

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO  
ACADEMIC SENATE

~~EXECUTIVE COMMITTEE~~ - AGENDA

July 8, 1980

AG 241

3:00 PM

Chair, Tim Kersten  
Vice Chair, Rod Keif  
Secretary, John Harris

I. Minutes

II. Announcements

III. Business Items

- A. Policy on Strikes by Student Teachers in Public Schools (Attachment) (Brown)
- B. Division of Social Science Representation (Attachment) (Shaffer)

IV. Discussion Items

- A. Student Affirmative Action Committee (Attachment) (Brown)
- B. Research Committee (Attachment) (Dingus)
- C. Trustee Procedures for Presidential Selection (Kersten)
- D. Campus Space Allocation (Kersten)
- E. Report of the Ad Hoc Committee on Lectureships (Kersten)
- F. Other

# Memorandum

◦ : Tim Kersten, Chair  
Academic Senate

Date : June 11, 1980

File No.:

Copies :

From : Ron Brown, Chair  
Instruction Committee

Subject: University Policy on Student Teaching and Field Experiences During Strikes  
and Other Emergencies

The Instruction Committee voted unanimously to accept the draft proposal (attached) as written. As a committee, we saw no reason to oppose or change the proposal. There was some reservation by one member concerning the wording of the last paragraph. (Can a case arise for which the "no-reference" statement would prevent the legitimate reporting or evaluating a student-teacher's activities during a strike?)

DRAFT PROPOSAL

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO

University Policy on Student Teaching and Field Experiences  
During Strikes and Other Emergencies

The University shall maintain a position of neutrality in any strike or labor action involving school districts (or other public or private agencies) with which it has contracts (or agreements) for the placement of student-teachers, or other students engaged in supervised field-work activities.

In the event of a strike or other labor action involving a cooperating agency the student-teacher and other field-work student if working in a unit which is directly involved will be automatically withdrawn from the assignment. Immediate reassignment normally will not be initiated. Rather, the University supervisor shall make provision for a suitable alternative on-campus educational experience for the student under the assumption that the strike will be settled within a short period of time (not more than 10 working days).

If in the judgment of the University supervisor it appears that because of the disruption of a normal situation within the cooperating agency the student-teacher or other field-work student will be deprived of an adequate student-teaching or field-work experience, the University will either reassign the student or provide for equivalent alternative instruction.

It will be the responsibility of the student-teacher or field-work student to notify the University that a strike or other labor action has begun, or that such will begin at a certain time.

Should a student-teacher or other field-work student accept employment on an emergency credential during a strike or labor action, it shall be presumed that the student's student-teacher or field-work student status has been terminated. No credit will be granted by the University for such employment, and the individual shall not be identified as a University student-teacher or field-work student.

Student-teachers and field-work students are not to be coerced into crossing picket lines, nor are they to be coerced into joining a strike. Allegations of coercion are to be reported to the appropriate University faculty.

No reference shall be made to student-teacher or field-work student strike action, provided such was not in violation of law, when evaluating for purposes of granting credit or when preparing rating sheets or letters of recommendation.

# Memorandum

To : Tim Kersten, Chair, Academic Senate

Date : June 24, 1980

File No.:

Copies : Harry Sharp

From : Richard Shaffer, Social Sciences Department

RAS

Subject: REORGANIZATION OF THE DIVISION OF SOCIAL SCIENCES AND  
ACADEMIC SENATE COMMITTEE REPLACEMENTS

In my earlier memo to you, dated June 18, 1980, I indicated the faculty members recommended by the Division of Social Sciences Caucus to fill Academic Senate Committee vacancies. Also, as I am sure you are aware, the two academic departments which make up the Division of Social Sciences will be transferred to the School of Communicative Arts and Humanities. The reorganization could create difficulties in the minds of others in regard to the Division proposing replacements for Academic Senate Committees when the Division will no longer exist as a unit. The Caucus members from the Division of Social Sciences believe that the appointments should be approved for the following reasons:

- (1) When the School of Business and Social Sciences divided four years ago, the procedures used to assign faculty members to Academic Senate gave the privilege of these appointments to the new School of Business and deprived the Division of Social Sciences of representation for one year. It would appear just to allow the Division to compensate at this time by appointing the recommended faculty members.
- (2) Prior to Dr. Jones' notification that the Political Science and Social Sciences Departments would be transferred to a new School, the Executive Committee received nominations and made appointments to committee vacancies as were suggested by the Caucus of the School of Communicative Arts and Humanities. Such a move was in order, but one effect is that no members from the Political Science and Social Sciences Departments were considered for these appointments. As a result, the faculty from our two departments will again lose representation if the Division of Social Sciences faculty are not appointed as requested.

Thank you!

**Memorandum**

To : Warren J. Baker  
President

Date : May 29, 1980

File No.:

From : William Carl Wallace  
Administrative Fellow

Copies : H. Jones  
D. Andrews  
R. Brown  
EOAC  
SAAC

Subject: Student Affirmative Action Core Proposal

Attached for your review and information is a copy of the Core Student Affirmative Action Proposal to be submitted by California Polytechnic State University, San Luis Obispo.

This proposal has had broad consultation from across the campus with input from a number of areas. The guidelines of the Core Proposal have been adhered to. Although the budget appears to be excessive, it is a culmination of a variety of proposals from across the campus. As funding becomes available, we would more than likely have to negotiate at a reduced amount.

The proposal has addressed the underrepresentation of ethnic minorities and women in the technical majors offered on this campus. Many of the unique features of Cal Poly have been highlighted. A reasonable and practical approach has been established. A target of 300 ethnic minority and women students for the Fall of 1981 is our goal.

[An area that may cause a great deal of campus concern will be the student affirmative action attempt to change the admissions criteria (consistent with HEW guidelines) to include other factors than grade point average and standardized test scores for consideration for admission to the university.

Needless to say, a project of this magnitude could not have been completed without the assistance of many of the fine faculty and staff that are available on this campus. For future reference, I would like to highlight some of those. The School of Agriculture and Natural Resources formed a committee and submitted an excellent proposal; as did Dr. Donald Cheek (Education Dept.) and Drs. Donald Cheek and Marilyn Dorsey (Education Dept.); Mr. David Sanchez (Education Dept.); Mrs. Patricia Stewart (Learning Assistance Center); Dr. Charles Hicks (Career Development Center); Dr. Ken Barclay (Activities Planning Center); and Mr. Jerald Holley (Admissions and Records). Mr. Leonard Gonzales (Relations with Schools) not only provided his secretary for my personal use, but also provided much of the basic data that is included in this report. He also helped to write several sections and did an excellent job of editing. Mr. Armando Pezo-Silva (EOP) freed up a number of the EOP staff to assist. Ms. Susan Somppi (EOP) also assisted in the editing of the first draft.



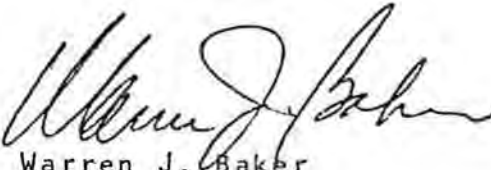
# Memorandum

To : Alex C. Sherriffs  
Vice Chancellor  
Academic Affairs

Date : May 29, 1980

File No.:

Copies :

From :   
Warren J. Baker  
President

Subject: California Polytechnic State University, San Luis Obispo  
"Core Student Affirmative Action" Proposal

Enclosed for your review and consideration is Cal Poly's proposal for "Core Student Affirmative Action." The proposal was prepared in consultation with representatives of the Academic Senate, school deans, faculty, Associated Students, Inc. (ASI), ethnic minorities, women, representatives of minority and women's groups.

The proposal represents a universitywide commitment by the campus and the university community to encourage ethnic minorities, low income and women to attend Cal Poly.

As president of Cal Poly, I am committed to having the university move in a direction that will encourage minorities and women to enroll in programs in which they are normally under-represented.

I am personally committed to Student Affirmative Action and will use my office to insure that this becomes a reality for Cal Poly and the citizens of The State of California.

STUDENT AFFIRMATIVE ACTION COMMITTEE

Dr. Malcolm Wilson  
Associate Dean  
Undergraduate & Graduate Studies  
Administration 309, Ext. 2247  
Academic Affairs

Mr. Leonard Gonzales  
Coordinator, Relations with Schools  
Administration 216, Ext. 2792  
Equal Opportunity Advisory Council/  
Relations with Schools

Mr. Armando Pezo-Silva  
Acting Director of EOP  
Hillcrest, Ext. 2301  
Educational Opportunity Program

Mr. Locksley Geoghagen  
Learning Skills Specialist  
Hillcrest, Ext. 2301  
President, Concerned Black Community

Dr. Joe Diaz  
Counselor  
Administration 211, Ext. 2511  
Co-Chairperson, Chicano Coordinating  
Committee

Mr. William Carl Wallace  
Administrative Fellow  
Administration 214, Ext. 2501  
Coordinator, Student Affirmative  
Action Committee

Dr. Charles Hicks  
Coordinator, Career Development Center  
Administration 211, Ext. 2511  
Career Development Resources Consultant

Dr. Ken Barclay  
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University Union 217, Ext. 2476  
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Dr. Walter M. Tryon  
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Physics  
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Mr. Jerald Holley  
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Co-Chairperson, Chicano Coordinating  
Committee

Ms. Maria Teresa (Terry) Ramirez  
Student, A.S.I. Representative  
1050 Foothill Blvd. #305  
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541-5838  
Multi-Cultural Advisory Committee/  
Equal Opportunity Advisory Council

## THE STUDENT AFFIRMATIVE ACTION ABSTRACT

This proposal is intended to directly influence the ethnic minority and female populations at California Polytechnic State University (CPSU) through outreach, retention, educational enhancement, and placement efforts. Through the efforts of the Student Affirmative Action Program (SAAP), an increase in the populations of ethnic minorities and women will be achieved. Furthermore, one will see an environment that is conducive to retention, growth, and placement of these groups of students.

The uniqueness of academic options at Cal Poly requires a broad-based program, coordinating the entire campus community with the SAAP, in order to achieve its goals. This project will identify target schools, communities, and community agencies throughout the state and respective contact persons, in order to increase the student populations of ethnic minority, low-income, and women students. Once identified, the target schools and areas will be the focus of student affirmative action programming and services. Specifically, bilingual, bicultural, and non-sexist materials will be designed and developed to increase the populations of ethnic minority, low-income, and female students at Cal Poly.

The University will be working cooperatively with the Academic Senate, campus administration, and students to revise the admissions requirements so they are more comprehensive and responsive to our goal of increasing educational opportunities for underrepresented student populations. In certain underrepresented areas, specific Cal Poly schools and departments will aid in the outreach effort. Initially, the outreach effort will bring contact persons to Cal Poly for an orientation of the campus and available services; this orientation will increase counselors' awareness and understanding of Cal Poly which will allow them to direct students specifically to this campus.

how?



A concerted effort at recruitment and admission to Cal Poly which did not also include retention would be unrealistic. Therefore the retention objective will be manifested throughout the project, from career development and career planning to extensive campus and community orientation. Faculty and staff mentors will be available to assist in campus adjustment and provide on-going support. In addition, a variety of sensitive support services and assistance will be provided (i.e., career guidance, tutoring, learning skills, etc.). Retention will be further enhanced by a subproposal, coordinated by the Student Affirmative Action Coordinator, but written by the Education Department.

Through a series of workshops, presentations, activities and visits, the faculty, staff, students and surrounding community will be made more aware and sensitive to the needs of the ethnic minority and women. The subproposal of the Education Department will enhance future educators entering the field.

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• To initiate the program on a highly visible base and to insure maximum coordination which will span all segments of the University, the Student Affirmative Action Coordinator will report directly to the President of the University or his designee.

The basic purpose of establishing this direct line of communication is two-fold: Avoidance of possible stigmatization of the office of the Student Affirmative Action and an indication of high-level of support for Student Affirmative Action on the Cal Poly campus.

DRAFT

To: Russell Brown  
Dean of Students

From: Interim Student Affirmative Action Committee

Subject: Formation of a Permanent SAA Committee

At the June 10, 1980, meeting of the present Student Affirmative Action Committee the document submitted by this campus as a "Core Student Affirmative Action" proposal was the topic of discussion. Concern was voiced regarding the consultation which occurred--including the implication of consultation with individuals who were not actually consulted--and with the short time frame available for development of the proposal. Realizing that the proposal had already been submitted, those members present agreed that the focus must now shift to the present and future, and that immediate steps should be taken to assure that the course of Student Affirmative Action at Cal Poly will now be determined with full and timely consultation. We therefore strongly urge that Dr. Baker be requested to establish a permanent Student Affirmative Action Committee. We suggest that the committee consist of:

- a. One representative from Student Affairs, nominated by the Dean of Students
- b. One representative from Academic Affairs, nominated by the Academic Vice President
- c. One representative from the Academic Senate, nominated by the President of the Senate
- d. One student representative, nominated by the President of the Associated Students, Inc.
- e. Four faculty members selected by the President from among faculty applicants
- f. The Student Affirmative Action Coordinator (if such a position is created)

We further suggest that the Student Affirmative Action Committee be charged with recommending policy for the development, implementation, and evaluation of Student Affirmative Action at Cal Poly as well as the responsibility for monitoring its operation. Since the concept of Student Affirmative Action involves all aspects of the campus, the committee should report directly to the President.



# Memorandum

To : Tim Kersten  
Chair, Academic Senate

Date : June 24, 1980

File No.:

Copies : Bob Lucas

From : Del Dingus 

Subject: "Role of Research" at Cal Poly

The University Research Committee, at its final meeting of 1979-80, discussed the possibility of holding an open forum during the Fall Conference period, or during Fall Quarter 1980, to gather reactions and inputs on the document, "The Role of Research at Cal Poly." It is hoped that from such an information forum the role of research on campus can be more clearly defined. The University is undergoing some significant changes and this type of input would be most desirable for the eventual formulation of policy regarding research.

I envision that the forum would work in the following manner: A moderator would introduce each of four speakers who could represent various schools or points of view. After the speakers have articulated their points of view, then hopefully a question and answer session could be held with audience participation. The speakers should be individuals who are well informed on the issues. Hopefully, the moderator could be either the Chair or Vice Chair of the Senate.

It would be helpful to the University Research Committee to have this proposal on the agenda for the July Executive Committee meeting as a discussion item.

Thank you for your consideration.

RECEIVED  
JUN 25 1980  
ECONOMICS DEPT.

D R A F T

May 29, 1980

ROLE OF RESEARCH AT  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO

I INTRODUCTION

During a meeting with the University Research Committee in October of 1979, President Baker asked the Committee to develop a statement on the role of research at Cal Poly which could be distributed throughout the University community. With the help of input from numerous faculty, the Committee spent the bulk of AY 1979-80 considering that statement. This report constitutes the results of that deliberation and offers a draft of that statement to the Academic Senate, the Vice President of Academic Affairs, the Executive Vice President, and the President, for response.

In essence, the University Research Committee recommends that research be encouraged as a desirable form of professional development for all Cal Poly faculty. At the same time, it recognizes the attractively pluralistic nature of a diverse faculty, and that some faculty will find other forms of professional development more appropriate. Whether or not research is the chosen mode, the University Research Committee considers some form of professional development essential for all faculty.

## II HISTORICAL PERSPECTIVE

To appreciate the possibilities and potentials for research at Cal Poly it is important to understand the historical role research has played at Cal Poly. Cal Poly's beginnings were founded upon the merits of vocational education and its leaders over the decades sought to maintain that image when seeking support from the State.

During the extended Julian McPhee era, which ended in 1966, University catalogs stated clearly that research was not pursued on campus. When Robert Kennedy became President in 1968, he opened the campus to sponsored research. He worked with the Academic Senate to form a Research Committee and later to establish a Research Development Office to assist faculty in their efforts to win outside sponsorship. Research was allowed to the extent that it did not interfere with the primary mission of the institution -- the provision of occupationally-oriented instruction at the under-graduate level.

President Baker, in his first Fall Conference address to the faculty, stated that research is an important part of the University's overall mission and should become a more active part of academic life.

## III ROLE OF RESEARCH IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

The potential for research at Cal Poly is heavily dependent upon the University's place in the hierarchy of public postsecondary education in California. The Donahoe Act (as reflected in the Education Code) assigns the primary responsibility for research to the University of California as follows: "It (UC) shall be the primary State supported academic agency for research."



Of the California State University and Colleges, it says: "Faculty research is authorized to the extent that it is consistent with the primary function of the California State University and Colleges." The implication of this statement is found on another mode in "A Master Plan for Higher Education in California, 1960-1975," published in 1960, which says: "Faculty research, using facilities provided for and consistent with the primary function of the State colleges, is authorized."

The difference, then, between the two institutions -- and it is a major difference -- is that the State provides the faculty of the University of California with a lighter teaching load and adequate research facilities, whereas the California State University and Colleges' research program is totally dependent on non-State funds for faculty time and materials support. Given current teaching loads, faculty who pursue research must do so either on an overload basis, or on released time paid for by an outside grant. Faculty may use currently available facilities; if specialized facilities are required, they must come from sources other than the general fund. The challenge for research, given these constraints, must not be minimized.

The impact of this difference is great, and has not gone unnoticed. When the University Research Committee asked the faculty for its reaction to the President's call for a major research emphasis, verbal and written response ranged from guarded optimism to suspicion. All those responding recognized the merits of research for the professional growth of faculty. However, all were also concerned about the change in direction that the University would experience if research assumed priority in emphasis above undergraduate instruction. Many felt that time used to conduct research would greatly erode the effectiveness of both teaching and research. Some felt that research should not be stressed at all and that the emphasis on undergraduate instruction should be greatly strengthened.

Nonetheless, interest in research has grown over the past four years, as evidenced by the number of grants awarded to faculty. In AY 1974-75, six grants were awarded for \$41,000. By AY 1978-79, the number had increased to 19 grants for \$694,000, and the potential for continued growth is excellent.

#### IV DEFINITION AND ROLE OF RESEARCH AT CAL POLY

Along with appropriate professional activity and strong teaching, research can play an important role in the general responsibility faculty members have for keeping abreast of their field and remaining effective in the classroom. The University Research Committee strongly encourages research and/or creative activities as an important element in the professional development of its faculty.

The University Research Committee, furthermore, recognizes that undergraduate instruction is the primary purpose of the institution. Nonetheless, it asserts the important role research can play in the professional development of faculty. Some faculty may be very active in research, others, not at all. But all should pursue some form of professional activity in order to be well rounded and productive members of the University community.

Given this context, the following categories of professional activities are possible:

- A. Each faculty member, as part of the instructional mission of the University, must be involved in teaching, student advising, and the preparation of teaching materials such as books and manuals.
- B. Faculty, especially those in the vocational/occupational areas, should maintain active contact with their professions. This could take the form of private consulting, participating in conferences, and providing leadership for and contributions to professional organizations.
- C. As faculty become involved in the professional activities described above, problems will emerge that require a creative activity for solution. Creating solutions to the

immediate problem of the classroom, business, industry, or government can be a productive area for professional growth.

- D. Faculty may pursue classical research activities, utilizing traditional approaches in the field, laboratory, computer center, or library to create new and generalizable knowledge. Such activities should not be considered incompatible with any of the above and will often evolve from them.

Although the ultimate definition of "research" may vary from discipline to discipline, the activities listed under D constitute the definition of "research" for the purpose of this paper. All the activities listed above constitute ways Cal Poly faculty can grow professionally. None should be considered incompatible, and each may often flow from and mutually support the other.

The University should seek to create a campus environment which facilitates both traditional research and creative contributions to the various professions. The campus already has procedures permitting private consulting. A change in the campus atmosphere is needed which will encourage faculty to work in traditional growth and development. This obligation has been carried out quite well for items A, B, and C, but not for D.

## V IMPEDIMENTS TO RESEARCH AT CAL POLY

The University Research Committee identified a series of impediments to the development of research. The major impediment, of course, has been noted above: The State budget provides no funds for faculty time or facilities to pursue research. Flowing from that reality are a number of problems and impediments which have been grouped below according to high, medium, and low salience. The "Recommendations" section of this report lists ways of addressing and eliminating some of these impediments.

High Salience

1. Faculty self selection: Many faculty chose Cal Poly because of its emphasis on undergraduate instruction and did not come here to do research.
2. Lack of incentives: Research is not regularly used as a criterion for retention or promotion.
3. Heavy teaching load: Loads average more than 12 WTU's per quarter, and assigned time for research has not been granted in the past.
4. Space-use policies: An informal policy favors teaching over research in the allocation of office space.
5. Inadequate laboratory space: Laboratories are heavily utilized for teaching. There are too few wet labs. No labs are primarily research labs.
6. Inadequate computing resources: Turnaround time is slow.
7. Insufficient internal funds for supporting and encouraging research: Discretionary funds are extremely limited and it is inappropriate to make significant use of Operating Expense funds to support research.
8. Inadequate clerical support for final preparation of proposals and manuscripts: Departmental clerical support is strained, even for the instructional mission.
9. Foundation support: Project activity has outstripped administrative resources.
10. School use of unallocated overhead: CAM allows unallocated overhead to be used for a variety of purposes. Very often it is not used to support research.
11. Size of graduate program: Lack of graduate students to participate in research creates a hardship.
12. Lack of a track record: Faculty who have not done research for a number of years lack credibility with funding agencies.

Medium Salience

1. Teacher pool: Replacements for researchers on released time can be difficult to find.
2. Inadequate library research collections in some areas: Through inter-library loan, and computerized data bases,



the library has access to a vast resource. But the delay can be a problem.

3. Senior project: Generally these are of the student's own selection. They could be more effectively used if undergraduates participated in continuing faculty research projects, as graduate students frequently do.
4. Travel funds: These are almost insignificant as resources to support research and professional development.

#### Low Salience

1. Disparity in compensation rates for faculty doing research vs. teaching in the summer: Because of federal regulations, faculty who do research in the summer are paid about 15 percent less than their counterparts who are teaching.
2. Internal proposal review process: The number of sign-off signatures should be reviewed.
3. Departmental secretarial/clerical services: On small projects that cannot justify additional clerical help, the faculty often find themselves doing all the clerical work.
4. CSUC Washington Office: Its effective utilization needs study.
5. Community image of research function of University: Generally, the local community does not perceive Cal Poly as a research institution.
6. CAM regulations governing research. CAM sections relating to research need to be reviewed for clarity and appropriateness.

### VI FUTURE OF RESEARCH AT CAL POLY

There are four areas that need attention in the creation of an enhanced research environment: The development of human resources; the development of physical resources; the development of a secure and supportive psychological environment; and the development of ways to facilitate interdisciplinary research and problem solving activities.

- A. The development of human resources. It is important for the



University to have realistic expectations about what can be accomplished in the development of its human resources within the constraints of the CSUC system. Immediate efforts to encourage research could best be directed towards the junior faculty. Many sponsored programs directed towards promising young investigators do not demand a proven track record. Junior faculty should be made aware that benefits to professional growth will continue to accrue if they put forth an effort early in their careers. Job descriptions for new employees could specify the proportionate amount of time expected to be devoted to sponsored research or professional activities.

- B. The development of physical resources. Plans need to be made and pursued for the identification and/or construction of multi-purpose research facilities which can be used as centers for research as well as for interdisciplinary problem-solving activities. Such a center or centers would create an identity for campus research activity which, because of its generally applied characteristics, could be unique in California post-secondary education. Such centers would offer effective utilization of research equipment purchased through sponsored projects for both teaching and problem solving activities.
- C. The development of a secure psychological climate for research. The University still retains an attitude from the past that tolerates, but does not encourage research. This attitude is encountered especially among various support units on campus. Tight budgets, of course, often produce the same problems for instructional users, but it is difficult for researchers not to feel singled out if they see themselves as involved in an "un-Cal-Poly-like" activity. Administrators and support staff need to be informed that the University supports and encourages research and professional activities as important elements in the continued success of this campus.

- D. The development of interaction and cooperation among faculty of various disciplines. The University, because of its polytechnic orientation, is ideally suited for mission-oriented research. Just as Cal Poly has a unique instructional niche so it also has a unique research resource to offer the State, business, and industry. An active development effort needs to be mounted to bring the problems of the State, the federal government, and industry to the campus for study. Such sponsored projects can contribute in important ways to building the institution's intellectual and physical capabilities at the same time that the society can be improved through the search for creative solutions.

#### VII RECOMMENDATIONS FOR ENHANCING THE RESEARCH ATMOSPHERE

The University can facilitate the development of research and professional activities as a complementary and integral part of its instructional mission by adopting the following recommendation:

- A. The quality of faculty research/professional development should be a major criterion for personnel actions.
- B. The current graduate program should be strengthened wherever possible. Master's degrees requiring a thesis are to be preferred over those requiring only coursework or fieldwork.
- C. Greater use should be made of current flexibility in the allocation of resources. For instance, the use of assigned time for instructionally-related research is permitted, but so far, little use has been made of this capability. Such mechanisms for supporting research should be publicized and promoted.
- D. More funds should be made available to support campus research. Increased funds for CARE Grants are especially necessary, as

are funds to support the costs of research development activities.

- E. Campus researchers should have equal access to facilities and services wherever possible and practicable.
- F. The library acquisitions budget should be increased and funds should be provided to subsidize the use of computerized information retrieval data bases.
- G. Computer Center capabilities need to be augmented. The new central batch system may provide greatly improved support.
- H. Private funding for both research facilities and faculty time should be sought. Buildings as well as specialized laboratories are desirable.
- I. The campus currently has only four classrooms that can accommodate 100 or more students, and another ten classrooms accommodating 50 or more students. Future buildings should include more lecture halls of medium and large size to allow greater efficiency and flexibility in the instructional process.
- J. Alternative organizations for the administration of sponsored programs, including the possibility of a separate auxiliary unit specializing in grants and contracts, should be considered.
- K. Research and research efforts should be widely publicized. Publicity could include a newsletter, awards from a special fund for recognition of faculty, systematic publicity through the local newspapers, and distribution of summaries of University research activity.