

AGENDA

SLO FACULTY-STAFF COUNCIL

Tuesday, May 10, 1966
Meeting No. 8

3:15 p.m. - Staff Dining Room

RECEIVED

ORDER OF BUSINESS

I. READING OF MINUTES

II. BUSINESS ITEMS

1. Election of Officers (Report of Elections Committee attached)

III. REPORT by Robert A. Mott -- Academic Senate

IV. COMMITTEES

1. Personnel (Faculty) -- Attachment
2. Personnel (Non-Faculty)
3. Curriculum and Instruction -- Attachment
4. Communications
5. Student Affairs
6. Professional Ethics
7. Facilities and Fiscal Affairs
8. Research -- Attachment
9. Ad Hoc Committee on Grading Guidelines -- Attachment
10. Ad Hoc Committee -- Year Around Operations -- Attachment

V. COMMUNICATIONS

1. Letter from C. Mansel Keene, Assistant Chancellor, Faculty and Staff Affairs -- Attachment
2. Items which Executive Committee feels should be considered for discussion and/or action during the coming academic year:
 - a. Consultation on administrative appointments
 - b. Student representation on FSC
 - c. Faculty ratings list - by students

COMMUNICATIONS (Continued)

- d. Nepotism
- e. Released time for officers; office space
- f. Alternate members
- g. Faculty-Staff Council during Summer Quarter
- h. Rotating department chairmen
- i. Revise constitution -- possible division of Council into Faculty Group and Staff Group
- j. Exemptions from final examinations
- k. Possible advantage of college organization into schools rather than divisions
- l. Faculty-Administration Committee to eliminate duplications e.g. catalog materials, etc.
- m. Line of communication for special committee reports such as Stanford Research Study

The Executive Committee welcomes other ideas; please submit in writing.

VI. ANNOUNCEMENTS

- 1. The Faculty Group will meet Tuesday, May 17, 3 p.m., Staff Dining Room, to consider a) Code of Ethics (Attachment, April 12 Agenda) b) Masters Degrees, c) Faculty Rights and Benefits Under Quarter System Year-Round Operation.
- 2. Suggestions for Fall Staff Conference may be submitted to Dean Chandler, Chairman.
- 3. Remember -- The next meeting will be the first Tuesday in June, June 7. Agenda: Speech by President McPhee.

State of California

California State Polytechnic College
San Luis Obispo Campus

M E M O R A N D U M

TO: Glenn Noble, Chairman
Faculty-Staff Council

DATE: April 26, 1966

FILE NO:

FROM: LaVerne Bucy, Chairman
Elections Committee

COPIES: W. Anderson
E. Hyer

SUBJECT: Academic Senate Election and Nominations for F/S Council Officers to
be elected May meeting of Council

The Election Committee of the F/S Council just completed counting
the ballots for the Academic Senate Election and the results are
as follows:

Warren Anderson

Senate member for three years

Edgar Hyer

Alternate elected for one year

F/S Council Officer Nomination:

Chairman

R. Frost
Roy Anderson

Executive Committee

V. Chairman

Al Miller
R. L. Graves

W. Curtis
G. Rich
M. Gold

Secretary

Mary Eyler
W. Alexander

Anderson
Mott

State of California

California State Polytechnic College
San Luis Obispo Campus

M E M O R A N D U M

TO: Dr. Glenn A. Noble, Chairman DATE: May 2, 1966

FROM: William Curtis, Bruce Dickson, Clyde Fisher, Glenn Seeber,
Howard Walker, Edgar Hyer, Chairman

SUBJECT: Collective Bargaining for Faculty

The letter from the San Jose State College AAUP reacts to the fact that "the American Federation of Teachers has begun a drive to force an election for an exclusive bargaining agent for the California State College Faculty, in the hope that they can win the right to become the exclusive representative of State College faculty interests." The Executive Committee of the San Jose State College Chapter of AAUP seeks to gain the support of all state college faculty for the state-wide academic senate to become the bargaining agency of the faculty.

Our reaction to the letters is as follows:

The faculty personnel committee feels that it will not be to the best interest of the faculty, in particular, nor the California State Colleges, in general, to designate an exclusive bargaining agent for the faculties. It is recommended that the faculty-staff council go on record opposed to exclusive collective bargaining.

To: Faculty-Staff Council

From: Curriculum and Instruction Committee, R. Anderson, D. Hensel, J. Rapp,
H. Rhoads, R. Frost, Chairman.

Subject: Monthly Report

I. Guidelines for Senior Projects

Recommendation: That the Faculty-Staff Council recommend the approval of the Guidelines for Senior Projects which were summarized in the committee report presented at the April 12, 1966 Faculty-Staff Council meeting.

It is suggested that, as would be permitted by the letter of these guidelines, that some departments may wish to schedule the senior project in such a manner as to permit the student a quarter to develop the project before officially enrolling in the course.

II. Summary of Proposals for the 1967-68 College Catalog

Proposals for changes in the College catalog for 1967-68 are summarized below. Suggestions for Faculty-Staff Council recommendations on the proposals will be presented to the Council for action at its June meeting.

This summary is presented so that members of the faculty who have knowledge in the areas of the proposals may be informed, and, where appropriate, may bring pertinent considerations to the attention of members of the committee. The committee is especially concerned with changes in service courses or curricula that would affect more than one department. Proposals for extensive rearrangement of existing major courses within departments are not included in this summary.

SUMMARY OF PROPOSALS FOR 1967-68 CATALOG

Agriculture Division

New Courses:

ABM 241 Agricultural Business Machines Practice (1) (1 activity)
AE 360 Engineering Properties of Agricultural Materials (3) (2 lect., 1 lab.)
CP 323 Tropical Crop Production (4) (3 lect., 1 lab.)
FP 324 Tropical Fruit and Nut Production (4) (3 lect., 1 lab.)
FM 333 Agricultural Price Analysis (3) (2 lect., 1 activity)
FI 422 Advanced Food Processing (3) (2 lect., 1 lab.)
OH 402 Garden Center Management (4) (3 lect., 1 lab.)

Courses to be dropped:

AE 138, AE 143, CP 101, OH 220

Changes in Curricula:

Substitution of new Math 113 for Math 102 and Math 103 (optional). Combine the production and management concentrations in Animal Husbandry into a single production-management concentration.

Engineering Division

New Courses:

Aero 346 Gas Dynamics Laboratory (1)
Aero 404 Aerodynamics (5)
Aero 419 Analysis of Aeronautical Systems (3)
Extensive revision of other Aeronautical Engineering courses
EE 341 A. C. Network Analyser Laboratory (1)
El 420 Topics in Electronic Engineering (1-2)
El 423 Microwave Electronics (2)
IE 239 Industrial Costs and Controls (4) (3 lect., 1 lab.)
IE 351 Production and Process Planning (2) (2 lab.)
IE 314 Production Control (2)
Arch 204 Mechanics and Strength of Materials (3)
Arch 447 Landscape (2) (2 lab.)
Arch 457, 458, 459 Advanced Landscape (3,3,3) (3 lab.)
Arch 244, 245, 246 Advanced Delineation (2,2,2) (2 lab.)
Arch 301 Zoning (2)
Arch 302 Traffic and Transportation (2)
Arch 420 Foundation Engineering for Architects (2)
Arch 454, 455, 456 Advanced Urban Planning (4,4,4) (4 lab.)
Arch 407 Plastic Design of Steel Structures (3)
Arch 411 Matrix Analysis of Structures (2)
Arch 412 Dynamics of Framed Structures (2)
Arch 413 Advanced Foundation Engineering (2)

Courses to be dropped:

Aero 344, Aero 345, EE 101, EE 141, El 156, El 303

Changes in Curricula:

Replacement of Math 118, 201, 202, 203, 316, with a new 3 or 4 unit course sequence, deletion of Math 117. Replacement of specific general education requirements Econ 201, IR 311, IR 312, Bus 301, Eng 207, Bio 110, and Hist 305 with requirements of 9 units of Social Science electives, 5 units of Literature or Philosophy electives, and 3 units of Life Science electives. For Electronic Engineering majors reduce shop processes courses from 6 to 4 units. For departments not now requiring it, add Sp 201. For Industrial Engineering majors add ME 153 and delete ME 143, El 102, El 142, and Acctg 223. For Mechanical Engineering majors add Phys 211. For Metallurgical Engineering majors delete El 102, El 142, AC 141, IE 141, Phys 301, EE 251, and EE 252, and add Chem 432, Mathematical Statistics, Phys 412, and Phys 452. For Bachelor of Architecture degree reduce mathematics requirement from 19 to 12 units. For Bachelor of Science in Architectural Engineering reduce mathematics requirement from 22 to 21 units including Math 204.

Applied Arts Division

New Courses:

Acctg 332 Accounting for Governmental and Non-Profit Organizations (2)
Bus 322 Business Applications of Data Processing (3) (2 lect., 1 activity)
Econ 301 Introduction to Managerial Economics (3)
Econ 402 Public Finance (3)
Econ 413 Labor Economics (3)
Eng 319 The Bible as Literature (3)
Eng 502 Introduction to Critical Analysis (3)
Sp 521 Curriculum and Methods in Speech (3)
Fr 201, 202, 203 Intermediate French (3,3,3)

Applied Arts Division, continued

Ed 523 Remedial and Special Education (3)
Ed 528 Advanced Counseling Theory and Procedures (3)
Art 349 Ceramics (3) (from Technical Arts Department)
Art 521 Curriculum and Instructional Procedures in Art (3)
Ed 521 Teaching the Culturally Deprived Child (3)
HE 429 Diet Therapy (3)
HE 580 Trends in Home Economics Instruction (3)
HE 313 Parent Education (2)
HE 319 Nursery School Activities (2)
HE 320 Nursery School Participation (3) (1 lect., 2 lab.)
HE 403 Supervised Nursery School and Community Experience (6)
HE 404 Administration of Child Development Programs (2)
HE 405 Family Development (3)
HE 328 Individual Sports, women (3) (1 lect., 2 activity)
TA 241 Introduction to Manufacturing Technology (2) (2 activity)
TA 414 Manufacturing Personnel (2)
TA 415 Production Management (2)
TA 522 Facility Planning in Industrial Education (2) (2 activity)

Courses to be dropped:

Bus 104, IR 301, HE 320, TA 237, TA 349

Changes in Curricula:

Completion of curriculum for the pupil personnel services credential. Change in unit values for Eng 207, Sp 201, Sp 202, Sp 304, and Sp 403 from 2 to 3 units recommended by department but not by Division Dean (alternate proposal would change Sp 201 and 202 to 2 unit lecture courses). For English majors add Hist 311, 312, 313 (British History), and two years of foreign language. Add U.S. History to the General Education list. Restore requirement of 2 units of Speech to the General Education list. Add option in "Child Development and the Family" in Home Economics major. For Home Economics majors delete Phys. Sci. 101, 102, 103, Soc. Sci. 101, Art 238, and Econ 105, and add Chem 324, 325, 326, and Sociology 105. Change name of Technical Arts Department to Industrial Technology Department. Divide "Industrial Sales and Service" option in this department into "Industrial Sales" and "Production Management" options. Change "Industrial Arts" option to "Industrial Education" option. For majors in this department delete ME 141, 142, IR 311, Psych 302, and Eng 219, and add ME 151, 152, IR 312, and "Advanced Writing Course" (Eng. 204, 219, or 301).

New Courses:

Bio 255 Microtechnique (2) (2 lab.)
Ent 227 Insect Morphology (4) (2 lect., 2 lab.)
Math 113 Agricultural Mathematics (3)
Math 204 Mathematics of Matrices (3)
Math 425 Probability Theory and Applications I (3)
Math 426 Probability Theory and Applications II (3)
Math 508 Introduction to Topology (3)
Phil 301 Philosophy of Religion (3)
Phil 302 World Religions (3)
Chem 439 Instrumental Analysis (4)
Chem 402 Inorganic Chemistry (3)
Soc 315 Race Relations (3)
Soc 313 Urban Sociology (3)
Soc 323 Social Stratification (3)
Hist 311, 312, 313 British History (3,3,3)

Applied Sciences Division, continued

Geog 203 Regional World Geography (3)
Pol Sc 402 Local Political Institutions (3)
Comp Sci 255 Introduction to Algorithmic Processes (3)
Comp Sci 350 Systems Analysis (3)
Comp Sci 351 Algorithmic Compilers (3)
Comp Sci 451 Programming Languages (3)

Courses to be dropped:

Math 1, Math 7, Math 108, Math 250, Math 302, Hist 117, Soc Sci 105

Changes in Curricula:

Master of Science in Biology (as recommended in 1965). New sequence in mathematics for engineering and physical sciences students. Concentrations in social sciences and social services in the Social Sciences Department. Additions to General Education list: Math 113, Math 114, Math 210, Math 215, Math 131, Math 132, Math 133; with deletions of Math 108, 109, and 118. Delete Accounting 131, 132 from the list of courses acceptable for General Education credit under the heading "Social Sciences". For Biological Sciences majors allow Eng 301 as alternate for Eng 304. Mathematics options in "Applied Mathematics" with areas of interest in Computer Science, Probability and Statistics, and Mathematical Analysis, and in "Mathematics Teaching" with areas of interest in Preparation for Teaching at the Elementary Level, and Teaching at the Secondary Level. Use of the College Entrance Examination Board's Scholastic Aptitude Test (or the American College Testing Program) scores for placement of entering freshmen in mathematics courses. For Physics majors add Math 251.

State of California

California State Polytechnic College
San Luis Obispo Campus

M E M O R A N D U M

TO: Dr. Glenn A. Noble, Chairman
Faculty-Staff Council

DATE: May 2, 1966

FROM: W. Alexander, F. Crane, A. Miller, W. Schroeder,
R. Wheeler-Chairman--Research Committee

SUBJECT: Annual Report of Research Committee-Faculty-Staff Council

The research committee of the Faculty-Staff Council recommends:

1. That the administration, the administratively appointed research committee and the Faculty-Staff Council actively support and encourage research and creative activities consistent with the objectives and philosophy of Cal Poly.
2. That the administration consider appointing at least one member of the Faculty-Staff Council to the administratively appointed research committee to facilitate and improve the communication between these two groups.
3. That the administration consider appointing at least one member of the Faculty-Staff Council to the administratively appointed computer operations committee to facilitate and improve the communication between these two groups.
4. That the administration improve the climate for attracting funds for research projects from federal, business and industrial sources, possibly to be implemented through the services of the administration and Faculty-Staff Council research committees.

The research committee urges the endorsement of the recommendations.

May 2, 1966

Dr. Glenn Noble, President
Faculty-Staff Council

Dear Glenn:

Attached is the report of the committee on Grading Guidelines.

I request that this report be submitted to the faculty subcouncil of the Faculty-Staff Council for their consideration.

Sincerely,

M. Clinnick

Committee members:

J. Applegarth
Wm. Curtis
D. Grant
R. W. Reynolds
G. Salo
Pearl Turner

May 3, 1966

Grading Guidelines

These guidelines are intended to aid new instructors, in their first year or two of teaching. More experienced teachers may well profit from some of the following suggestions. As in most fields, there is no substitute for experience in solving the grading problem.

The college catalog states in part, "the following grading system is in effect:

- A Superior
- B Better than average
- C Average
- D Barely passing
- F Failure."

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To be more specific, a grade should measure the extent or degree to which a student has fulfilled or achieved the objectives of the course. The grade should be determined using as many systematic means of observation as possible.

Authority and responsibility for determination and assignment of grades and of grade changes rests with person best informed, the individual instructor.

The performance and level of achievement reached by an individual student is often affected by strong factors extraneous to the course of study - family problems, changing patterns of interest as the student matures, health, etc. Certainly these factors are unpredictable and uncontrollable.

To clarify the relationship between grades and achievement, students should be informed of the standards and requirements for each course early in the quarter, in writing. Attached is a suggested check-list, patterned after the "green sheets" in use at one of the California State Colleges. It is recommended that each instructor use a form of this check-list. Copies of check-lists for each course should be on file in each department office.

Grades may approach the so-called normal curve only if the following requirements are met:

- a. The class is a random sample of the student population.
- b. The total number of students taking the course is at least 200.
- c. All students are equally motivated.
- d. Instruction in different sections of the same course is uniform.
- e. There is a well defined body of subject matter under study.
- f. Tests adequately sample e. above.
- g. Grades are based on identical tests given to all students.
- h. Tests alone are used to determine grades.

Obviously such criteria can only be applied at the departmental level.

To give the new instructor some perspective, grading at Cal Poly on a college-wide basis in recent years, 15% A's have been given, 30% B's, 35% C's, 9% D's, 4% F's, and 7% all other grades (E, W, and WF).

Individual classes of less than 50 students may vary widely from any norm-either above or below. Students taking remedial courses in high school subject matter

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(prep courses) should be graded C, D, or F. In general, freshman and sophomore service courses can be expected to have a somewhat lower percentage of A's and B's than quoted above. Higher achievement can be expected from students in their major courses. Therefore, courses taught to major students should be graded somewhat higher than general service courses. Exceptions to higher grades would be those students who are obviously inadequately prepared to pursue the major or students who have poor motivation or distracting non-academic problems.

Since problems of grading may vary from one department to another, in all cases the new instructor should consult his department head for details of current practice.

May 3, 1966

Suggested Check-List of Course Requirements

1. Number and title of the course, time of meeting, room number.
2. Instructor's name, office number, and office hours.
3. Required texts and equipment.
4. Amount and nature of work expected from each student.
5. Calendar of due-dates for assignments, dates of examinations, field trips, special events.
6. Scheme for dealing with late work and absences.
7. Type of examinations and weight in final grade.
8. Purpose of the course, standards, requirements of conformity or originality, knowledge and skills to be achieved, special talents required, minimum achievement expected - in short, all matters which will be weighed in the determination of the student's grade.
9. Bibliography for optional reading.

PROGRESS REPORT
FACULTY STAFF COUNCIL, AD HOC COMMITTEE,
YEAR-AROUND OPERATIONS - MAY 1966

The Ad Hoc Committee based this report on "Principles Governing Faculty Rights and Privileges Under Year-Around Operation" by the Academic Senate of the California State Colleges. 3/26/65. Committee members: Paul Neel, Don Coats, George Beatie, Glen Rich, Philip Overmeyer, (John Price), and Ralph Dilts, Chairman. The committee added to it and subtracted from it to meet Cal Poly's situation. And on some parts there was disagreement, and the Faculty-Staff Council will have to make the decision.

The Faculty and Staff Affairs Committee of the Statewide Academic Senate, acting on the principles that the change to year-round quarter system operations should guarantee protection of all existing faculty rights, privileges and benefits and should confer any reasonable additional benefits that may be inherent under the new plan of operation, recommends that the following principles and objectives be incorporated into California State Colleges year-round operations with regard to faculty and staff affairs.

1. Academic Year. The length of the traditional academic year of approximately 9 months consisting of two semesters or three quarters must be maintained. The nature of academic work requires time free for revitalization and for additional study and research if a faculty member is to remain abreast of developments in his field and be able to teach effectively.

2. Staffing. Budgets should be planned to provide as fully as possible for the appointment of additional regular staff members to cover the work load generated by conversion, by the quarter system, and by summer quarter operations. This should be accomplished without heavy dependence upon part-time or visiting faculty. Adequate provision should be made for vacation rotation for administrative and non-academic personnel.

3. Flexibility of Academic Year. The fullest possible flexibility in the pattern of three quarters making up the academic year for the individual faculty member must be developed in order to permit effective staffing of year-round operations. The choice of the three quarters for an individual faculty member should be governed by his professional needs and by the needs of his department. These arrangements should be worked out within the department to provide for faculty rotation and staffing to the level necessary for the year-round operation.

4. Equivalence of Terms. Each of the three quarters making up a faculty member's academic year must be made fully equivalent in regard to all benefits in order to achieve the above flexibility of faculty academic years. Each quarter, therefore, when a part of a faculty member's academic year of three quarters, must include credit toward benefits under the retirement system, sick leave, health insurance contributions, tenure eligibility for sabbatical leave, seniority with respect to lay-off rules, pay increments, and any other current benefits or those which may be added in the future.

5. Limits on Consecutive Quarters. Great disagreement on this item. Three opinions and no agreement on any of them.

- a. Three quarters of teaching followed by a quarter off (normal pattern) (see item #1 Academic year). Need for quarter off to "recharge batteries."
- b. Six quarters of teaching followed by two quarters off.
- c. Seven quarters of teaching (4th quarter voluntary) followed by one quarter off.

The general disagreement is between the younger and older members over the 4th quarter of teaching. The older members fear that the 4th quarter will become permanent and then will teach 48 weeks per year with almost no time off to recharge, do research, travel, etc. We are a profession or we are not. The nature of the academic profession, etc.

The younger members, with new families, and starting a career wish to teach one quarter after another with very little limitation. Very desperate for money.

6. Part-Time "Overtime" Teaching. A faculty member, during his quarter off, may teach not more than half-time for extra compensation when the needs of the department require it. Such part-time teaching will be paid at the fully proportionate ratio of the individual's academic year salary, and will be considered "overtime" and will not carry the fringe benefits which are part of the payment for a regular quarter.

7. Provision for Quarters Off in Advance. Scheduling of faculty may permit a faculty member to take a quarter off prior to having fulfilled his teaching commitment for the academic year, provided such practice can be accommodated within state personnel regulations. Institutional protection for this advance "credit" can be provided by adaptation of current procedures for guaranteeing reimbursement to the state on sabbatical leaves.

8. Teaching Assignment. The teaching assignment under the quarter system academic year must be no greater than under the current operations and should be as well balanced from one quarter to another as is possible under the particular curricular plan adopted by the college. A faculty member may not teach more than a full load (12 equated units) in a combined summer session and summer quarter assignment.

9. Sabbatical Leave. Sabbatical leave policy should remain as at present except that Class A sabbatical leaves at full pay for one-half year, which are inconsistent with quarter system plans, should be modified to provide for two quarters of leave.

10. Retirement. A full year's retirement benefits under year-round operation must be based upon the individual faculty member's academic year of three quarters and must be in all ways equivalent to benefits currently accrued.

11. It is recommended that the Year-Around Operations Committee (Ad hoc) be made a permanent standing committee of the Faculty-Staff Council (but not with the same membership).

THE CALIFORNIA STATE COLLEGES
Office of the Chancellor
5670 Wilshire Boulevard
Los Angeles, California 90036

FSA 66-19
April 22, 1966

REPLY DEADLINE
MONDAY, MAY 9, 1966

TO: State College Presidents

FROM: C. Mansel Keene, Assistant Chancellor
Faculty and Staff Affairs

SUBJECT: The 60% Limitation on the Two Upper Ranks

There has been considerable discussion of the 60% limitation on the two upper ranks over the past several months. At the most recent meeting of the Chancellor's Council of State College Presidents, I indicated that we would come up with proposals to help ease current difficulties arising from the existence of the quota. These are set forth below. Since we need to act as soon as possible on this matter your reactions to the proposals discussed below should be received in this office no later than Monday, May 9, 1966.

Recently you were sent the distribution by rank of the salaries paid by our ten salary comparison colleges. If you inspect this table you will find that 48.2% of the full-time faculty in these colleges are in the two upper ranks. The comparable figure for the California State Colleges is 52.7%. [This is one of the reasons (our low use of the Instructor rank is the other) why use of adjusted means "helps" our salary comparisons--our average salary is higher as a function of the distribution of our staff than it would be were our staff distributed as the staffs in our comparison colleges are distributed in their rank and salary structures.]

The current provision in SCAM relating to the distribution of faculty by rank is that those in the upper two ranks "will not exceed 60% of the total number of all faculty members having academic rank. This is interpreted to mean 60% of the full-time equivalent of faculty members having academic rank and grade rank within the college."

Currently San Jose has 59.2% of its full-time regular faculty in the upper two ranks and 56.3% of its FTE faculty in the upper two ranks. Similar figures for

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San Francisco are 58.0% and 53.7% for San Diego 57.0% and 47.8% and for Cal Poly, SLO 55.2% and 55.3%.

Because of the pressure for higher ranks for pay purposes, it is recommended that the following be done:

- A. Suggest that the Board of Trustees again request funds from the Legislature to provide two additional steps for both the Assistant Professor and Associate Professor ranks.
- B. Retain the current 60% limitation with the following provisions:
 - 1) That all class and rank time shown in the budget for administrative activities be eliminated from the tabulation of those in the various ranks. (Most faculty who have released time for administrative assignments are in the upper ranks.)
 - 2) Include Lecturers in the base for the calculation. There is just as much reason to include the occupants of these positions as part-time faculty. Actually, this is becoming a more commonly used category as can be noted from the following:

	Lecturers (FTE's)	
	Fall 1964	Fall 1965
Full-Time	160.0	227.0
Part-Time	39.2	90.9
	199.2	317.9

Even though the specific incumbents of these positions usually do not continue from year-to-year, the use of the category continues and even increases in use. (Lecturer as a category was virtually non-existent at the time the SCAM provision was developed.)

- 3) That a 2% factor be established for use when a college situation is so static that even after 1) and 2) above have been used 75% of those who are legitimately eligible for promotion to the two upper ranks are denied promotion because of the 60% limitation. On application to the Chancellor's Office and demonstration of the effects of the 60% limitation, a new quota of 62% could be authorized.

Provisions 1), 2) and 3) are being cleared with Finance. Please give us your reactions not only to these three proposals but also to the following recommendation.

It is also recommended that the Chancellor's Office authorize not more than 7

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exclusions a year, systemwide, from the 60% quota provision where a faculty member in the upper two ranks is not to be retained at a college and it is determined by the Chancellor's Office to be in the best interests of the system to retain the individual in the system. The receiving college would not need to count this individual against their quota for the first three years after the individual is hired.

There is a reluctance to "salvage" good faculty in the upper ranks because of the impact of the 60% quota on departments within colleges. Good faculty are hard to find so it is important that extraneous excuses not be available when in the judgment of the Chancellor's Office and the "receiving" college it is deemed important to save an individual for the system.

It is doubtful if all 7 exclusions a year will be used. Also, exclusion from the 60% quota would not carry any fiscal authorization--the college would have to have sufficient funds available to cover the faculty member's salary and would have to accept the faculty member as a part of its quota after the first three years.

CMK/jmb

cc: Chancellor's Staff
Dr. Livingston
Dr. Mathy