I. Call to order in Faculty/Staff Dining Room at 3:15 p.m.

II. Approval of Minutes of January 11, 1972, meeting.

III. Business Items

A. CBL Committee - Action Item
   Recommended change in CAP, Section 315.2 to permit students to
   serve on Dean Selection Committees. (Attachment 1)

B. CBL Committee - First Reading Items, No Action
   1. By-laws Section I. Definitions (Attachment 2)
   2. By-laws Section V. Committees (Attachment 3)
   3. By-laws Addition - Provision for summer operations of Senate
      Executive Committee. (Attachment 4)

C. Personnel Policies Committee - Action Item
   Lay-off Procedures (Attachment 5)

D. Executive Committee - Action Item, submitted without recommendation.
   Motion: The Academic Senate supports the concept of a tow-away
   policy for vehicles parked in improper locations or zones.

IV. Informational and Discussion Items

A. Senate Representative (Nancy Jorgensen) to the Discrimination Study
   Committee requests the following statement be widely distributed:

   "The Committee's activities are not restricted to discriminatory
   practices against students. Faculty and staff members who feel
   that they are subject to discrimination (on grounds of race, creed,
   ethnic origin or age) can also be helped by the Committee."

B. Instruction Committee - Report on Bookstore problems (Attachment 6)

C. Election Committee Report by Murray Smith, Chairman

D. Ad Hoc Committee of the Executive Committee to develop a statement
   regarding scheduling of time for committee meetings has been appointed.
   Members are:

   Tom Carpenter, Chairman
   Pete Evans
   Corwin Johnson
   John Mott

E. President Kennedy - Information Item(s) including report on
   Affirmative Action Program.

F. Next Executive Committee meeting is at 3 p.m., February 29, Ag. 138.

G. Next Senate meeting is at 3 p.m., March 7, in Faculty/Staff Dining
   Room.
ACTION ITEM

Recommended Change in CAM, Section 315.2

We recommend to the President that CAM, Section 315.2 - Dean Selection Committee - be amended to permit two non-voting student members. These students shall be carrying at least 7 quarter units and have completed at least two consecutive quarters and at least 24 quarter units at Cal Poly and have a grade point average of at least 2.0. One of these students will be elected from and by the students majoring in departments in the school where the vacancy occurs. This election will be conducted by the ASI and any student who is majoring in a department in the school where the vacancy occurred and is eligible to vote in ASI elections will be eligible to vote for this committee member. The other student shall be majoring in a department in one of the other instructional schools and shall be selected in a manner to be determined by ASI.

ATTACHMENT 1

FIRST READING ITEMS

I. DEFINITIONS

D. Title Change

When there is a change in the title of an individual listed as "Administrative Personnel of the College" in Article I-B of these bylaws or in the ex-officio members of the Senate and/or its committees without any substantial change in the duties of these individuals, these titles will be changed in the bylaws as editorial changes and need not go through the normal procedures for amending bylaws.

ATTACHMENT 2

An Addition to Section V - Committees

A. Standing Committees (Add paragraph 8)

8. Constitution and Bylaws Committee

The Constitution and Bylaws Committee shall review the Constitution and Bylaws periodically, making sure that they are updated and shall recommend such changes to the constitution and bylaws as it feels necessary to keep these documents current. Recommendations from individuals or committees which require constitution and bylaw changes should normally be referred to this Committee so that the proposed changes can be put into the proper language and sections.

ATTACHMENT 3
Summer Operations of Senate Executive Committee

During Summer Quarter, the Executive Committee of the Academic Senate shall hold regular monthly meetings and shall act for the full Senate. If any member of the Executive Committee, other than officers of the Senate, will not be available during Summer Quarter, then the Senate shall elect an alternate to replace him during his absence. This election shall take place during the scheduled June meeting. Such alternate shall be elected from the other Senators from the same school or service area as the person being replaced; if no such candidates are available, the Senate shall designate another person who qualifies for Senate membership from the same school or service area as the absent member to serve as his alternate.

The above provisions do not apply to alternates for the President, Vice-President, or Secretary. If any of these officers will not be available during Summer Quarter, the Senate shall elect an alternate officer to replace him for that period from the Senate membership. Replacements for officers shall be elected without regard for school or service area. If a vacancy occurs on the Executive Committee during Summer Quarter, the members of the other Executive Committee shall designate an alternate according to the criteria noted above.

The usual Faculty Senate representative on the Academic Council, Administrative Council, and the President’s Council and other administrative bodies shall be maintained throughout the Summer Quarter by the regular representative or his alternate.

The Chairman of the Elections Committee is responsible for determining the requirement for selecting alternate members to the Executive Committee for Summer Quarter. He shall report his findings to the Chairman of the Academic Senate not later than one full week preceding the regular June meeting of the Senate.
1. Because of the importance to all components of the College -- students, faculty and administration -- of maintaining stability of employment in accordance with the mandatory policy of Education Code Title 5, Section 43200(a), it is recommended that the first step in all lay-off procedures be a concerted attempt with appropriate consultation to seek and utilize all avenues by which lay-offs may be avoided. In particular, it would be expected that full advantage should be taken of the possibilities for reducing the number of required lay-offs by:

(1) Encouraging the use of banked summer quarters for the following academic year.

(2) The temporary relocation of the individual in another unfilled position in the college for which he is judged to have suitable qualifications. (Note that Title 5, Section 43200(b) recommends that relocation efforts be made at the state level as well.)

2. Because the equity of the lay-off procedure is of critical concern, it is recommended that, if lay-offs cannot be avoided, an ad hoc committee be appointed by the Executive Committee of the Academic Senate in accordance with its by-laws. This committee shall consist of one tenured member from each school and shall recommend to the President the teaching service areas to be reduced and the distribution of lay-offs within those areas. In these recommendations, consideration should be given to the option of lay-off of temporary employees prior to probationary employees without regard to teaching service area.

3. It is further recommended that the consultative procedure and criteria to be used in lay-off be essentially those procedures and criteria applicable to the comparable levels of hiring, retention, and tenure awarding processes used in each department or school. Accordingly:

(a) The consultative process on the order of lay-off should be initiated by the department head in the teaching service area in which lay-off is to occur. For temporary and probationary employees, recommendations shall be made by that group in a department or school which makes recommendations on retention or reappointment. For permanent faculty -- for whom the order of lay-off is specified to be in inverse order of their length of service -- for those cases in which length of service is a tie, recommendations should be made by that group which makes recommendations on the granting of tenure (excluding those individuals concerned).

(b) Criteria used in determining the order of lay-off for temporary faculty and for probationary faculty shall be those used for determining the reappointment or retention of the individuals in the department and school concerned but with primary consideration given to the needs of the department. Criteria to be applied in the case of ties in length of service for permanent employees shall be the ones used in the awarding of tenure in the department and school concerned.

(c) The results of the consultation with the groups specified shall be presented in writing to accompany the recommendations of the department head to the school dean or division head. The consultative statement, signed by the committee chairman or the committee members, or as individually signed statements, shall include reasons in sufficient detail to validate the recommendations of the consulted group.
4. It is further recommended that in lay-off involving probationary or permanent employees, following submission of recommendations to the President, a review be carried out by the Personnel Review Committee of the Academic Senate in those cases in which differences in recommendations occur between levels of review or where the individual involved requests review.

5. It is further recommended that a re-employment list similar to that required by Title V for permanent employees be established and maintained at the local level for probationary employees in first priority and for temporary employees in second priority. This list would then serve to establish the order in which an offer for a position may be made to laid-off individuals if a suitable vacancy occurs in their teaching service area or in another teaching service or administrative area, if the individual is judged to have acceptable qualifications in that other area.
Information Item

From: Instruction Committee

Al Amaral, Foundation Manager, and Mary Lee Green, Bookstore Manager, met
with the committee to discuss problems associated with textbook ordering and
inventory (those problems which became quite significant in the past year).
Mrs. Green has diagnosed the problem as one of communication. The committee
would endorse this conclusion.

Several bits of misinformation concerning the bookstore appear to persist.

1. Profit margins on texts are excessive.

   Fact: Profit margin is set by the publisher and does not
        exceed 20 percent. This is less than sufficient
        to cover full cost of the textbook division.
        Fixed costs for textbook space continue for three
        months when significant sales occur only one month
        of each quarter.

2. Large profits go to same mysterious place.

   Fact: Profits at present, as for past years, are channeled
        into the student union. Additionally, the bookstore
        annually pays a minimum of $40,000 for the use of
        space in the student union.

3. Bookstore personnel automatically are kept informed of new books,
   new editions, prices, etc. by publishers.

   Fact: Sales representatives seldom, if ever, contact
       bookstore personnel. They concentrate their efforts
       on making sales to faculty members who order the texts.
       These representatives do not quote prices unless asked.
As in the past, bookstore personnel will assist the instructor in any feasible method to obtain sufficient copies of texts by the first class meetings. Cooperation of all individuals involved is essential to obtain truly satisfactory results.

Faculty members can simplify the task of obtaining adequate textbooks in several ways:

1. Placing orders by the first deadline requested by the bookstore. Certain publishers have poor delivery records -- the extreme case for last year was over 100 days. Note that this is over a standard quarter. Other publishers have a better record which will allow normal operation with the quarter system if everyone cooperates. Computerized ordering has simplified this problem, but deadlines must be met even for the computer.

2. Textbooks should be specified as required only if they will be necessary for completion of the course. Students have a justifiable hesitance to buy texts if they will not be used in the coursework. Degrees of necessity may be defined more fully in the future.

3. Textbooks should be of reasonable *retail* price or students will not buy unless the instructor specifies the real need for the text to the students. Possibly publishers' representatives should be asked the retail price of the book when they visit the instructor. Then, the instructor would never be amazed at the price of the text he has ordered.

4. Instructors should notify the bookstore as soon as they receive information concerning a new edition or as soon as they decide to change texts. This will allow the bookstore to protect itself from buying used copies of replaced titles. These can be resold in the trade only at a significant loss (25 to 40 percent of new cost) if they are not to be employed in a course on this campus, and

5. Instructors should notify the bookstore immediately when classes are added or dropped. This will facilitate adjustment in book orders when necessary. The present system is workable if everyone cooperates. Improvements will always be sought after.

If you have suggestions, Mrs. Green would be happy to hear them.
Memorandum

To: All Faculty and Staff

From: Robert E. Kennedy

Date: February 3, 1972

Subject: Cal Poly's Affirmative Action Policy and Program

As a reaffirmation of this college's equal employment opportunity policy, I am formally announcing the establishment of an Affirmative Action Program for California State Polytechnic College, San Luis Obispo. The attached plan is an interim statement on affirmative action and reflects a continuing commitment to a policy of nondiscrimination with respect to the employment of women and minorities. The basic goal of the Affirmative Action Program is the more extensive employment of women and minority group members.

Although we may take some credit for good intentions and modest accomplishments, the college must embark on a more active program if it is to achieve the goal of full and equal employment opportunity for members of ethnic minority groups and women. The record reveals that several departments and units on campus have no, or only very limited, minority ethnic representation in the workforce. Greater assurance is needed that in all areas of the college, including auxiliary organizations, efforts are being made to employ not only qualified but qualifiable minority persons and women. The ethnic distribution report for Cal Poly employees in 1965-66 reported Cal Poly, San Luis Obispo, with 21 minority employees out of a total of 704, or approximately 3%. In April, 1971, the records show that ethnic minorities currently fill 68 of the 1357 regular positions on the campus, or approximately 5%. Cal Poly has 29 faculty, 15 technical and clerical, 16 trades, crafts, and protective services, and 8 administrative employees from these groups.

As the result of this review of the campus situation, I am today taking action to reaffirm and extend our policies on nondiscrimination, and to commit Cal Poly, San Luis Obispo, to a program of affirmative action designed to further the college's progress as an equal opportunity employer. All of us, as the members of the college community, share the responsibility to make equal opportunity an actual, functioning condition of life at this college.

I am asking the Academic Senate and the Staff Senate as well as the line organization to provide me, by the fall quarter 1972, an evaluation of the effectiveness of the implementing steps that we will be taking in order to make the program successful. In the interim, until the beginning of the 1972 fall quarter, the attached statement will be the official policy and procedures to be followed in connection with Affirmative Action. I am making the interim program operational so that every person in the total organization will have the opportunity to read and understand the concepts of Affirmative Action and assess the appropriateness and effectiveness of the implementing steps. It is hoped that out of this will grow an even better set of procedures which will more effectively implement the concept.

This policy must be implemented throughout the college organization and is the responsibility of all departments and personnel, supervisory and nonsupervisory. The particular ways in which this policy and its implicit goals are to be achieved are the essence of the college's Affirmative Action Program.

Attachment
Affirmative Action Program

of

California State Polytechnic College
San Luis Obispo, California

This Affirmative Action Program, or any part thereof, is developed with the intent of complying in good faith with all State and Federal laws, rules, and regulations including Executive Order 11246 as amended by Executive Order 11375, Title VI of the 1964 Civil Rights Act, and in compliance with Title 41 CFR-60-2 (Revised Order No. 4); and to reaffirm the college's policy of providing Equal Employment Opportunity for all persons without regard to race, color, religion, national origin, sex or age, except where sex or age is a bona fide qualification.
PLAN FOR IMPLEMENTING AFFIRMATIVE ACTION PROGRAM

A. Concept

"Affirmative Action" is a concept developed at the national level as a positive means of implementing equal employment opportunity for all employees without regard to race, color, religion, national origin, sex, or age. Cal Poly's Affirmative Action Program is a set of specific and result-oriented procedures to which the college commits itself to apply every good faith effort. This program is in response to the fact that an informal attempt to comply with the concept of equal opportunity has failed to produce sufficient improvement in the employment of women, or of minority race members. This means that the college must now make a more formal effort to recruit qualified and qualifiable people among ethnic minority groups and women to fill jobs in all areas of operations, both academic and non-academic.

The concept of the Affirmative Action Program includes a variety of activities that go beyond passive non-discrimination. It is concerned with the details of where we are now, where we should be, and how to get there. Affirmative Action demands immediate, imaginative and sustained effort to devise recruitment, training and career advancement programs that will result in wider minority and women representation on campus. It also requires frequent evaluation and analysis to insure that we are in fact maintaining a reasonably accelerated rate of progress towards our immediate and long-range goals.

B. Objectives and Goals

The objective of the Affirmative Action Program is equal employment opportunity.

As a long range goal, this Affirmative Action Program is designed to bring about an employee balance in ethnic and male/female groups which approximates that of the work force in the recruiting area of the college. The normal recruiting area of the college for staff positions (non-academic) is defined as the area within which the college can expect people to commute. For purposes of this document the recruiting area for staff is San Luis Obispo County except when recruitment could reasonably be done beyond the commuting area. For faculty and administrative positions the normal recruiting area is defined as the state of California, except when there are insufficient candidates in the state.

As an immediate goal, it is expected that each department, division, school, auxiliary organization and other employment unit of Cal Poly, San Luis Obispo, will demonstrate a significant effort to increase the minority race and women employee numbers in accordance with developed goals and time tables.
C. Implementation of Goals

In the implementation of these goals, greater assurance is needed that in all areas of the college, including auxiliary organizations, efforts are being made to hire not only qualified but qualifiable* minority persons and women with more attention being given in the staff areas to the promotion of individuals from these groups to supervisory vacancies which occur on campus, and in the faculty area to the identification and recruitment of these persons for roles of academic leadership. In working to achieve these goals, particular attention should be given to the matter of appointing qualifiable applicants to these positions when qualified applicants are not available. This should include provisions for programs, where necessary, to give qualifiable entry-level personnel experience and training that will open opportunities for promotion to advanced level vacancies that may occur.

D. Responsibility for Implementation

The responsibility for assuring the Affirmative Action Program's implementation has been delegated by the President to the Vice President for Administrative Affairs and the Vice President for Academic Affairs. School Deans and Division Heads will provide the leadership for their respective school or division. The Affirmative Action Coordinator** shall be responsible for providing a monitoring procedure as well as assistance to all management and supervisory personnel in administering specific affirmative action efforts for each organizational component. The President will appoint a Committee on Affirmative Action Compliance to oversee the general implementation of the Affirmative Action Program. This committee will be advisory to the President and will review the Affirmative Action Program at regular intervals and advise the President on the progress of implementation by the employment units of the college as well as on needed improvements and revisions in the program and its goals. In addition, the committee will work closely with interested on-campus and off-campus personnel and organizations. An Affirmative Action Facilitator+++ should be appointed from each division and school to act as a liaison with the Affirmative Action Coordinator and the Affirmative Action Compliance Committee and to provide information or reports as needed.

As a general rule, all administrators and supervisors, including those in auxiliary organizations, should initiate and develop procedures within their immediate areas which will insure not only a higher proportion of appointments of minorities and women, but equal opportunity to promotion,

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*This term is synonymous with "requisite skills" and for staff personnel refers to the level of achievement necessary to be accepted into occupational entry jobs with minor training and orientation. For faculty it means the establishment of optimum conditions to allow the person to achieve the existing standards of the department within a reasonable period of time.

**Currently filled position in the Personnel Office.

+++To be appointed by each Dean or Division Head for that school or division.
equal treatment and development of the potential of minorities and women at all levels of work within the college and its related activities. As an immediate objective each school, division and department shall develop specific written goals and objectives, including target dates which, when needed, will reflect a substantial advance from where that unit is at present. It is understood that the ability to attain these goals and objectives is dependent upon the availability of qualified and/or qualifiable minority and women applicants.

Compliance with this program will be measured by good faith actions and by the rate of progress towards our immediate and long range goals. Failure by departments, units, divisions and schools to make satisfactory progress in achieving realistic goals within the time table established will result in review of budgetary and position allocations and of administrative performance. One of the purposes of this review is for redefining goals and time tables to correct underutilization of minorities and women. Failure by the college to comply with standards established by Federal Legislation on affirmative action can result in suspension of federal grants and moneys and in other sanctions.

E. Areas of Responsibility

Affirmative Action Coordinator

1. Encourage and actively seek minority and women applicants for positions in the college;

2. Assist all schools, divisions and departments in developing goals and objectives for affirmative action and the time tables for accomplishing such goals and objectives;

3. Provide all areas having significant underutilization with methods and means by which they might implement their goals within their time tables;

4. Make necessary surveys and analysis of the college's minority employment including women composition of the faculty and staff areas;

5. Provide information on organizations and facilities involved in the training and education of minority and women personnel who would have requisite skills to schools, divisions, departments and other units;

6. Continue the Annual Ethnic and Women Employment Survey;

7. Request from the Chancellor's Office waiver of experience or other qualifications for minority and women applicants who demonstrate requisite skills and are qualifiable;
8. Insure that all college employment advertisements, manuals, pamphlets, etc., include the wording "affirmative action employer"; and

9. Contact and work closely with organizations and agencies which can be helpful in referring minority group and women applicants.

Division Heads and Deans (Department Heads, Directors and Supervisors Where Appropriate)

1. Recommend or appoint minority and women applicants who are qualified or qualifiable to existing vacancies whenever possible;

2. Provide on-the-job training for minorities and women who have requisite skills and are qualifiable;

3. Make particular efforts to recommend and promote, whenever possible, presently employed minority and women personnel who have requisite skills to an advance-level vacancy in their respective areas;

4. Appoint one Affirmative Action Facilitator from each division and school to serve as a liaison with the Affirmative Action Compliance Committee and the Affirmative Action Coordinator in the development and implementation of the units' goals and time tables.

5. Provide the Affirmative Action Coordinator and the Affirmative Action Compliance Committee with information pertaining to progress within their areas, noting the positive efforts as well as deficiencies on the part of subordinate units to participate and cooperate in the implementation of their goals and time tables.

F. Dissemination of Policies and Statements

1. Internal Dissemination
   a. The policy of Equal Employment Opportunity (EEO) and the Federal Notice of Equal Employment Opportunity have been posted in areas adjacent to Personnel bulletin boards and at the point of receipt of application for employment.
   b. The EEO Clause Statement* will be placed at the heading of Position Vacancy Announcements in the Cal Poly Report.
   c. The Affirmative Action Policy Statement will be included in the College Administrative Manual.
   d. Special meetings will be conducted periodically with executive, management, and supervisory personnel as well as the Academic and Staff Senates to explain the intent of the Affirmative Action Policy and individual responsibility for effective implementation. The supportive attitude of the President of Cal Poly, San Luis Obispo, of the Affirmative Action Program will be made clear.

*Cal Poly, San Luis Obispo, is an Affirmative Action Employer.
2. External Dissemination
   a. The EEO Clause will be placed on all faculty and staff application forms.
   b. The Affirmative Action Policy Statement will be forwarded to all agencies on our recruitment roster including agencies in direct contact with minority individuals and women.
   c. The Affirmative Action Policy Statement will be forwarded to local community colleges as a potential recruitment source for minorities and women.
   d. The Affirmative Action Policy Statement will be forwarded to colleges containing concentrations of specific minorities and women.
   e. Incorporate the "Affirmative Action Employer" clause in all purchase orders, leases and contracts; notifying in writing all sub-contractors, vendors and suppliers of this College policy; and, insuring that contractors, sub-contractors and vendors comply with all Affirmative Action legally required of them to do business with the College.
   f. Organizations such as the Department of Human Resources and Development will be notified of our policy. They will be encouraged to refer minority and women applicants for open positions.

G. Existing College Equal Opportunity Programs

In the context of equal employment as it relates to our Affirmative Action Program, Cal Poly, San Luis Obispo, is currently involved in:
(1) A Minority Training Program to employ, train and promote minority group members in clerical and other capacities; (2) A program coordinated with the local Economic Opportunity Commission called "Operation Mainstream" providing trainee positions in the areas of management, technical, clerical, health, grounds and building trades. When positions are available at the end of the trainee's period, he or she is given equal consideration for regular positions at the college.
## Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Affirmative Action</strong></td>
<td>A comprehensive result-oriented personnel program designed to increase the employment of minorities and women</td>
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<tr>
<td><strong>Underutilization</strong></td>
<td>Having fewer minorities and women in a particular job classification than would reasonably be expected by their availability</td>
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<tr>
<td><strong>Job Classification</strong></td>
<td>One or a group of jobs having similar content, wage rates and opportunities</td>
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<tr>
<td><strong>Recruiting Area</strong></td>
<td>The area from which the College can reasonably recruit minorities and women. For the purposes of this document the recruiting area for non-academic employees is San Luis Obispo County except when there are insufficient candidates available in this geographic area; for academic and administrative positions, the recruiting area is the State of California except when there are insufficient candidates available in the state.</td>
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</table>
| **Qualiflable**           | 1) **Staff**: minority and women applicants who have limited former experience but who have education, skills and references which indicate potential for successful full-time employment  
  2) **Faculty**: minority and female applicants who have Bachelors or Masters degrees who indicate, from their background, training and education, that they could add to the College's instructional program and advance toward the terminal degree |