIDAY DURING THE WINTER QUARTER

Thank you very much for bringing to my attention the problem of class reduction in the Monday-Wednesday evening sequence. It is clear that this poses a significant problem of class time reduction, and I would welcome the recommendations of the faculty in solving the problem. I do not see any administrative constraints that cannot be easily changed to accommodate the faculty's desire to establish an appropriate calendar. The academic calendar, however, is an issue that needs to be studied by the Academic Senate and University policy formulated as a result of the Senate's recommendation.

By copy of this memorandum to Dr. Jim Simmons, Chair of the Academic Senate, I am initiating a request for the Senate to provide me with recommendations on how best to address the Monday holiday problem during the Winter term. I am also asking the Deans' Council for their suggestions on a solution to this problem.



ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

400 Golden Shore, Suite 134, Long Beach, California 90802 • (213)590-5578 or 5550, ATSS: 635-5578 or 5550

Office of the Chair

M E M O R A N D U M

TO: CHAIRS, CAMPUS SENATES/COUNCILS, DATE: DECEMBER 9, 1983
FROM: JOHN W. BEDELL, CHAIR *John W. Bedell*
ACADEMIC SENATE CSU
SUBJECT: GUIDELINES FOR THE AWARDING OF HONORARY DEGREES - THE CSU

Attached is a copy of the "Guidelines for the Awarding of Honorary Degrees - The California State University," dated July 19, 1983, as approved by the Board of Trustees CSU.

Please advise what, if any, discussions are taking place on your campus regarding this topic, and what, if any, faculty involvement and/or consultation is being sought.

Thank you.

dh/

Attachment

COMMITTEE ON GIFTS AND PUBLIC AFFAIRS

GUIDELINES FOR THE AWARDING OF HONORARY DEGREES — THE CALIFORNIA STATE UNIVERSITY

I. Policy

- A. Honorary degrees shall be awarded by The California State University, but only at the *doctoral* level.
- B. All honorary degrees shall be conferred by the Board of Trustees of The California State University, and only in the name of The California State University.
- C. The Board of Trustees shall determine the number of honorary degrees to be awarded in any academic year. Normally, the Board will consider no more than two recommendations from each campus in an academic year, plus an aggregate of five additional recommendations which may be submitted by or through Board members and the Chancellor during the same period.
- D. The following categories of honorary degrees shall be recognized for conferral by the Board of Trustees:
 - 1. Doctor of Fine Arts (D.F.A.)
 - 2. Doctor of Humane Letters (L.H.D.)
 - 3. Doctor of Laws (LL.D.)
 - 4. Doctor of Letters (Litt.D.)
 - 5. Doctor of Science (Sc.D.)

Other categories may be proposed to the Board for consideration; however, the Board will not authorize degree designations which normally are identified as earned doctorates.

II. Purposes for Which Honorary Degrees May Be Conferred

- A. To recognize excellence and extraordinary achievement in significant areas of human endeavor, within which are embodied the objectives and ideals of The California State University.
- A. To honor meritorious and outstanding service to The California State University, collectively, or to its campuses, individually; to the State of California; to the United States; or to humanity at large.
- C. To recognize men and women whose lives and significant achievements should serve as examples of The California State University's aspirations for its diverse student body.

III. Criteria for the Awarding of Honorary Degrees

- A. Honorary degrees may be awarded to recognize achievements in all parts of the world. Honorary degrees awarded should represent an appropriate balance between local and non-local, and academic and non-academic recipients, and should represent a wide diversity of fields of endeavor.

- B. Nominees for honorary degrees must be distinguished in their respective fields, and the eminence of persons nominated must be widely recognized. Nominees must have demonstrated intellectual and humane values that are consistent with the aims of higher education, and with the highest ideals of the persons' chosen fields.
- C. Service or benefaction to the University do not in themselves justify the awarding of honorary degrees. ~~The awarding of honorary degrees shall not be based on financial considerations alone, nor on purely political considerations.~~ However, nothing in these criteria shall preclude nominees who are in political life, or who are benefactors of The California State University.

Limitations on Eligibility

~~Except for unusual circumstances,~~ Honorary degrees shall not be awarded to:

- A. Incumbent members of the Board of Trustees of The California State University
- B. The incumbent Chancellor of The California State University
- C. Incumbent campus Presidents of The California State University
- D. A person who already has been awarded an honorary degree by The California State University

Procedures for Selecting Honorary Degree Recipients

In all steps of these procedures, utmost care is to be taken to ensure confidentiality. A breach of confidentiality could seriously embarrass The California State University and those individuals under consideration for the receipt of an honorary degree.

- A. Recommendations of persons to receive honorary degrees are encouraged from any member of The California State University community, including Trustees, the Chancellor, Presidents, faculty, students, administrative staff, alumni, campus Advisory Board members and other friends of The California State University. Such recommendations may include the category of honorary degrees believed appropriate (par.I.d).
- B. Recommendations originating in any of the campus communities shall be submitted through the campus President. Recommendations originating elsewhere within The California State University community at large shall be submitted through the Chancellor.
- C. Each campus President shall establish a committee to review recommendations, and to assist in the development and compilation of materials in support of nominations to be forwarded. Following appropriate consultation with this committee, the President shall select no more than two nominations to be forwarded to the Chancellor in any given academic year.
- D. The Chancellor, in turn, shall forward all nominations, with appropriate comments, as desired, to a separately constituted Subcommittee on Honorary Degrees of the Committee on Gifts and Public Affairs, according to a schedule to be established by the Board.

- E. The Subcommittee on Honorary Degrees shall be chaired by a member of the Committee on Gifts and Public Affairs who shall be named by the Chair of that Committee. The Subcommittee shall be comprised of:
1. One additional Trustee (other than the Chair of the Subcommittee) to be named by the Chair of the Board
 2. The Chancellor, or designee
 3. Two Presidents, to be named by the Chancellor
 4. The following representatives, to be appointed by the Chancellor following consultation with the respective agencies shown in parentheses:
 - a. Two faculty (the Academic Senate, CSU)
 - b. One alumnus (California State University Alumni Council)
 - c. One student (California State Student Association)
- F. The Subcommittee on Honorary Degrees, meeting in executive session, shall review all nominations received, and shall forward to the full Committee on Gifts and Public Affairs each nomination with the Subcommittee's notation of "recommended" or "not recommended," using the policies and criteria set forth in these Guidelines as the bases for the Subcommittee's determinations.
- G. The full Committee on Gifts and Public Affairs, following similar procedures, shall forward to the full Board for final consideration no more than ~~one~~ ^{three} nominations per campus and ~~one~~ originating with the Board and/or the Chancellor, indicating in each case the full Committee's determination of "recommended" or "not recommended."
- H. The Board of Trustees, meeting in executive session, shall make the final determination in each case, and will, by virtue of its exclusive authority in this matter, "award" the degree in the category it considers most appropriate.

VI. Conferral of Degrees

- A. Honorary degrees may be conferred during any California State University function which the Board of Trustees considers appropriate.
- B. Normally, the Chair of the Board of Trustees, the Chancellor, and the campus President, where appropriate, will participate in the conferral ceremony as follows:
1. When a campus is involved:

if present, or the campus president

 - a. The Chair of the Board of Trustees (or designee) will read the Citation
 - b. The Chancellor (~~or designee~~) will confer the degree
 - c. The campus President (or designee) will hood the degree recipient
 2. When a campus is not involved:
 - a. The Chair of the Board of Trustees (or designee) will read the Citation
 - b. The Chancellor (or designee) will confer the degree
 - c. The Vice Chair of the Board of Trustees (or designee) will hood the degree recipient

The following resolution is recommended:

RESOLVED, By the Board of Trustees of The California State University, that the "Guidelines for the Awarding of Honorary Degrees — The California State University," contained in Committee on Gifts and Public Affairs Agenda Item 3, dated July 19, 1983, are hereby adopted.