

AGENDA

SLO FACULTY-STAFF COUNCIL

Meeting No. 8

RECEIVED

APR 1 1965

NOTE DIFFERENT
MEETING DATE

→ Tuesday, April 6, 1965
3:15 p.m., Staff Dining Room

OFFICE OF THE VICE PRESIDENT

ORDER OF BUSINESS

- I. READING OF MINUTES
- II. INSTALLATION OF OFFICERS
- III. ADDRESS BY PRESIDENT McPHEE
- IV. BUSINESS ITEMS
 1. Guidelines for Academic Summer Quarter and Summer Session (attached)
- V. COMMITTEE REPORTS
 1. Faculty Personnel (no report)
 2. Non-Faculty Personnel (no report)
 3. Curriculum and Instruction (attached)
 4. Professional Ethics (no report)
 5. Student Affairs (no report)
 6. Facilities and Fiscal Affairs (attached)
 7. Communications (no report)
 8. Research (no report)
 9. Ad Hoc Teaching Service Areas (attached to March 9, 1965 agenda)
- VI. ANNOUNCEMENTS
 1. March 26, 1965 letter from President McPhee (attached)

C O P Y

MEMO

TO: Dr. LaVerne Bucy, Chairman, Faculty Staff Council DATE: 3-22-65

FROM: Dale W. Andrews

SUBJECT: Guidelines for Academic Summer Quarter and Summer Session

COPIES TO: Vice President Kennedy (2)

President's Cabinet Year-Round Operations Subcommittee:

Messrs. LaBounty, Wilson, McCorkle, Andrews

SLO Executive Council:

Messrs. Brendlin, Chandler, Cummins, Fisher, Hayes, Nelson, Smith

Messrs. Howard West, David Cook, Lowell Dunigan, James Landreth,
George Beatie

In accordance with the procedure outlined in my February 4, 1965 memo to you on the subject: "Year-Round Operations Committee," I have attached 25 copies of the "Guidelines for Academic Summer Quarter and Summer Session" dated March 18, 1965, as prepared by the SLO Ad Hoc Year-Round Operations Committee. The Guidelines constitute the Year-Round Operations Committee's response to their assignment to draft a set of guidelines for the operation of a full academic summer quarter and parallel summer session which could be implemented by the summer of 1966. If additional copies of the proposed Guidelines are needed for your purposes, they may be obtained from Mr. George Beatie.

As indicated in my February 4, 1965 memo, the President's Cabinet requested that the Faculty-Staff Council recommendation should be transmitted to the President by April 18. It would be appreciated if a copy of that recommendation could also be forwarded to this office.

Now that the SLO Year-Round Operations Committee has completed this phase of its deliberations, it is turning its attention to the four Cabinet recommendations contained in my February 4, 1965 memo to that Committee. I repeat them below for ready reference:

- "1. The San Luis Obispo Campus should go to a full 11-week Summer Quarter Calendar in the summer of 1966.
2. Where possible, the 1965 Summer Quarter be used as a phasing out program so that there will be a smooth transition to the full 11-week calendar in the summer of 1966.
3. The 1965 summer quarter offer necessary short term courses for ag teachers, teaching credential candidates, and masters degree candidates, but that these be limited to 400 or 500 series numbered courses, and that it be clearly understood that this is a part of the phasing-out process to clear up any previous commitments, and that the offering of such short term courses in future summers will be required to be offered as part of a parallel summer session.
4. That steps be taken to clarify the college's authorization for offering a parallel summer session, but that this not be implemented before the 1966 summer after a fully planned, widely advised program is ready. (This suggestion will be implemented by others, i.e., not the SLO Ad Hoc Year-Round Operations Committee."

As I indicated during the March 1, 1965 Executive Council meeting, reactions to the above four recommendations were solicited by the President from the SLO Year-Round Operations Committee, the Line Organization, and the Faculty-Staff Council. I have asked that the Year-Round Operations Committee and the Line Organization reactions be forwarded to this office by April 1 in order that their consultation may be considered before final plans for the 1965 Summer Quarter are completed. You may also wish to call for an early deadline for the Faculty-Staff Council reactions.

California State Polytechnic College

San Luis Obispo Campus

GUIDELINES FOR ACADEMIC SUMMER QUARTER

AND

SUMMER SESSION

Prepared for:

Dean of the College

Dr. Dale W. Andrews

by

Ad-Hoc Year-Round Operations Committee

March 18, 1965

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SLO AD-HOC YEAR-ROUND OPERATIONS COMMITTEE

Introduction

The SLO Ad-Hoc Year-Round Operations Committee, a special committee of the Executive Council, was appointed by Dean of the College, Dale W. Andrews, on October 29, 1964, with the following membership: George Beatie, Chairman; Donald Coats, Recording Secretary; Clyde Fisher, Richard Johnson, Paul Neel, Leon Osteyee and Walter Schroeder, Committee Members. The Committee's primary charge as stated in Dean Andrews' appointment memo (appended) dated 10-29-64 was "for drafting a workable plan for initiating a regular 12 week summer quarter which, when fully approved, can be implemented effective with the Summer of 1965". Additional facets of the charge as delineated in the appointment memo and amplified in the first Committee meeting, a joint meeting with the SLO Executive Council on Monday, November 2, included:

1. Criteria for differentiating between courses which should be considered to be included in the regular summer quarter and those which should be included in a self-supporting summer session.
2. How to handle the special sequence courses that have been offered in past summer quarters.
3. Investigation of the problems of coordinating sequence courses with their supporting courses.

The Committee began deliberations on November 3 and continued with frequent meetings which resulted in the preparation of an interim report which was presented to the SLO Executive Council on December 7, 1964. Interim Report I (appended) was endorsed by the SLO Executive Council and referred to the Cabinet Year-Round Operations Sub-committee. The Committee discontinued meetings to await further instructions.

On February 4, 1965, the Committee received a communication from Dean Andrews (appended) reporting the actions of the President's Cabinet Year-Round Operations Sub-committee and the President's Cabinet subsequent to the approval of Interim Report I by the SLO Executive Council. Included also was a reaffirmation of the Committee's original charge with a new target date for implementation of the Summer of 1966, plus the request to respond to the four recommendations included in the minutes of the President's Cabinet Meeting #91. This report is concerned with the first part of this charge, i. e., the drafting of a workable plan for initiating a regular quarter program with a parallel summer session which, if approved, could be implemented in the Summer of 1966.

In its deliberations the Committee considered many questions to which answers were unobtainable. Many problems were discovered, the solutions to which extend beyond the scope of the local control and; therefore, must wait for resolution by action of the Chancellor's Office and/or the Trustees. For these reasons the following guidelines are intended to represent the spirit in which an academic summer quarter should be considered rather than a detailed delineation of operational procedures.

ACADEMIC SUMMER QUARTER

A. Statement of Purpose for an Academic Summer Quarter

The California State Polytechnic College (San Luis Obispo) has recognized the need for year-round operation for many years. The history of the summer quarter at Cal Poly (San Luis Obispo) is indicative of the commitment the College has made to the summer quarter plan. The uniqueness of the Cal Poly program calls for a detailed study and careful implementation of our academic summer quarter in order to complement and further the aims of the Coordinating Council for Higher Education and the State College Trustees.

It is recognized that the historical development of public education, including higher education in the United States, has had and could continue to have an impact upon the summer quarter which may cause some slightly different character from other quarters. An important consideration is the traditional summer recess which permits students to engage in income-earning, vacation or other activities.

The academic summer quarter is designed primarily to accommodate students in the pursuit of a baccalaureate or masters degree.

Within these contexts the following purposes are listed for the Cal Poly (San Luis Obispo) Academic Summer Quarter:

1. To utilize college facilities more fully.
2. To offer transfer students the opportunity to either catch up or get in phase in their baccalaureate program.
3. To accelerate college work.
4. To provide greater flexibility in the individual student's course programming.
5. To provide greater choice in dates for starting college work.

6. To provide the opportunity for added learning (electives) within the baccalaureate program and within a period of four years.
7. To provide the greater flexibility in college planning:
 - a. To provide offerings in courses which may have been heavily overloaded during the year.
 - b. To aid in smooth transition for major curriculum change.

B. Academic Summer Quarter Calendar

Suggested dates to be used for Summer, 1966.

June 21	Tuesday	Registration for all students
June 22	Wednesday	Classes begin for all students
June 29	Wednesday	Last day to enroll for Summer Quarter (S.L.O.) Last day to add courses (S.L.O.)
July 4	Monday	Independance Day - Academic Holiday
July 6	Wednesday	Last day to withdraw from classes without a penalty
September 1-2	Thurs-Fri	Final Examinations
September 2	Friday	End of Summer Quarter

(This includes fifty (50) class days as well as registration and final examination times.)

C. Course offerings

Course offerings for the Academic Summer Quarter should be increased within fiscal limitations to meet student needs in an effort to reach a high percentage of academic year enrollment. To these ends the following criteria are recommended for use as guidelines in determining the actual courses taught.

1. Courses should be selected from the then current catalogue (1966-67 Catalogue for the 1966 Academic Summer Quarter).

2. Courses should be recommended by the departments.
3. Required courses should not be offered exclusively in the summer quarter.
4. The need for service courses should be determined by the usual consultative procedures among departments.
5. Courses to be offered in sequential and/or accelerated manner should be selected within the following framework.
 - a. Sequence courses may be offered in all four divisions of the college.
 - b. Sequences of not more than three courses which encompass a maximum of a full year's work can be included.
 - c. Courses will run for the entire quarter.
 - d. Each sequence course shall be prerequisite to the following sequence course.
 - e. It is assumed that the student will register for the entire sequence of courses at the regular summer quarter registration. Exceptions may be allowed.

Sequence Course Justification

Sequence courses provide an opportunity for transfer and regular students to get in phase. If discontinued, it would be difficult for many students transferring from junior college to complete their education in the normal number of years. This is due partially to the Cal Poly unique "upside down" curriculum. An examination of the enrollments in sequence and quasi-sequence courses offered in the 4, 6, and 10 week terms of the 1964 Summer Quarter indicates that enough students complete the sequence package to suggest a strong need to continue and further expand this current practice.

D. Staffing

Salary commitments will be based on available funds and existing regulations; however, the Committee recommends that the summer quarter salary schedule be equal to other quarters. It is also recommended that:

1. Staffing of courses should be the responsibility of the division dean.
2. Departmental supervision be provided.

E. Additional Considerations

It is recommended that procedures in effect during the academic year be used during this additional quarter. Deviations from these established procedures found necessary during the transition period should be made on the authority of the proper administrative official.

SUMMER SESSION

If it is determined that summer offerings of less than a full quarter duration must be self-supporting, the following statements are recommended as guidelines for the formation of a summer session designed primarily to fulfill the needs of students who cannot devote eleven weeks to academic undertakings.

Definition

The term "Summer Session" shall be defined for use within this report as courses, seminars, workshops, conferences, etc., administered as self-support programs between the end of the Academic Spring Quarter and the beginning of the following academic year.

Content

The Summer Session shall include all courses, seminars, workshops, conferences, etc., which the proper administrative authority within Cal Poly determines are desirable to offer and which cannot be offered in the Academic Summer Quarter because of limitations expressed within the policies of the Trustees of the State Colleges, or the policies of Cal Poly. It is assumed that if Cal Poly has a Summer Session, the State College Summer Session regulations will apply.

Operation

Summer Sessions at Cal Poly should differ considerably from those offered on campuses of urban State Colleges because of Cal Poly's unique curricula and relatively isolated geographical location. The greatest flexibility of choice of programs should be reserved by the college, including catalog courses, workshops, institutes and conferences for special groups. Each proposal should be weighed against the college philosophy and facility availability.

Calendar for 1966

In addition to short courses, offer two four-week sessions with the following suggested dates:

Monday, June 27, 1966 through Friday, July 22, 1966

Monday, July 25, 1966 through Friday, August 19, 1966

TO: Messrs. George Beatie, Clyde Fisher, Leon Ostegee, Walter Schroeder,
Paul Neel, Richard Johnson, Donald Coats

FROM: Dale W. Andrews

SUBJECT: Appointment to SLO Ad Hoc Year-Round Operations Committee

COPIES TO: Messrs. Kennedy, LaBounty, Wilson, McCorkle, Bucy, Hasslein, Bennion,
SLO Executive Council: Messrs. Chandler, Nelson, Fisher, Cummins, Hayes,
Smith, Brendlin
Secretary to President's Cabinet (Howard West)

During a discussion in the President's Cabinet Meeting of October 23, 1964, it became apparent that effective measures would need to be taken in the immediate future to revise our present method of operating our summer program in order to fully establish our operation on a regular four-quarter basis. It was pointed out that increasing attention is being paid to year-round operations by the Legislature and various State Control Agencies and that we can anticipate that increased attention will be focused on Cal Poly's State-supported summer quarter because of its long history.

Following further discussion of the matter during the October 26, 1964 Executive Council meeting and consultation with Dr. LaVerne Bucy, chairman of the Faculty-Staff Council, who in turn consulted with the agenda Committee of the Faculty-Staff Council, it has been determined that a Special Committee of the Executive Council should be appointed with the following membership:

George Beatie, Chairman;
Donald Coats, Recording Secretary;
Clyde Fisher, Walter Schroeder, Leon Ostegee, Paul Neel,
Richard Johnson, Committee Members

The Committee is charged with responsibility for drafting a workable plan for initiating a regular 12-week summer quarter which, when fully approved, can be implemented effective with the summer of 1965. While I am aware that there will be many facets of this project which must be discussed and placed in proper context, I am confident that a full fourth academic quarter can be planned so as to be operated to the ultimate benefit of the college's total educational objectives.

Included in the Committee's deliberation should be consideration of the following:

1. Criteria for differentiating between courses which should be considered to be included in the regular summer quarter and those which should be included in a self-supporting summer session.
2. How to handle the special courses we have been teaching in past summer quarters, ie., the sequence courses in engineering, etc.
3. The problem of coordinating the sequence courses with their supporting courses.

I am asking that the Committee begin its meetings as soon as possible and to continue on a regular and frequent basis until their report outlining all major details of the operating plan is completed. I am, in addition, asking that an interim report indicating the preliminary thinking of the Committee on the major elements of the project be forwarded to this office in time for it to be used as background for a discussion at the December Cabinet meeting.

The first meeting will be a joint meeting with the SIO Executive Council at 4:30 p.m. on Monday, November 2, 1964 in Library 216. This joint meeting will provide an opportunity for further elaboration on the charge to the Committee and for the Executive Council members to be fully informed.

M E M O

To Dr. Dale Andrews

From SLO Ad-Hoc Year-Round Operations Committee

Subject Interim Report I

Copies to Vice President Kennedy
Cabinet Year-Round Operations Sub-Committee
SLO Executive Council
Cook, Dunigan, Bucy

California State Polytechnic College * San Luis Obispo Campus

I. Introduction

The Committee has had a total of six meetings plus one joint meeting with the Executive Council. Committee is composed of Beatie, Fisher, Osteyee, Schroeder, Neel, Johnson, and Coats. The original charge was received on October 29, at which time the Committee was requested to furnish the Dean of the College with an Interim Report prior to the December cabinet meeting. The following information is a summary of the Committee's findings to date.

A. Charge to the Committee.

"The Committee is charged with the responsibility for drafting a workable plan for initiating a regular twelve-week summer quarter which, when fully approved can be implemented effective with the Summer of 1965." (3-2)

B. Particular areas of attention pointed out in the charge.

Committee's deliberation should consider the following:

1. Criteria for differentiating between courses which should be considered to be included in the regular summer quarter and those which should be included in a self-supporting summer session.
2. How to handle the special courses we have been teaching in past summer quarters, ie., the sequence courses in engineering, etc.
3. The problem of coordinating the sequence courses with their supporting courses.

C. Organization of Interim Report.

For reasons of clarity and convenience, the following report is organized into two sections; the first dealing with the summer quarter and the second dealing with the summer session.

The numbers appearing in parenthesis periodically throughout the report refer to minutes of the Committee's meetings which include background information, etc., on the current point.

SUMMER QUARTER

- II. The premises on which the Committee has operated are: (1) The ultimate goal is to establish a regular fourth quarter operation in the summer and (2) the immediate goal is to recommend an orderly method of transition from current practices to these ultimate ends.

A. Statement of Purpose for summer quarter.

The California State Polytechnic College (San Luis Obispo Campus) has recognized the need for a year-round operation for many years. The history of the Summer Quarter at Cal Poly (S.L.O.) is indicative of the commitment the College has made to the Summer Quarter plan. The uniqueness of the Cal Poly program calls for a detailed study and careful implementation of our Summer Quarter in order to complement and further the aims of the Coordinating Council for Higher Education and the State College Trustees.

It is recognized that the historical development of public education, including higher education in the United States, has had and could continue to have an impact upon the Summer Quarter which may cause some slightly different emphasis from other quarters. An important consideration is the traditional summer recess which permits students to engage in income-earning, vacation, or other activities.

The historic emphasis of summer education also must be considered in the general framework of public elementary and secondary school and junior college programs.

Within these contexts the following purposes are listed for the Cal Poly (S.L.O.) Summer Quarter: (1-2, 2-2, 3-2, 3-3)

1. To more fully utilize college facilities.
2. To offer junior college transfer students the opportunity to either catch up or get in phase in their baccalaureate program.
3. To accelerate college work.
4. To provide greater flexibility in individual student's course programming.
5. To provide greater choice in dates for starting college work.
6. To provide the opportunity for added learning (electives) within the baccalaureate program and within a period of four years.
7. To provide greater flexibility in college planning:
 - a. To provide offerings in courses which may have been heavily overloaded during the year.
 - b. To aid in smooth transition for major curriculum change.

B. Establishment of criteria for the selection and recommendations of courses to be offered. (2-1)

1. Selection and recommendation of courses to be offered in usual manner in a regular summer quarter.
 - (a) Recommendation of the departments.
 - (b) Courses from the then current catalogue (1965-66 catalogue for the 1965 summer quarter).
 - (c) Courses that are also offered other than during summer quarter.
2. Selection and recommendation of courses to be offered in sequential and/or accelerated manner in a regular summer quarter. (2-2, 3-3, 3-4, 4-1, 4-2, 4-3)
 - (a) Course(s) will run for the entire quarter.
 - (b) Sequences of not more than three courses can be included.
 - (c) Sequence courses may be offered in all four divisions of the college.
 - (d) It is assumed that the student will register for the entire sequence of courses at the regular summer quarter registration. Exceptions may be allowed.

C. Suggested dates to be used for summer 1965. (1-2, 3-2)

1. Summer quarter calendar:

Registration June 22
Classes start June 23
Classes end Sept. 1
Final exams Sept. 2 and 3

This includes fifty (50) class days as well as registration and final examination times.

D. Additional suggestions for implementation.

1. Staffing recommendations.

- (a) No more than two instructors be allowed to teach a section.
- (b) Staffing of courses should be the responsibility of the division dean.

2. During the transition period, salary commitments will be based on available funds and existing regulations, except a K factor of 2.0 should be used in agriculture, engineering, and science laboratories and provision for department supervision should be made.

E. Unfinished business.

1. Recommendations for implementation of department supervision.
2. A study of faculty personnel regulations for summer quarter. Among the items to be considered are:

- (a) Salary
- (b) Sick leave
- (c) Retirement
- (d) Credit toward tenure
- (e) Sabbatical leave

SUMMER SESSION

III. Early in its deliberations, the Committee realized that for Cal Poly to fulfill its obligations to graduate students and to continue to meet the needs of the teachers--particularly those in the field of agriculture--it would be necessary to plan for a summer session as well as a summer quarter since most of the above mentioned students cannot devote eleven weeks of the summer to academic undertakings. Furthermore, while it would be extremely desirable for a means to be found to establish a summer session of regular course offerings for this group with full state financial support, it is assumed that if Cal Poly has a summer session, the State College Summer Session regulations will apply. Under these premises, the Committee recommends the following:

A. Statement of Purpose for summer session. (5-1, 5-2)

It is recognized that the historic development of public education, including higher education in the United States, could continue to have an impact upon the summer instructional program of the college which could cause different emphasis from other quarters.

An important consideration is the traditional summer recess which permits students to engage in income-earning, vacation, and other activities. The emphasis of summer education also must be considered in the general framework of public elementary and secondary school and junior college programs.

Summer higher education programs become increasingly complex for school personnel who are required by law and the State Board of Education regulations to meet certain educational qualifications in the major, the minor, and professional education.

California State Polytechnic College (San Luis Obispo) recognizes the need for flexibility in the summer instructional program in order:

1. To provide credit courses, workshops, short courses (degree and non-degree), and conferences for persons who can benefit from the resources the college has to offer.
2. To provide graduate and undergraduate level degree and credential courses in education and other subjects.

B. Criteria for summer session courses--selection and recommendation of courses to be offered in self-supporting summer session. (5-2, 6-2)

1. Courses offered on recommendation of the departments.
2. Offer primarily in-service courses with education prefix in summer session rather than summer quarter. Other courses may be offered according to demand.
3. Short courses (accelerated or concentrated) may be offered.
4. Courses offered will appear in the summer session catalogue.

C. Summer session calendar:

In addition to short courses, offer two four-week session:

June 28 - July 23 and July 26 - August 20

D. Additional suggestions for implementation.

Details for implementation of summer session are established by State College regulations.

E. Unfinished business.

If state support could be approved for regular course offerings, whether in a summer session or a summer quarter, the Committee would like to work further on implementing this policy.

MEMO

TO: SLO Ad-Hoc Year-Round Operations Committee; DATE: February 4, 1965
Messrs. George Beatie, Chairman; Clyde Fisher,
Paul Neel, Leon Osteyee, Richard Johnson,
Don Coats, Secretary

FROM: Dale W. Andrews

SUBJECT: Year-Round Operations Committee

COPIES TO: Vice President Robert E. Kennedy
President's Cabinet Year-Round Operations Sub-committee;
Messrs. LaBounty, Wilson, McCorkle, Andrews
SLO Executive Council;
Messrs. Brendlin, Chandler, Cummins, Fisher, Hayes, Nelson, Smith
Messrs. LaVerne Bucy (6); Howard West, Dave Cook, Lowell Dunigan,
James Landreth

As you are aware, the Interim Report I (dated 12-3-64) of your Committee was reviewed by the SLO Executive Council on December 7, 1964. The minutes of the Executive Council report the following as their recommendation:

"It was voted to recommend approval of Attachment 12-4 (Interim Report D as amended, under the assumption that the charge to the Committee still represents the position the college wishes to take. The motion included the suggestion that state-wide developments since the charge to the Committee was formulated to make it desirable to re-examine the position which this college wishes to take."

Interim Report I was referred by me to the Cabinet Year-Round Operations Sub-committee who in turn referred the Report to the full Cabinet with a recommendation for approval of the full Report in general, with several specific recommendations which were felt desirable by the Cabinet Sub-committee as further guidelines to assist your Committee in their deliberations. The President approved the recommended Calendar for a full 11-week Academic Summer Quarter, but it was agreed that the Cabinet Sub-committee should again review the specific recommendations for consideration at the January Cabinet meeting. This was done, and the following specific recommendations were approved by a vote of the Cabinet: (It should be kept in mind that the following are to be considered as guidelines to further refinement and completion of the charge to your Committee contained in my 10-29-64 memo, with a new implementation target of Summer, 1966. Further decisions by the President are not anticipated until after he has received the Cabinet recommendation in June, 1965, on the final complete Summer Plan.)

1. The San Luis Obispo Campus should go to a full 11-week Summer Quarter Calendar in the Summer of 1966.
2. Where possible, the 1965 Summer Quarter be used as a phasing out program so that there will be a smooth transition to the full 11-week calendar in the Summer of 1966.
3. The 1965 Summer Quarter offer necessary short term courses for ag teachers, teaching credential candidates, and masters degree candidates, but that these be limited to 400 or 500 series numbered courses, and that it be clearly

understood that this is a part of the phasing-out process to clear up any previous commitments, and that the offering of such short term courses in future summers will be required to be offered as part of a parallel summer session.

4. That steps be taken to clarify the college's authorization for offering a parallel summer session, but that this not be implemented before the 1966 Summer after a fully planned, widely advised program is ready. (This suggestion will be implemented by others, i.e., not the SLO Ad-Hoc Year-Round Operations Committee.

For further information and guidance of your Committee, I have attached to each copy of this memo a copy of the full extract from the minutes of the January, 1965, President's Cabinet Meeting which reports the discussion on Year-Round Operations. You will note that a consultation procedure was suggested during the Cabinet discussion which involves the Executive Council and the SLO Faculty-Staff Council. I would expect that the Executive Council members would in turn consult with their division committees and department committees to the maximum extent possible under the time deadlines set by the Cabinet.

You are requested to resume with your Committee's deliberations toward the goal of making your report on March 18, 1965, as complete as possible, in accordance with the charge contained in my 10-29-64 memo as amended and augmented by this memo.

You should distribute your Committee minutes to the SLO Executive Council, the Cabinet Year-Round Operations Subcommittee, this office, Vice President Kennedy, Messrs. West, Cook, Dunigan, Landreth, Young, and Dr. LaVerne Bucy (6), in order that the progress of Committee discussions may be made known and that you and your Committee members may be directly contacted by anyone who wishes to make his comments known before the final report is prepared. As you can see in the attached Cabinet minutes extract, your Committee's final report will be subjected to wide-spread consultation before it is submitted to the President for his decision.

MEMO

TO: Dr. LaVerne Bucy,
Chairman, Faculty-Staff Council

DATE: March 30, 1965

FROM: Curriculum and Instruction Committee

SUBJECT: Proposed Master of Science Degree in Biology

The Curriculum and Instruction Committee has studied the proposal submitted for the proposed Master of Science degree in Biology in accordance with your memo of February 27, 1965, and Dean Andrew's request to you of February 24, 1965, asking that the Council forward recommendations to President McPhee prior to April 15.

A preliminary copy of the proposal was studied by the subcommittee on Guidelines for Initiation of Master Degree Programs whose report was presented to the Faculty-Staff Council at the March 9, 1965 meeting. The "Request for Approval of a New Degree Program" dated 21 Jan. 1965 which has been studied by the committee may be summarized as follows:

The proposed requirements for the Master of Science Degree in Biology include 12 units of courses in the general field of biology, 15 units in the major field of interest in biology, 6 units outside the Biological Sciences Department, 9 units for a thesis, and 3 units of seminar, with the level of courses, residence requirements, etc., as stated by section 40504 of Title 5, Education Code. The primary characteristic of the program is stated to be its emphasis on training individuals for specific job areas, while at the same time providing a broad biological background at the graduate level.

To determine the demand for personnel with the master's degree the Biological Sciences Department conducted a survey of private and government organizations employing personnel as Biologist, Botanist, Entomologist, Geneticist, Marine Biologist, Microbiologist, Mycologist, Naturalist, Parasitologist, Plant Physiologist, Physiologist, and Zoologist. Of thirty-four organizations replying, twenty-nine preferred job applicants with the master's degree, twenty-six indicated that the master's degree was considered equivalent to from one to three year's experience, and that a man with the advanced degree could expect to work at a salary averaging \$1100 per year higher than one with only the bachelor's degree. Twenty-two had positions for which people with the master's degree would be preferred to those with the PhD.

Other evidence of demand for personnel given in the proposal includes the following: Of approximately 200 job openings in the field of economic entomology listed at a 1964 professional meeting, about one third required the master's degree, and another third required either graduate work or experience in addition to the bachelor's degree. In the state of California it is now necessary to have at least the master's degree in order to apply for the teaching credential with a specialization in junior college teaching. By 1968 it will be necessary to have a master's degree in order to obtain the Bioanalyst License.

The Biological Sciences Department cites increasing numbers of requests received by the department for information about graduate work here from students at Cal Poly and elsewhere (including other states and countries) as evidence for student interest in a master's degree program in Biology. Present plans call for an initial group of 12 master's candidates in 1966, with projections increasing to about 45 in 1972. Student interest in the present undergraduate program is shown by the fall 1964 enrollment of 268 majors, an increase of 26 over the previous year.

The adequacy of faculty is attested by data of the training and professional experience of 21 members of the Biological Sciences Department considered qualified to teach in the graduate program. It is anticipated that the regular staffing formula may be used to provide the additional faculty which will be needed to initiate the proposed graduate program, with the work load for the initial 12 students being absorbed among the present 21 faculty members.

Two additional graduate level courses in addition to the three-quarter thesis are felt to be necessary for addition during the first year. These are Bio 535 Bioanalyses (3), and Bot 531 Advanced Plant Pathology (4). Courses which may be added in later years to permit appropriate areas of concentration are suggested.

College library resources listed included 6000 volumes and about 180 named periodicals in the area of biological science.

Additional laboratory facilities will become available in the fall of 1966 with the completion of the North Science Building. No other special classrooms, laboratories, or capital outlay facilities are expected to be needed during the first four or five years of the program.

Recommendations

In the opinion of the Committee the proposal appears to meet the basic requirements for the offering of additional master degree programs as summarized in the Curriculum and Instruction Committee report of Feb. 23, 1965 from earlier recommendations of the Long Range Educational Planning Committee:

1. The master's degree is an appropriate job-entry degree for specified occupations already served by the college.
2. The program is to be given by a flourishing department with a strong baccalaureate program.
3. The staff is qualified.
4. The cost is reasonable (since, in this case new facilities already budgeted for the present expanding program should be adequate)
5. The need is clearly established.

The thesis requirement provides the Cal Poly emphasis on practical experience and helps provide the needed specialization in the area of future employment, while the requirement for courses in other areas of biology and other departments provides a broad foundation for further development. The proposed Master's Degree in Biology is specifically mentioned in the Academic Master Plan for the California State Polytechnic College approved by the California State College Board of Trustees on December 4, 1964.

The Curriculum and Instruction Committee recommends that this proposal should be approved.

MEMO

TO: La Verne Bucy, Chairman
Faculty-Staff Council

FROM: Facilities and Fiscal Affairs Committee

SUBJECT: Nonacademic Pay and Classification Problems

DATE: 3/24/65

Introduction

Having already gone through a period of promises from the Chancellor's Office for the past three years, time has come to act on the immediate problems facing the nonacademic personnel of the California State Colleges. It is now necessary to re-examine the entire area of personnel policies and practices for nonacademic employees.

When the Board of Trustees was established, the problems of the academic staff were considered so acute that they took precedence over the problems of the nonacademic staff. The considerable work necessary for nonacademic employees in the area of job studies and classification, which had been identified but no action taken, was deferred by the State Personnel Board when the transfer to the Trustees was anticipated.

Just recently the shortage of staff in the Chancellor's Office has been cited as having a deleterious effect on work in the nonacademic area. We have been promised that the nonacademic personnel will receive greater attention and major improvements can be made in this area IF more staff is provided in 1965-66.

A number of positions, particularly those in student services and business management, need to be studied. Some of their levels and pay relationships need to be changed. Career patterns need to be developed for clerical and technical jobs to provide challenging careers for talented employees. As the number of students increases, more work of necessity will have to be turned over to supportive personnel.

The personnel programs on each campus need to be studied to determine how these may better serve the nonacademic employees. Some of the areas needing attention include the following: Crafts salaries and the need to base pay for building trades classes on local trade rates; establishment of new California State College classes to keep pace with current and future growth of the California State Colleges; complete pay and classification study for State College nonacademic personnel; participation by the Chancellor's staff in State Personnel Board salary surveys; night shift differentials, their prevalence in industry and the need to establish them for State College classes; classification and reclassification of technical positions; development of a nonacademic grievance procedure; completion of proposed classification survey of positions in Business Management function and related clerical positions in other program areas, etc.

In our struggle for attention, we are requesting a more equitable portion of the time spent by the staff of the Chancellor's Office be devoted to nonacademic problems. There is a need for this group to be recognized in the total pattern of the system and a need to establish a more favorable climate in which we must all work.

Memo to La Verne Bucy

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Resolution requesting President McPhee to urge the Chancellor's Office to give equitable time and attention to both staff and faculty matters.

The Facilities and Fiscal Affairs Committee further recommends that this resolution be forwarded to the Academic Senate of the California State Colleges with a request that this body also urge consideration of this matter by the Chancellor's Office.

Resolution

Whereas, since the transfer of the pay and classification jurisdiction of the California State Colleges from the State Personnel Board to the Trustees of the California State Colleges, the nonacademic employees have not received adequate personnel services with respect to pay and classification, and other related areas of concern, and

Whereas, the Trustees of the California State Colleges have vested authority and responsibility to administer the personnel program for academic and nonacademic employees alike, and

Whereas, the Chancellor's Office has not carried out this responsibility to nonacademic employees with efficiency, dispatch, and understanding, now therefore be it,

Resolved, that President McPhee urge the Chancellor of the California State Colleges to take immediate action to resolve the accumulation of items of concern in nonacademic areas and to provide early adjustments and corrections of pay and classification problems affecting these employees of the California State Colleges.

C O P Y

March 26, 1965

Dr. LaVerne Bucy, Chairman
Faculty-Staff Council
California State Polytechnic College
San Luis Obispo, California

Dear Dr. Bucy:

This will acknowledge your letter of March 18 in which you transmitted the recommendations of the Faculty-Staff Council relating to (1) the Curriculum and Instruction Committee proposal that a position of Coordinator of Graduate Studies be established and (2) the Council's consideration and recommendation relative to implementation of "Emphasis for Tomorrow."

With regard to the first recommendation, because it involves the establishment of a new position, both the administrative organization of the college and the matter of finances are involved. With this in mind, I will want to carefully review this recommendation prior to acting upon the Council's recommendation. I do want you to know, however, that I appreciate very much the consideration and attention which the Council has given to this matter and that I will give careful consideration to this recommendation.

With regard to the recommendation on implementation of "Emphasis for Tomorrow," a decision on this matter will obviously affect not only the San Luis Obispo campus but also the Kellogg Campus. Because I have not as yet received recommendations from the Kellogg Campus, I will hold in abeyance making a final decision. I anticipate that I will receive these recommendations by April 1 and will make a decision subsequent to this time.

Again, I want to express my appreciation to the Council for its careful review of these important aspects of the college's future.

Sincerely,

s/s

Julian A. McPhee
President

cc: Dr. Noble