

Senate Chairs 1963-1999

Leonard Mathy	CSC Los Angeles	1963-64
Samuel Wiley	CSC Long Beach	1964-65
John Livingston	Sacramento State	1965-66
Jesse Allen	CSC Los Angeles	1966-67
Sol Buchalter	San Fernando Valley State	1967-68
John Stafford	San Fernando Valley State	1968-69
Jerome Richfield	San Fernando Valley State	1969-70
Levern Graves	CSC Fullerton	1970-71
David Provost	Fresno State	1971-72
Charles Adams	CSU Chico	1972-75
Gerald Marley	CSU Fullerton	1975-77
David Elliott	San Jose State	1977-79
Robert Kully	CSU Los Angeles	1979-82
John Bedell	CSU Fullerton	1982-84
Bernard Goldstein	San Francisco State	1984-87
Ray Geigle	CSU Bakersfield	1987-90
Sandra Wilcox	CSU Dominguez Hills	1990-93
Harold Goldwhite	CSU Los Angeles	1993-95
James Highsmith	CSU Fresno	1995-98
Gene Dinielli	CSU Long Beach	1998-

Section I

From the History of the Academic Senate of the California State University

This section of the *Papers* consists of presentations which selectively provide a perspective on the history of the statewide Academic Senate. The first paper is a brief social history of its early development. An orientation luncheon for new members of the Senate on September 11, 1987, provided Professor Peter H. Shattuck an opportunity to help prepare those Senators for their new roles. Shattuck approached this occasion as an historian (at CSU Sacramento since 1965), as a former Chair of the Faculty Senate at that campus, and as a member of the Executive Committee of the Academic Senate CSU.

Following Professor Shattuck's speech are the remarks of seven former Chairs of the statewide Academic Senate at a January 9, 1986, Senate symposium commemorating the 25th anniversary of the California State University. Their presentations, addressing the challenges they see facing the CSU and the Senate, are based on experiences spanning nearly 20 years. Their remarks demonstrate that many initial concerns of the faculty have persisted virtually unchanged to the current era, while the CSU has grown to be an institution of enormous complexity, with great challenges for those who would participate in its governance. The wisdom and wit of these faculty leaders are evident in their statements.

Remarks to New Senators

Peter H. Shattuck
September 11, 1987

This is not a chronicle of the Senate; I will not go into the begats (Mathy begat Wiley who begat Livingston), nor will I trace the Senate's wanderings in the desert (from Wilshire Boulevard to the Hollywood Roosevelt to the Pacifica to the Long Beach mud flats, with occasional excursions to Sacramento). Instead, I'll try to explain a few of the mysteries about the Senate, and give you some sense of where we come from.

On May 14, 1988, the Academic Senate of the CSU will celebrate its 25th birthday. Born of the altogether unlikely couple of Glenn Dumke and Al Rodda, the Senate has survived a difficult childhood and a frustrating adolescence to emerge as a mature institution, still not entirely sure of its role in an academic world which refuses to remain static. Historians tend to search for ways to chop the seamless web of time into manageable chunks: the history of the Academic Senate may appropriately be divided into the period of origins, the pre-HEERA years, and the post-HEERA epoch, otherwise known as the present.

Prehistory of the Academic Senate

The California state colleges can trace their origins to 1857, the year of the establishment of Minns' Evening Normal School in San Francisco. After a century, the normal schools had become

teachers colleges, which in turn had metamorphosed into state colleges. Administered by the Superintendent of Public Instruction, the state colleges were in fact run by their presidents. The president hired faculty, supervised the curriculum, made personnel decisions, and arranged for parking. To quote from *A History of the California State University and Colleges*, written by Don Gerth and Judson Grenier, "The faculties of the state colleges, reflecting their history as teachers colleges, were not assigned by law or custom any real role in making of policy." (p. 17) What changed that situation was the study which produced the first Master Plan for Higher Education in California. Embodied in the Donahoe Act of 1960, the Master Plan created the state college system and held out a variety of promises for the future.

Among the promises was real faculty participation in the governance of the institutions. It took a change in leadership to fulfill that promise. The first Chancellor, Buell Gallagher, stung by Red-baiting, resigned after eight months; he was replaced by Vice Chancellor Glenn Dumke, former president of San Francisco State.

Dumke became Chancellor in April 1962. By then the 16 campuses each had formed some kind of faculty council or senate to advise, recommend, cajole, or plead with the local president. Dumke quickly met with the chairs of these bodies to begin planning "...of a statewide faculty organization which could be used for consultation on statewide matters." (The quote is from Judson Grenier and Kenneth Simms, *Creation of the Academic Senate, CSUC*, published in 1978, p. 2. The word *used* is delightfully ambiguous.) As planning went forward, it found encouragement from the Legislature. Senator Albert Rodda of Sacramento introduced SR 20 (1962), calling for the creation of an Academic Senate of the state colleges. To the Chair of the Board of Trustees, Rodda wrote, "Many individuals in the Legislature and in the field of higher education are watching carefully the steps that are being taken...in the evolution of arrangements for faculty involvement in the state college system operation." (Grenier and Simms, p. 5)

The Academic Senate Emerges

Thus, the fortunate product of a sort of blatant legislative intrusion which it has resisted ever since, the Senate held its first session in May 1963, chaired by Leonard Mathy of LA State. It is not altogether wrong to say that, for the next 18 years, Chancellor Dumke used the Senate as an alternative to, and as an instrument against, his *bête noire*, collective bargaining. That is not to say that the Senate made no difference. In fact, Senate chairs and senators worked hard to recommend policy in a wide spectrum of academic issues. To quote again from Grenier and Simms, "Issues referred to Senate committees and discussed in plenary sessions in 1963-64 have a familiar sound. They included grievance procedures, promotions policies, summer session salaries, teacher training guidelines, elimination of remedial courses from the curriculum, enrollment limitations on impacted campuses, joint doctoral programs, and released time for Senate officers." (p. 5) The Senate, they point out, "...wrestled with any controversial problems: student protest movements, sit-ins, strikes, violations of academic freedom, presidential authority, access to the Board of Trustees, threats to tenure, grievance and disciplinary action procedures, diminution of faculty role in selection of administrators, collective bargaining." (p. 6) Early Senate leaders like Len Mathy, Jack Livingston, and Jerry Richfield fought heroically to represent faculty interests. Still, as Mathy noted in 1978, "...the Senate's role in the CSUC system has changed little since its establishment. It was assumed by those of us who helped draft the Constitution and to launch the Senate on its course that it would soon have a powerful role in policy development and acquire fundamental authority in many areas. These cherished hopes have never been fulfilled...." (Grenier and Simms, p. 8)

The Collective Bargaining Era

Four months after Mathy made this discouraged—and discouraging—assessment, Governor Brown signed AB 1091, and governance in the CSU began to enter a new phase, one in which the Academic Senate would have at once more and less authority, more and less significance, than in the early years. AB 1091, of course, was HEERA—The California Higher Education Employer-Employee Relations Act—which gave faculty members the opportunity to be represented by an exclusive bargaining agent with regard to "...wages, hours of employment, and other terms and conditions of employment." Four and a half years later, the Public Employment Relations Board announced the California Faculty Association (CFA) had won the election and would now be the

official bargaining agent for the faculty. That might well have meant the demise of the Academic Senate, as the arrival of collective bargaining had meant elsewhere. But, thanks to earlier Senate success in shaping the bargaining act, the Senate remained very much in business.

As you are no doubt aware, HEERA contains language which explicitly, if not entirely clearly, recognizes the Senate. "The Legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational mission of such institutions and declares that it is the purpose of this act to both preserve and encourage that process." Two important documents have spelled out that process: the first, *Responsibilities of Academic Senates Within a Collective Bargaining Context*, made its way through the Senate between 1978 and 1981, when it was unanimously adopted. In 1982, Chancellor Dumke wrote that the document conveys the message "...that the onset of collective bargaining need not portend the end of a collegial approach to decision-making..." (*The Academic Senator*, Vol. 12, No. 3, p. 5)

Senators with long memories found a good deal of irony in this remark, since one of the major incentives behind collective bargaining had been the Chancellor's intransigent resistance to collegiality. Nevertheless, the Senate had a continuing role, one further recognized in 1983 when Chancellor W. Ann Reynolds wrote, "I have adopted this document." (*The Academic Senator*, Vol. 12, No. 3, p. 6)

She would also adopt a second document prepared by the Senate, the 1985 *Statement on Collegiality*. Meanwhile, the bargaining process went forward. The Congress of Faculty Associations became the California Faculty Association, and we are now into our second contract. Instead of two players in the drama of governance, there are now three. As Past Chair Bernie Goldstein can testify, these last years have been marked by a slow and often painful effort to find the boundaries separating, or sometimes the issues uniting, the players. People have taken extreme positions: "The Senate can't talk about collective bargaining." — "Everything is within scope." — "Collegiality is all." — "Can we talk?" — and perhaps — "Maybe we can talk." The struggle for definition continues, and so does the Senate. The uneasy marriage between the Senate and the CSU, now a *ménage à trois*, has almost reached its silver anniversary. I look forward to joining you in the celebration.

Remarks by Former Chairs of the Academic Senate

January 9, 1986

Dr. Leonard Mathy

Chair, 1963-1964

I don't plan to bring any world-shaking issues to you. I thought I might talk a little bit about the early Senate, at risk of boring some of my friends who've heard these stories many times. Looking at the minutes of the first meeting, September 26-28 in 1963, I find that among those present, the names are Adams and Allen, and most of the rest you probably wouldn't know. Most of these people subsequently defected to administration. I regret that Perk Hardeman is not here. I had hoped to see him because I think that that completes the list of those whom you know who were present at that first meeting.

Prior to the establishment of the Senate, and my memory is perhaps hazy here and I can be corrected, there was a great deal of pressure to get a Senate. The now ACSUP was then active, trying to get a Statewide Senate through the Legislature and get powers for it and for faculty councils and senates on the several campuses. Chancellor Dumke claims that he was the prime initiator of the Senate and that it was his initiative that carried it forward. I must say that he should be given a good deal of credit, because under his administration, at that time, committees or task forces were established to develop a constitution.

When that constitution, that draft constitution, was prepared, it was acted on in a rather curious way. There was a forerunner to the Senate, a body of council presidents and senate chairs that the Chancellor established. That group met and discussed some issues in the year before the Senate came into existence. I served on that body, having been the chair of our local Senate at the time, and was elected chair of that body. From that body, when the final draft constitution was prepared, two persons met with trustees to work on a final draft. Laverne Graves from Fullerton and myself met in San Francisco with Trustees Halbrin and Coblins in the executive offices of a bank. Starting

at about 8:00 a.m., we worked till about 11:00 a.m., I think, and Laverne and I tried to get what you would like to see in a Senate constitution: powers delegated to the faculty. We got nothing. We got the constitution you have now. These two trustees were very nice men, perhaps some of the best trustees we've ever had, but they were lawyers and were very smart and they gave no ground whatsoever. They did eliminate some offensive language, but otherwise, we gained no powers.

Subsequent to that, that constitution was discussed by a very curious body. With the Chancellor and some of the staff in the background, that academic assembly of local campus council presidents and senate chairs and the president of each campus met to review the constitution. The Chancellor asked me to serve as chair, and we worked through the constitution piece by piece, changing things here and there and acting on various elements of it. One thing that I've told my friends many times, and they probably wish I wouldn't tell you this, but there was one issue that I remember well, and that is that the Chancellor wished to chair the Senate. That issue came up before the body, and you get the scene. I'm sitting next to the Chancellor and he's "leaning" on me and each senate chair. There were only men then, of course (as it properly should be!). Each senate chair was sitting next to his president and, of course, there were no females there either, and so, here was this buddy group and they were going to vote on the issue, "Shall the Chancellor be chair?" It came to a vote, and the tally was 14 to 14! In checking signals later, we found that two presidents had crossed over and two senate chairs had crossed over and so it was a tie. Of course, that represented a failure. I voted no, knowing that it had failed anyway; but I needed to be counted, and so I voted no on it, and that was that.

The next day, a president, who hadn't been at the meeting, came and said, "I understand the vital issue occurred yesterday and if I had been here, would have been different." So that's what happened with respect to the issue of the Chancellor chairing the Senate. I've often wondered what kind of body it would have been (and it would be today) if the vote had been different at that time. In any event, we were launched, and we soon got into the business of Senate actions.

I noticed in looking at these minutes that one of the first things that we took up was the issue of release time, and when I came in here today and saw the Senate was still struggling with release time a few years later (you see, that was September 1963), I really thought it was quite funny that we could never get off that issue. There were many other issues. Of course, I would say that, in some ways, nothing has changed. I imagine that my fellow chairs would agree with me that, over the years, we've always fought for authority and delegated authority and fought for effective and timely consultation. Those fights were frequently lost. I recall writing to the Chancellor a very bitter letter about failure to consult on some issue long since forgotten by me. Subsequent to that, the Chancellor in the hallways or some place said, "You know, Len, we drafted several replies to your letter, but we decided to cool it and never sent any of them." But even that was appropriate with respect to consultation; they "didn't bother" to answer. Those were some of the things that I recall about the early Senate days; I believe I should conclude at this point.

Dr. Jesse Allen Chair, 1966-1967

First I want to commend the Academic Senate for its patience and its efforts. Much progress has been made. Much work remains.

One major issue affecting public higher education in California is the need for the University of California, the California State University, and the Community Colleges to merge under a single head.

The Master Plan attempted to establish three separate systems. The university was to provide professional schools above the master's level and to hold a near monopoly on research funds; the state universities were pretty well fenced in; and the community colleges were restricted to the first two years, occupational programs, and a number of sub-professional areas. The state universities and the community colleges were admonished to seek excellence in their own spheres.

It is unfair for the intellectual and economic elite to study in comparative *Taj Mahals* at the University of California while other students must attend the underfinanced state universities and the even less privileged community colleges.

The Academic Senate should seek a unified university system which permits equal treatment at all levels of education and which permits research wherever it can be justified by the merits of the project and the capability of the professor. It should have one governing board and should divide the system into regions for administration and service. Competition for bodies and for budgets should be discouraged.

Delineation on the basis of function should be maintained only when it contributes to economy and/or excellence in California public higher education. The challenge to the faculties is to give leadership in the establishment of an organization which emphasizes both equality and excellence.

Dr. Charles C. Adams Chair, 1972-1975

It seems to me that the most pressing issue before the Academic Senate in the next few months is the identification of, and insistence on, its proper role in the context of collective bargaining. The foundation for this activity must be the unusual language in the enabling legislation which specifically provides for shared governance and a role for academic senates.

Your mission, as I see it, is to define *criteria and standards* as carefully and broadly as possible and then to insist that you occupy the territory defined. The Academic Senate in this matter is, as usual, operating from a position of relative weakness in conflict with forces of relatively greater strength.

One of my favorite poems is Richard Eberhart's "The Matador." Though I know that it is almost sacrilegious to paraphrase the meaning of a poem in prose, you must know that the poem is essentially about a mismatch in terms of brute strength made less disparate by the grace and skill of the weaker adversary. The matador will leave the arena on the shoulders of his colleagues—either sitting and waving proudly in victory or lying defeated in a coffin.

You are the matador. But you face not one but two bulls—one is the union and the other is management. Facing two bulls is enormously more than twice as difficult as facing only one.

The union, in spite of its probably sincere overtures and blandishments, very naturally wants to be the exclusive representative of faculty, but the law mandates a sharing of representation. You represent the faculty too—as respects academic standards and criteria. The union will naturally and unconsciously (if not deliberately) encroach upon that territory. It may, as a matter of fact, have already done so in the first contract.

Management will naturally seek to reserve that territory for you, not because it necessarily cares about your role, but because it thinks, perhaps not without reason, that it can have its way with you *collegially* more easily than it can with the union at the table.

If the union succeeds in usurping your territory, you really have no reason to continue to exist. If management protects your territory and then prevents you from effectively representing faculty in your *reservation*, you will be liable to ridicule and abandonment.

You must convince the union that you intend to protect your area of representation and that you can represent faculty well. You must insist that management allow you to represent faculty effectively with respect to academic criteria and standards.

At a minimum, management must give public assurance, perhaps in the form of a trustee-adopted charter, that the recommendations of the Senate in matters of academic criteria and standards will be given primacy. That does not mean necessarily that your recommendations will be inviolable. But it should mean that the rare conditions under which they are modified or annulled will be prescribed and require heavy justification.

In some respects, facing two bulls in the arena is very frightening. In some respects, it is very challenging and exciting. You may be killed or you may by grace and skill successfully accost the brutal adversaries. The difficulties make the achievement the more creditable:

Matador of the spirit, be you also proud and defiant
By grace and skill, accost hot sunlight without fear,
Try nearer to the fetish tossing of the horns
Relaxed power best defies the brutal adversary
And hold that skill most dear that most dares
The dance almost motionless, as the beast passes...

Dr. Gerald C. Marley
Chair, 1975-1977

In May 1977 Vice Chancellor Sherriffs and Dean Moye told the trustees that remediation represented a *temporary* need. If we would show a little compassion and spend a little extra money, then within five years the problem would just disappear. Well, the problem did not disappear. Further, this problem will continue to get worse until we decide that we are going to get out of the remediation business immediately and permanently! We must commit that any regularly admitted recent high school graduate who comes to us unprepared to do college level work will flunk. Until, and unless, we do that, the problem will continue to grow and to subvert our mission.

On my campus we regularly turn away students who are prepared to do college level work and who only ask to be given that opportunity. We have more upper division students than we can accommodate. Meanwhile, we are diverting resources away from these prepared students so that we can offer noncredit high school level courses to people who took these same courses while in high school and who either did not learn the material or are unwilling to take the responsibility to review this material so that they can benefit from the programs we offer.

We frequently hear it asserted that we have a *moral obligation* to remediate any student we admit, regardless of the pervasiveness of the deficiencies. I submit that we have even more of an obligation to meet the educational needs of the prepared students we admit. As long as there is one student who is turned away from a legitimate college level course, it is immoral to spend resources to offer a noncredit high school level course to an unprepared student.

Dr. David H. Elliott
Chair, 1977-1979

Thank you, Bernie. I would like to take you up on your invitation to speak briefly about some of the major challenges facing the CSU.

Collective bargaining was the dominant concern of the Senate during my years as chair. We participated directly and extensively in drafting the bill (AB 1091, Berman) that was enacted into law in 1978. We participated because it was evident that the faculty of the system favored collective bargaining, and we were concerned about the survival of collegial governance mechanisms in a collective bargaining context. We sought specific protective language in the bill for academic senates and devised *fail-safe* provisions that would (1) exclude academic and professional matters from bargaining and (2) provide appropriate recourse for the faculty in the event that management failed to engage in good-faith consultation with the Academic Senate on such matters.

As everyone knows, we did secure the provisions that we sought in the law; however, the task of making them work still stands as a major challenge to the CSU. Roy Brophy, who was and is chair of the Board of Trustees, reassured us in the most recent issue of *Stateline* that collegiality is alive and well in the CSU. That is not the feeling, however, that I get from my campus colleagues or from the remarks of the other past chairs who have already spoken. During my terms as chair, we dreamed of a grand symbiosis in which “wages, hours and other terms and conditions of employment” could be relegated to the bargaining process, with all of the good stuff left to senates. I still believe such a symbiosis is possible, but in my judgment we don’t have it now, nor will it be achieved easily. Lest you become discouraged about making collective bargaining work and start thinking we might be better off without it, let me remind you of the revealing questions that were posed in the last issue of *Stateline* by Jim Highsmith and the other members of the task force he is chairing on resource allocation and budgeting. Candid answers to these questions make it impossible to escape the conclusion that our current resources are inadequate. The question to all of us is whether, through collegial processes alone, we can ever expect to secure the necessary resources for a great university.

In thinking about the second challenge that I want to touch on briefly, I was tempted to come armed today with multiple copies of Ralph Waldo Emerson’s famous address on “The American Scholar.” In this address, which Oliver Wendell Holmes dubbed the “Intellectual Declaration of Independence” of this country, Emerson urged his colleagues to turn their full energies to the development of an intellectual tradition that was uniquely American. Although there are those among us who might be willing to view the Master Plan (Donahoe Act) as our declaration of independence as a system, I doubt

that there is any real consensus among us as to its meaning or its validity for the CSU. In spite of the recent efforts to develop a role and mission statement for the system, in my judgment much remains to be done in this area. Trustee Claudia Hampton observed several years ago that we were still playing Avis to U.C.'s Hertz; that we were still inclined to define ourselves and measure our achievements in terms that are more appropriate to that segment of higher education. Although we have made some progress in the intervening years, I believe Trustee Hampton's observation still holds. I think Emerson's challenge to 19th century America is still our challenge; we still need to agree on who we are and what, in particular, we wish to contribute to this state and its people.

Thank you again for this opportunity to be with you on this enjoyable occasion.

Dr. John W. Bedell
Chair, 1982-1984

I have been blessed by having four excellent vice chairs, Lyman Heine, Perk Hardeman, Judy Rymer, and Bernie Goldstein.

The faculty, in my mind, in this system is an excellent one. We have quality teaching going on with quality baccalaureate and master's experiences because you are really a community of scholars. I think that's a true statement. I am very concerned that the faculty is able to respond to the changing students; they are older, they have different learning styles, and I think they are going to be very problematic, if you will, to many of our faculty and the administration. We have a changing demography with international issues.

We have more and more of our campuses looking at specialized accreditations for their programs. I am concerned that accreditation can become a tail wagging the dog. Yet I am concerned that perhaps maybe the accreditation agencies are right and we should try to do what they are suggesting. Maybe we should rise, if you will, rather than just try to fight it as a system, which has been suggested. I do not understand why a given major at some of the most prestigious liberal arts universities and colleges in this country can be 24 units or 27 units, but we have to take ours to 56 or 58 or 45. I think that as baccalaureate and master's institutions we need to diversify and to be sure that the curriculum is in fact responsive to the students' needs in their life-long learning.

It has been a pleasure for me to be affiliated with this body. The Academic Senate is a credit to the educational experiences that we have in California. You are to be honored as a group for all that you are doing for the faculty, the students and the campuses. Thank you.

Dr. Robert D. Kully
Chair, 1979-1982

As I think about what was taking place at the time that I was Chair of this Academic Senate, I conclude that the problems we faced are not really much different from the kinds of issues with which you are concerned. There was one term that was used in regard to the role of the Senate that probably says more about the attitude of the Chancellor's Office and the Board of Trustees toward the Senate than any other term that I can think of. That term was *presidential accountability*. The term was and still is very important, because every time the Senate talked about granting responsibility or authority to the Senate, we were always met with the assertion that if you give responsibility to the Senate you will not have an identifiable authority. That's why the presidents should have the authority, so the argument went, because they can be held accountable. That was the one phrase that we kept hearing in our attempt to strengthen the Senate and the excuse we received whenever we discussed the matter.

During the time that I served on the Academic Senate when Charles Adams was Chair and on the Executive Committee when Gerald Marley and David Elliott were Chairs, our goal was to assure that the Senate survive as a strong, viable, and influential body. I have spoken often of that continuing concern both before this group and on the campuses. The concern is that the Senate must have and must maintain areas of responsibility, particularly in those areas that are separate from the agent's areas of responsibility under the Higher Education Employer-Employee Relations Act. Those areas are, for the Senate, the educational, academic, and professional matters. Although these areas were recognized in HEERA as outside the scope of bargaining, we were not sure how the Senate would function under the law. You are aware, of course, that the Chancellor, the Chancellor's Office, the presidents, and by far the vast majority of the members of the Board of Trustees opposed the bill.

Once the bill was approved as law, we were concerned because, frankly, there was a great deal of animosity toward the Senate because the Senate had supported the bill. There was concern that once collective bargaining was really implemented the perception would be that the Senate would merge with the union and that there would be no way of telling the Senate from the agent. Obviously, if there were no distinctions between the two, there would be no need to deal with the Senate, and for all practical purposes the Senate would probably die. On the other hand, we were concerned that if the Senate appeared to be a tool of management or the system, not only would the Senate lose the confidence of the faculty, but it would lose the confidence of the agent. Without the confidence of the agent, there was no doubt that the union would set out to destroy the Senate's effectiveness, and for good reasons.

Our concerns led to the development of a document that many of you are familiar with, "Responsibilities of Academic Senates Within a Collective Bargaining Context." The document was approved by the Senate and by most of the campus senates and was accepted by the Chancellor. When it was developed, I thought it was a very good document. About two years ago, I pointed out in some speeches that I was having some doubts about it because I thought it was a bit naive. It seemed to draw very clean distinctions between what ought to be union business and what ought to be Senate business and, once collective bargaining was implemented, it became obvious that these clean lines simply could not be drawn. Now, however, when I reread and study the document, I again think it is a good statement, primarily because it does lay out some specific areas of responsibility for the Academic Senate. Maybe the Senate ought to take another look at the document, bring it up-to-date where needed, encourage those campuses which have not accepted it to accept it, and even consider the possibility of taking it to the Board for endorsement. The document has a lot of merit because, as I said before, it assigns to the Senate some very specific responsibilities.

There is another and very fascinating issue, at least for me. You know that in the Higher Education Employer-Employee Relations Act one section refers to the standards and criteria for the appointment, tenure, promotion, and evaluation of the faculty as the joint responsibility of the Board and the Senate. The fail-safe mechanism of the section requires that if the Board withdraws any part of that section from the jurisdiction of the Senate, those items would become bargainable and placed on the table.

Now the CSU has withdrawn some items from the table because it believes that these items are standards and criteria, although they have been bargained before. At first glance, some of us greeted this action with a certain amount of joy because that act could provide additional authority for the Senate. But I urge you to temper joy with caution. The attempt to remove these items from the table may not only be just an interpretation of the law and they may not be just confidence in the Academic Senate, but they could be an attempt to limit the scope of bargaining. I am not questioning anyone's motives, but I think the Senate must be very careful before it supports this opportunity without qualification. The key issue for me is in the meaning of joint responsibility. I know what the author of the bill intended and I am quite sure I know what the Legislature intended. I shared that definition with some trustees and members of the Chancellor's staff, and I can tell you not everyone agrees with my interpretation of that section and my definition that joint responsibility means consensus or arriving at mutually agreeable solutions.

The faculty could lose a lot if these items are taken from the table, where there is real negotiation, and assigned to the Senate if the Senate's role ended up being advisory. What I am suggesting is that the fail-safe mechanism is in its way operating, but at the same time I think the Senate needs to be very careful and make absolutely sure that the entire statement of that section is in operation, not just that part about standards and criteria. The one other concern that I have is that the Senate must never let itself be put into a position in which it ends up in a combative situation with the agent. The faculty of the system cannot stand a public battle between the Senate and the union. If the faculty is split, the faculty will lose whatever it has gained from having a strong Academic Senate and by having a strong collective bargaining agent. At this point, we just simply have to have confidence that the individuals involved all are people of good sense and good will and have the best interests of the California State University system as their goal.

And I want to extend my best wishes to this Academic Senate and wish you well in your important work on behalf of the CSU faculty.

(At the time of these remarks, Professor Kully was a member of the California State University Board of Trustees.)



THE CALIFORNIA STATE COLLEGES

2930 W. Imperial Highway • Inglewood, Calif. • PLymouth 7-5161 • Area Code 213

May 17, 1963

Dr. Leonard G. Mathy
Chairman, Academic Senate
Los Angeles State College
5151 State College Drive
Los Angeles 32, California

Dear Dr. Mathy:

Enclosed is a copy of a telegram received in the
Chancellor's Office.

It looks like the Senate is getting off to an excellent
start and has the confidence of the entire faculties of the
colleges, including the administration.

Sincerely,

A handwritten signature in cursive script, appearing to read "G. A. McCallum".

G. A. McCallum
Research Associate

GAM:fb
Enclosure (1)

CLASS OF SERVICE
 This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION TELEGRAM

SYMBOLS
 DL=Day Letter
 NL=Night Letter
 LT=International Letter Telegram

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W. P. MARSHALL, PRESIDENT

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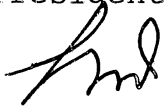
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THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

THE CALIFORNIA STATE COLLEGES
Chancellor's Office
2930 West Imperial Highway
Inglewood, California

March 13, 1963

TO: Faculty Chairmen via College Presidents
FROM: Glenn S. Dumke, Chancellor 
SUBJECT: Academic Senate of the California State Colleges

On March 8, 1963 the Board of Trustees approved the establishment of the Academic Senate of the California State Colleges in accordance with the constitution recently ratified by the faculties.

It seems advisable to have the first meeting of the Academic Senate before the end of the present academic year. To do this, it will be necessary for each campus to elect members prior to the end of April so that a meeting can be held in May.

The election of members of the Academic Senate should be in accordance with Article II of the Constitution. At some of the colleges this may necessitate a new definition of faculty and election procedures for purposes of this election. I recommend that the faculty at each campus establish the necessary criteria and procedures as soon as possible so that elections can be completed on time.

In accordance with Article II, Section 3, San Jose, Los Angeles, San Francisco, and San Diego shall elect three members and all other colleges shall elect two members. The results of each election should be reported to me in accordance with Article IX, Section 3.

I sincerely hope that each college will be able to complete the necessary steps involved in electing its members so that the Academic Senate can meet in May. I am anxiously looking forward to close cooperation with the faculty through the Academic Senate.

GSD:bk

Copies to: Chancellor's Staff

7/03

Dr. Rydell reported that at the last meeting of the Council of State College Presidents, the Presidents had joined in expressing appreciation for the action of the Trustees with respect to the new library development program.

REPORT FROM COMMITTEE ON FACULTY AND STAFF AFFAIRS

Mr. Coblentz, the Chairman of the Committee, conveyed the thanks of the Trustees to Mr. Gerard Crowley for serving as Acting President of Stanislaus State College during the period following the death of President Vasche. Mr. Coblentz stated that the Faculty and Staff Affairs Committee and the Faculty Committee of the College were in complete agreement concerning the man now nominated for the presidency of Stanislaus State College - Dr. Alexander Capurso. Dr. Capurso has been the Associate Chairman of the Creative Arts Division of San Francisco State College. Prior to that time he was Professor of Music, Fine Arts and Education, and Director of the School of Music at Syracuse University. Earlier, Dr. Capurso was a member of the faculty and head of the Music Department at the University of Kentucky. He received his undergraduate training, and masters and doctorate degrees at the University of Kentucky.

ACTION: Upon motion by Mr. Coblentz, seconded by Mr. Ruffo, the following resolution was unanimously adopted:

RESOLVED, That the Trustees of the California State Colleges appoint Dr. Alexander Capurso as President of Stanislaus State College, effective July 1, 1963, at a salary of \$16,620.00 per year.

Dr. Capurso, who was present, thanked the Trustees for the appointment and stated his acceptance of the responsibilities that it involved.

Mr. Coblentz then asked Mr. Spencer, as Chairman of the Committee on Organization and Rules, to present the resolution concerning the Statewide Academic Senate. Mr. Spencer stated that this resolution was a gratifying realization of a dream which had been commenced two years ago at Fresno State College, with the first joint meeting of Trustees, Presidents, and Faculty representatives.

ACTION: *Academic Senate* Upon motion by Mr. Spencer, seconded by Mr. Ruffo, the following resolution was unanimously adopted:

WHEREAS, the Trustees regard the establishment of an Academic Senate of the California State Colleges as an important step toward the betterment of the State College System; and

WHEREAS, the Proposed Constitution for an Academic Senate of the California State Colleges has been duly ratified by a majority of the total vote cast in a system-wide balloting, and by a majority of the votes cast at each of a majority of the colleges and is, by its terms, now ready for approval by the Trustees; now, therefore, be it

RESOLVED, by the Board of Trustees of the California State Colleges that Chapter VI be added to the Standing Orders, as follows:

Chapter VI. Academic Senate

1. The Constitution of the Academic Senate of the California State Colleges, duly ratified by the faculties, is hereby approved, and said body is hereby constituted in accordance with the provisions of said Constitution.
2. Amendments to the Constitution of the Academic Senate of the California State Colleges shall become effective when ratified according to its provisions and approved by the Trustees.

Mr. Coblentz reported that the Committee had given attention to Assembly Bill 280, introduced by Assemblyman Z'Berg of Sacramento. This Bill was passed by the Assembly and is now pending in the Senate. It provides that retirement service credits may be transferred between the State Employees' Retirement System and the retirement system of the University of California. This legislation would facilitate transfer of personnel between the State Colleges and the University of California as it lays the groundwork for transfer without loss of retirement service credits. If enacted, implementation of this legislation would be contingent upon the Board of Regents providing retirement benefits comparable to those provided by the State Employees' System.

ACTION: Upon motion by Mr. Coblentz, seconded by Mr. Meriam, the following resolution was unanimously adopted:

RESOLVED, That the Trustees of the California State Colleges endorse the principle of Assembly Bill 280 insofar as it has the effect of providing that retirement service credits may be transferred between the State Employees' Retirement System and a retirement system under the University of California; and be it

RESOLVED further, That the Board of Trustees of the California State Colleges urges that the Board of Regents of the University of California concur in the reciprocity provisions as contained in said Assembly Bill.

Agenda - 9-10 minutes
Academic Senate Mar 8

would be made at either the next meeting of the Trustees or the following meeting.

ACADEMIC SENATE - PROGRESS REPORT

Dr. Keene reported that an organizational session of the statewide Academic Senate had been held on May 14 for the purpose of electing officers and taking other preliminary steps. Professor Leonard Mathy of Los Angeles State College was elected Chairman. An interim executive committee was formed which met last week to further develop ideas regarding committee membership. At the organizational session, Chancellor Dumke outlined some areas in which the Academic Senate might involve itself.

Chancellor Dumke asked for a report from Professor Mathy, who stated that at the first meeting of the executive committee consideration had been given to the future of the organization and its structure, appointment of a committee to develop By-Laws, the establishment of a curriculum study committee, and related matters. He stated that other members of the interim executive committee were: Vice Chairman John Linnell, Sacramento State College, Secretary Orrington C. Ramsay of Orange State College and members at large, Leo G. McClatchy of San Francisco State College and Dean R. Cresap of San Jose State College. He added that the Senate had adopted a resolution expressing its sincere appreciation and thanks to the Trustees, Chancellor and Chancellor's Staff in connection with the establishment of the Academic Senate.

Chancellor Dumke commented that the Academic Senate seemed to be off to a very good start and said it was the realization of one of the hopes and aspirations he had had for a long time and that he believes the Senate will make many important contributions in terms of the maturing of the state college system.

REPORT ON COORDINATING COUNCIL COST AND STATISTICAL STUDIES (See Item #3 of Comm. on Finance)

Dr. Keene stated this item would be covered in meetings of other Board Committees.

ADJOURNMENT

The meeting was adjourned at 4:20 p.m.

November 7, 1963

TO: Members of the Academic Senate of the California State Colleges
FROM: Leonard G. Mathy, Chairman
SUBJECT: PROGRESS REPORT

The enclosed minutes of the Executive Committee indicate the principal matters under discussion and in progress. In the Executive Committee meeting it was decided that each of the three standing committees should have seven members and after extensive discussion the Committee chose a chairman, five Senate members and one non-Senate member for each committee. We are very pleased that all persons selected by the Executive Committee in that meeting have indicated their willingness to serve. The membership of each of the three standing committees is as follows:

Faculty and Staff Affairs Committee

Jesse B. Allen, Chairman
Lyle Gibson
H. Duane Heath
Howard Kimball
Warren Olson
William Rogers
Bernard Shepard

Educational Policies Committee

Samuel Wiley, Chairman
Warren Anderson
Richard Axen
Edwin Klingelhofer
Lew Oliver
Roscoe Peithman
Jerome Richfield

Finance Committee

Maurice Dance, Chairman
Harry Brakebill
R. Deane Branstetter
Nicholas Hardeman
James Heath
Walter Holtz
Gerald Sherba

On November 1, the three chairmen of the standing committees, Professors Allen, Dance, and Wiley, met with me to discuss the following matters:

1. The functions and responsibilities of each of the standing committees.
2. The referrals to the committees from the Academic Senate as shown below:

Faculty and Staff Affairs Committee

- A. Development of guidelines for selection, promotion, and academic due process in grievance cases.
- B. San Francisco State College resolution regarding the appointment of local vice presidents and deans.

- C. Study and recommend resolution of revision of the salary schedule:

"RESOLVED: that the Academic Senate recommends the establishment of a new salary schedule for the State Colleges which will reflect the needs of the various classes."

- D. Summer Session Salaries.

Educational Policies Committee

- A. Guidelines for the implementation of the Fisher Bill (temporarily to be considered by the Curricular Study Committee until the Educational Policies Committee makes further referral)
- B. Elimination of courses not collegiate in nature, such as remedial or review courses.
- C. Limitation of enrollment on over-crowded campuses.
- D. Year-around programs. (Also to be studied by the Faculty and Staff Affairs Committee and the Finance Committee)
- E. Probation and disqualification report.
- F. The Joint Doctorate Program.

Finance Committee

- A. Provision of released funds for Senate officers so that the financial load will not fall on the local campuses.
3. The relationship between the standing committees with respect to some of the problems referred (i.e., year-around programs).
4. Relationships between standing committees and sub-committees that may be established by the standing committees.
5. The problem of financing the activities of the committees within existing budget limitations.

I would also like to call your attention to two matters brought before the Executive Committee, specifically the proposed salary adjustment and summer session pay. Both of these problems were discussed at some length with Assistant Chancellor Keene, and in connection with the latter problem, the Executive Committee, speaking for itself, made the following recommendation:

"M/S/P that the Executive Committee urge the Chancellor to recommend and the Trustees to adopt, effective with the Summer Session, 1964, a six-week summer session salary schedule which would provide for 6/36ths of annual salaries and proportionate amounts for shorter or longer sessions."

As indicated in the minutes, the Executive Committee does not propose that any further action be taken at this time in connection with the suggested $2\frac{1}{2}$ - $7\frac{1}{2}$ % salary adjustment. It is our understanding that final action will be taken by the Trustees in their December meeting.

The next meeting of the Executive Committee will be held in San Francisco at the Californian Hotel on Friday, November 15.

LGM:rr

Enclosure: Executive Committee Minutes

Statement by Professor Leonard G. Mathy, Chairman
The Academic Senate of the California State Colleges
December 20, 1963

The Academic Senate is composed of approximately forty elected faculty representatives from the California State Colleges. Its prime purpose is stated in its Constitution, Article I, Section 1 (a):

“Purpose: It shall be the purpose of the Academic Senate of the California State Colleges to serve as the official voice of the faculties of the California State Colleges in matters of system-wide concern; to consider matters concerning system-wide policies and to make recommendations thereon; to endeavor to strengthen the senates and councils of the several colleges; and to assume such responsibilities and perform such functions as may be delegated to it by the Chancellor or the Trustees of the California State Colleges.”

The Academic Senate was established in June of this year after a period of study and development by representatives from the faculties, Presidents of the State Colleges, and members of the Board of Trustees with strong support from Chancellor Glenn S. Dumke. Its most recent meeting was held on September 26-27, and its next meeting will be on January 18; therefore, I have not had an opportunity to discuss the question of faculty research with the Senate, and must emphasize that the views expressed here are my own.

There is one point that I would wish to emphasize in connection with the question of faculty research, namely, that faculty research should be considered an integral and vital part of the learning process for students and faculty members alike and not as an isolated function performed by a few faculty members as an alternative to the basic task of teaching. We are all engaged in exploring new frontiers of knowledge and methods in our various subjects, and the vitality of our programs hinges upon whether we can establish and maintain an environment for ourselves and our students that encourages and develops intellectual curiosity. A faculty that is not engaged in

research is weak and lacking in the spark that is necessary for the development of an inquiring attitude, and classroom presentations and discussions may even fall behind the current state of knowledge in the fields under discussion.

There is substantial evidence that our faculties do have the necessary spark, and this evidence is found in objective form in a steady stream of books, articles, and professional papers that are being published and presented daily by faculty members throughout the State College system. These accomplishments have been achieved by the faculties on their own time in addition to their responsibilities to the Colleges they serve. Unfortunately, the work that is being done is undertaken in an environment that does not provide minimal resources for a modest amount of research activities on the part of our faculty members, although in some cases research grants have been obtained from non-profit foundations and other organizations. A recent report of the Coordinating Council "Faculty Opinion Toward Salary, Fringe Benefits, and Working Conditions" states with reference to the question of faculty research.

"Lack of research funds and time was one of the greatest complaints offered by the State College faculty of their institutions. It is axiomatic that high quality teaching places demands upon the faculty member to remain at least abreast with the expansion of knowledge in his discipline. It should also be remembered that a faculty member is generally acclimated to research because it is part of his profession."

Without sacrificing the prime objective of instruction, we need to be able to provide some aid to faculty members engaged in research projects that offer promise of making distinct contributions to knowledge and methods in the disciplines involved. Research funds, therefore, should not be interpreted as an extra dividend – something extraneous to the professor's mission – but as an indispensable means of insuring that he can properly fulfill that mission.