### Agenda for Regular Meeting of Board of Trustees

**December 14, 1967**

**SANTA BARBARA JUNIOR COLLEGE DISTRICT**

**Certificated Personnel**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class &amp; Rate</th>
<th>Effective Date</th>
<th>Remarks</th>
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<tbody>
<tr>
<td><strong>LEAVE OF ABSENCE</strong></td>
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<tr>
<td>Vermont, Ralph E.</td>
<td>Assoc. Prof.</td>
<td>1968-69 College Year</td>
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<td><strong>RESIGNATION</strong></td>
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<td>Asst. Prof.</td>
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<td>Resignation</td>
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<td><strong>EMPLOYMENT - HOURLY (Adult Ed.)</strong></td>
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<tr>
<td>Agostini, Giulio</td>
<td>$7.00/hr.</td>
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<tr>
<td>Metal Sculpture</td>
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<tr>
<td>Ames, Richard</td>
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<tr>
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<td>Philosophy-Sociology</td>
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<td>Connell, Joseph</td>
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<td>Dunlap, Marge</td>
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<td>3 hrs. per week</td>
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<td>Gross, Ethel</td>
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<td>Shorthand</td>
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<td>Hafnerkamp, Hugh</td>
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<td>1/2/68</td>
<td>2 hrs. per week</td>
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<td>Harp, Robert J.</td>
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<td>3 hrs. per week (3 hrs. of R. Cooley time)</td>
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<tr>
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<td>Hill, Bonnie</td>
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<tr>
<td>Creative Arts Activities</td>
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<tr>
<td>Innis, Frances</td>
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<td>2 hrs/additional per week</td>
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<tr>
<td>Sculpture</td>
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<tr>
<td>Karpeles, David</td>
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<td>3 hrs. per week</td>
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<td>Algebra</td>
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<td>Kenyon, Susan D.</td>
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<td>1/2/68</td>
<td>4 hrs. per week (replaces G. Gaughan)</td>
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<td>Great Books</td>
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2.1-b
### Agenda for Regular Meeting of Board of Trustees
December 14, 1967

**SANTA BARBARA JUNIOR COLLEGE DISTRICT**
Certificated Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Class &amp; Rate</th>
<th>Effective Date</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Kinsell, Henry S.</td>
<td>$9.00/hr.</td>
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<td>Loppnow, Duane R.</td>
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<td>McDaniel, Lucille</td>
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<td>Morelli, Robert</td>
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<td>O'Dea, John</td>
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<td>Shorthand</td>
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<td>Pilgrim, Ellis</td>
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<td>Journeyman Plumbers</td>
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<td>Podrebarac, John</td>
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<td>3 hrs/additional per week</td>
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<td>Saltzman, Judy D.</td>
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<td>Schiferl, Ralph J.</td>
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<td>Shea, James</td>
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<td>Static Control</td>
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<td>Folk Guitar</td>
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<td>Vodica, Vladimir</td>
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<tr>
<td>Economics</td>
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# Agenda for Regular Meeting of Board of Trustees

December 14, 1967

**SANTA BARBARA JUNIOR COLLEGE DISTRICT**  
Certificated Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Class &amp; Rate</th>
<th>Effective Date</th>
<th>Remarks</th>
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<tr>
<td><strong>EMPLOYMENT - HOURLY (Adult Ed.)</strong></td>
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<td>Webb, Ian</td>
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<td>6 hrs/additional per week</td>
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<td>2 hrs/additional per week</td>
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<tr>
<td>Electronics for Women</td>
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<td>2-1/2 hrs/additional per week</td>
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<td>1/2/68</td>
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<td>Art Appreciation</td>
<td>$7.00/hr.</td>
<td>1/2/68</td>
<td>3 hrs/additional per week</td>
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**TRAVEL & CONFERENCE**

<p>| Schieble, Robert            | Teacher-Coordinator | Dec. 27-29, 1967 | $92.80 |
| Council On Hotel, Rest.,    | Rest. &amp; Hotel Mgmt. |                  |        |
| &amp; Institutional Ed.,        |                  |                  |        |
| 22nd Annual Conference,     |                  |                  |        |
| San Francisco               |                  |                  |        |</p>
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<td>$409/mo.</td>
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<td>Student help</td>
<td>$1.50/hr.</td>
<td>11/30/67</td>
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INDUSTRIAL ACCIDENT OR ILLNESS LEAVE FOR CLASSIFIED PERSONNEL

Effective July 1, 1967, a person who is regularly employed as a part of the classified service of the District, and who is entitled to compensation insurance benefits due to injury or illness incurred while engaged in lawfully assigned functions or activities as a District employee, shall be allowed industrial accident or illness leave subject to the following conditions:

1. He shall be an employee who has attained permanent status in the District before the benefits of industrial accident or illness leave are available to him.

2. The accident or illness must have arisen directly out of and in the course of employment by the District, must have been reported and verified according to administrative regulations, and must be accepted by the State Compensation Insurance Fund as a bona fide injury or illness arising out of and in the course of such employment.

3. The number of days of industrial accident or illness leave during the contract period of service in any one school year shall not exceed sixty (60) days for the same accident or illness, exclusive of Saturdays, Sundays, and legal holidays, excepting that when an industrial accident or illness leave overlaps into the next succeeding school year, the employee shall be entitled to only the balance of unused leave due him for the same illness or injury.

4. Leave benefits shall not be applied retroactively to an injury or illness occurring prior to initiation of service with the District.

5. The leave shall commence on the first day of absence, and the amount of allowable leave shall be reduced by one day for each day of absence authorized by said leave.

6. A classified employee, absent because of injury or illness that arose out of and in the course of his employment, and for which he is receiving temporary disability benefits under workmen's compensation laws of the State, shall not be entitled to receive wages or salary from the District which, when added to the temporary disability benefits, will exceed his normal wages or salary for a full day or full month of service.

During any such paid leave of absence, the employee shall endorse to the District the temporary disability indemnity checks received under workmen's compensation laws on account of his industrial accident or illness. The District shall, in turn, make necessary adjustments for issuance to the employee of appropriate salary warrants for payment of the employee's salary, and shall deduct normal retirement, withholding tax, and other authorized contributions.

7. Allowable leave shall not be accumulative from year to year.

8. The period of the leave shall not be considered to be a break in service of the employee.
9. After allowable industrial accident or illness leave is exhausted, accumulative sick leave, approved compensatory time due, and/or allowable vacation time may be applied against the employee's continuing absence for the same injury, and the employee shall continue to endorse his State Compensation Insurance Fund checks to the District.

10. An employee receiving benefits as a result of these rules and regulations shall, during the period of such leave, remain within the State of California unless the Board of Trustees authorizes travel outside the State.

11. When all available leave has been exhausted, and if the employee is medically unable to assume the duties of his position, he shall, if not placed in another position, be placed on a reemployment list for 39 months in accordance with provisions of the Education Code.

References: Education Code §§13593, 13651.2

Recommended to be Adopted by
Board of Trustees, December 14, 1967

SANTA BARBARA JUNIOR COLLEGE DISTRICT
OVERTIME COMPENSATION FOR CLASSIFIED PERSONNEL

Policy

Effective November 3, 1967, the normal work week of full-time classified employees in the Santa Barbara Junior College District is established at 40 hours, and the normal work day of such employees is established at 8 hours. Persons employed in classified positions who work less than 8 hours a day or 40 hours a week shall be deemed to be part-time employees in the application of this policy.

Overtime service shall be ordered only under circumstances where the interests of the District will clearly be served by such overtime service. Excepting as otherwise provided by policy or regulation, such overtime service in excess of 8 hours a day in any one day, or 40 hours in any one week, shall be compensated as follows when such service is approved in advance by the Superintendent-President or the Administrative Dean, Business Services:

Compensation at the rate of time and a half the regular rate of pay of the employee designated and authorized to perform the overtime work, or

Compensatory time off at the rate of time and a half to be taken as arranged by mutual agreement between the administrator having immediate jurisdiction and the employee designated and authorized to perform the overtime work. When compensatory time off is authorized in lieu of cash compensation, such compensatory time off shall be granted within 12 calendar months following the month in which the overtime was worked and without impairing the services rendered by the Santa Barbara Junior College District.

Whenever a classified employee, who is normally excused from work on a paid holiday, is required to work on said holiday, he shall be paid compensation or given compensating time off for such work at a rate equal to his normal rate of pay in addition to the regular pay received for the holiday.

The Board finds that the following specific classes of positions are subject to fluctuations in daily working hours not susceptible to administrative control, and they are therefore exempt from compensation for overtime in excess of 8 hours in one day, provided that hours worked in excess of 40 in a calendar week shall be compensated on an overtime basis:

- Business Manager, Student Finances
- Superintendent's Secretary
- Administrative Secretary I, II and III
- Admissions and Records Assistant
- Personnel Assistant
- Purchasing Assistant
- Audio-Visual Assistant
- Laboratory Assistant
- Library Circulation Assistant
- Custodial Supervisor
- Grounds Supervisor

2.3-b
In the event an employee who regularly works less than 8 hours a day and 40 hours a calendar week is designated and authorized to work in excess of the number of hours a day or a week for which he is customarily employed and such additional hours of work, together with the customary hours of work, do not exceed 8 hours a day, he shall be compensated for such additional hours at his regular rate of pay on a 1-for-1 basis. Overtime services in excess of 8 hours a day shall be compensated at the overtime rates specified for full-time employees.

In the event an employee is permitted time off for not to exceed 8 hours because of personal emergency, and the employee is required to make up the time lost within the current and/or next succeeding calendar week in order to avoid salary deduction for the time lost, said employee shall not be deemed to have worked overtime or to qualify for overtime compensation to the extent that he is making up the time lost because of the personal emergency.

Overtime necessary as a result of a critical emergency, such as a natural or civil disaster or other such major occurrence, that requires the use of District employees to the detriment of the financial ability of the District to meet the requirements of this section, may, at the discretion of the Board, be compensated in time or money at a rate less than that of time and a half.

Service in excess of the normal work day and/or normal work week of a classified employee that is rendered at the voluntary discretion of the employee, and that is not designated, authorized, or ordered in advance by the District administrator having immediate jurisdiction, shall be deemed to be voluntary in nature on the part of said employee, and no compensation or compensating time off thereafter shall be provided for such voluntary overtime service.

---

Regulation:

Authorized overtime service shall be reported on time report forms provided, and shall be countersigned by the District administrator authorized to assign such overtime service.

Occasional time on the job in excess of the customary or full-time work day shall be for at least one-half hour in order to qualify for compensation or compensating time off.

---

References: Education Code §§ 13656; 13581; 13590.1, 13590.2
(Revised by Stats. 1967, AB 456); 13590.3

Recommended to be Adopted by
the Board of Trustees, December 14, 1967

SANTA BARBARA JUNIOR COLLEGE DISTRICT
SANTA BARBARA CITY COLLEGE
ADULT EDUCATION CENTER
914 Santa Barbara Street

List of new courses to be added to the Winter term program for the Adult Education Division. Many of these will replace classes which were completed in the Fall term.

COURSES

1. WILDERNESS: THE LAST FRONTIER
2. GENERAL HUMANITIES
3. AN ORDEAL OF CHANGE (Philosophy)
4. MYSTICISM IN WORLD RELIGIONS
5. THE WILD ANIMALS OF SANTA BARBARA
6. MARINE ARCHAEOLOGY OF THE MEDITERRANEAN
7. FOCUS ON BETTER FAMILY RELATIONS
8. MAKING THE MOST OF BEING HUMAN
9. SEMINAR ON PARENT-CHILD RELATIONSHIPS
10. DISCOVERING YOUR CHILD (Parent Education)
11. INSIGHTS INTO ART
12. IS PEACE POSSIBLE?
13. UNDERSTANDING MARSHALL McLuhan
14. INTRODUCTION TO GENEALOGICAL RESEARCH
15. MEDICAL INFORMATION RELATING TO THE LEGAL PROFESSION
16. CREATIVE ART FOR PARENTS
17. STYLES IN MODERN ARTS
18. INVITATION TO DRAMA
19. FUNDAMENTALS OF INVESTMENTS
20. SECRETARIAL ACCOUNTING
21. DEFENSIVE DRIVING
22. ELECTRICAL INSPECTION
23. HIGHWAY ENGINEERING

INSTRUCTORS

Dr. Roderick Nash
Roderick Mount
Judy D. Saltzman
Dr. Timothy Fetler
William Neely
Dr. Frank J. Frost
Dr. Gerald R. White
Mrs. Lillian Hubbard
Mrs. Ida Cordero
Paul Jillson
Harvey Young
David L. Martin
Gordon Clough
Catherine O. Bast
Hugh Haferkamp
Sue Golomb & Bonnie Hill
Dr. Kurt Baer
Mrs. Rachael Ward
Henry S. Kinsell
John O'Dea
Verne Stewart
James Bradberry
Joseph Connell

3.1-a
24. VACUUM TUBE & TRANSISTOR FUNDAMENTALS
25. PLUMBERS WELDING
26. MOTOR CONTROL
27. OFFSET PRINTING
28. STATIC CONTROL
29. OPERATIONAL AMPLIFIERS
30. ELECTRONICS FOR WOMEN
31. LANDSCAPE MAINTENANCE
32. FIRE HYDRAULICS
33. ADVANCED ACCIDENT INVESTIGATION
34. HAZARDOUS MATERIALS

INSTRUCTORS

Ian Webb
Ellis Pilgrim
William Yeary
Kimberly Aylesworth
James Shea
Robert Chandos
George Shiers
Dudley Summerford
Robert E. DeRoin
Charles Ferrari
George Cienko
STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

December 5, 1967

TO: Presidents of Board of Trustees, Junior College Superintendents, Presidents, Deans of Student Personnel Services, and Presidents of Faculty Associations

FROM: Arthur M. Jensen, Chief, Bureau of Junior College General Education

SUBJECT: Recommendations of the Junior College Advisory Panel, Adopted by the State Board of Education, for Each Local Board of Trustees to Study the Four-Quarter Plan

1. That each Board of Trustees operating a junior college is reminded that the decision of conversion to the quarter system and to year-round operations is theirs to make.

2. That the State Board request that each local Board of Trustees implement the January 26, 1964, resolution of the Coordinating Council to study the four-quarter plan.

3. That each local Board of Trustees be requested to report the result of its study to the State Board of Education by January 1, 1968.

PH111
12/8/67
TO: Dr. Rockwell, Superintendent-President
FROM: Mr. Dell'Armi, Administrative Dean, Business Services
       Mr. Huglin, Administrative Dean, Instruction
       Mrs. Lantagne, Administrative Dean, Student Personnel

SUBJECT: Recommendation on the Four-Quarter Plan

This is to recommend that the Santa Barbara Junior College District adopt a 'watch and wait' attitude towards the conversion to the four-quarter plan until such time that the financial and instructional uncertainties are clarified.

The following points are offered in support of this position:

A. EDUCATIONAL

1. The ten-twelve week term is too short as a basic time unit of instruction for the majority of junior college students.

2. Less time is provided for laboratory work, seminars, deliberation, supplemental reading, and independent study.

3. The short term is disadvantageous to the less capable students, and may produce increased emotional tensions and pressures.

4. Faculty time is shorter for actual teaching, examining, and grading.

5. Provisions for adequate counseling and guidance service becomes most difficult.

6. An extra period of registration is required, along with the added burdens of final examinations, grade reporting, record-keeping, etc.

7. The quarter is disadvantageous to the less able students since it does not allow time for these students to absorb information.

8. In a world of increasing tensions and pressures, the short and more concentrated term is likely to compound many of the problems related to the mental health of students.

B. FISCAL

1. In the absence of some forced attendance pattern, it may be quite difficult to achieve sufficient enrollment in the spring and
B. FISCAL (cont.)

summer quarters to make a year-round operation financially feasible.

2. The gain from certain fixed charges and the savings on construction costs may be offset by hidden administrative and maintenance costs.

3. Payrolls, retirement contributions, deductions, salary increments, fringe benefits, etc., would require conversion to new schedules.

4. Offsetting costs for staff increases needed in business management and accounting are very significant.

5. Increased faculty needed for year-round operation will up the instructional budget as well as require additional office space. (This assumes that three quarters will equate to two semesters for salary purposes.)

6. Added staff required for the admissions and records office will make for higher expenditures in this area.

7. Theoretically, operating under the quarter system can bring about a delay in the development of a second campus, thus prolonging the need for capital funding to accomplish this purpose. This delay, however, will probably be offset by the inevitable shortening of the life expectancy of buildings used on a year-round basis. The lack of periods for performing major maintenance will undoubtedly render buildings obsolete in a shorter length of time.

8. Operational costs will be increased rather substantially under the four-quarter system. Special shifts will be required for the cleaning and maintaining of buildings. Some of these shifts (possibly Saturdays and Sundays) will have to be compensated on a time-and-a-half and double-time basis.

9. Current expenses will increase, in some instances rather sharply, in the small colleges. The additional ADA to be realized under the four-quarter system will bring an enough increase in State aid to make up only a small portion of the added expenses. The remainder will have to come from local sources.

10. In many districts conversion to a four-quarter system will virtually necessitate a change in the formulas for allocation of State funds. The contribution by the State will have to be increased considerably if the financing of this new calendar is to be accomplished.

In summary, it should be made clear to anyone considering conversion to the four-quarter plan, that for support purposes the plan will cost more money.
C. ENROLLMENT

1. Unless students choose year-round attendance, once-a-year high school graduation will continue to place the period of highest attendance in the fall.

2. The high attrition, low persistence characteristics of the junior college student may produce spring and summer quarters of very low enrollment.

3. James W. Keene in his "An Econometric Model of the California Public Junior College Operating Year-Round" uses the following as an example of enrollment in a junior college operating on a four-quarter plan with 40 per cent of the students choosing year-round attendance. He points out that such a wide enrollment variation among semesters may cause serious problems, especially in staffing and plant utilization.

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>598</td>
<td>1,545</td>
<td>1,223</td>
<td>928</td>
</tr>
</tbody>
</table>

4. Mr. Keene indicates that 40 per cent of the students must choose year-round attendance to achieve a gain in plant utilization.

5. Not even in major universities have 40 per cent of the students chosen year-round attendance.

6. On the whole, students seem to desire a vacation. Increased pressure may make the lengthy vacation not only desirable, but necessary. For this and other reasons it is improbable that 40 per cent of the students will seek year-round attendance.

D. OTHER

Psychological -- resistance to disrupting the traditional family, vacations and the students' summer jobs.
TO: Dr. Rockwell, Superintendent-President
FROM: Henry Bagish, President, Academic Senate
SUBJECT: Recommendation of the Academic Senate on the Four-Quarter Plan

1. That the recommendation of the SBCC Quarter Plan Committee of 1964-65 (attached) be upheld:

"Watch and wait is the recommendation until some of the turmoil settles down and some of the discrepancies are ironed out. A true summer quarter may be a long while developing at U.C. and especially at U.C.S.B. The state colleges are far from being uniform in their proposed calendars. Course and curriculum changes are diversified. There is also the problem of financing the added expense."

The financial uncertainties involving the conversion to the four-quarter plan alone would dictate long and careful study prior to any final decision on this subject.

2. That the appropriate administrative and instructional divisions of the college, along with the Academic Senate, continue to study and debate all aspects of the conversion problem until such time that a clear-cut recommendation can be made.

BB:mr
The Quarter Plan Committee concentrated its efforts this year on collecting information on up-to-date developments concerning all-year-round college planning, particularly in California, and on disseminating this information to all SBCC faculty members. The committee also arranged a series of six Open Hearings on the question: "Should Santa Barbara City College Adopt the Quarter System?" Mrs. Culler obtained materials from the University of California campuses, and Mr. Frakes from the California State Colleges. Mr. McNeill reviewed previous studies at SBCC. Miss Gessel served as committee secretary.

MATERIAL DISTRIBUTED TO FACULTY

University of California

Sept. 18, 1964 -- Plans under Consideration by UCSB for Class Scheduling under the Quarter System
Nov. 12, 1964 -- Proposed Calendar, U.C. Berkeley, 1966-67
Dec. 18, 1964 -- Recommendations from Quarter System Committee on University of California Campuses (Berkeley, UCLA, Riverside, Davis)
Feb. 19, 1965 -- Release from UCSB regarding changeover to the Quarter System ("Guidelines for Conversion to the Quarter System", January 31, 1965)

California State Colleges

Dec. 7, 1964 -- Plans of California State Colleges for Converting to the Quarter System
June, 1965 -- Summary of the Implementation of the Quarter System in California State Colleges (by George Frakes)

Previous SBCC Committee Report -- An Evaluation of Selected Plans for the Extension of the School Year (prepared by Robert Gaster, Spring, 1962)

Minutes of All Open Hearings

OPEN HEARINGS HELD on the question: "Should Santa Barbara City College Adopt the Quarter System?" (At 12:15 p.m. in A211 except as specified)
Thursday, February 25: Implications for Students
Witnesses: Mrs. Lentagne (Student Personnel), Mr. Booseke (Work Coordinator), Mr. Bressin (Admissions), Mr. Hentschke (Student Activities), and students John Hewitt and Mike Houlihan.

Thursday, March 11: Implications for Faculty
Witnesses: Mr. Mouck (President of Instructors’ Association), Mr. Frakes (Professional Standards and Leave), Mr. Williams (Teacher Load Committee), Mr. Miller (Salary Committee)

Thursday, April 1: Financial and Business Implications
Witnesses: Mr. Dall’Armi (Business), Mr. Bressin (Admissions)

Thursday, April 22: Implications for Instruction and Scheduling
Witnesses: Mr. Huglin (Instruction) and Division Chairmen

Thursday, May 13: Administrative and Legal Problems: Recommendations of C.JCA and C.JCFA
Witnesses: Dr. Rockwell (President), Mr. Rheinschmidt.

Tuesday, June 1, 4 p.m. in Faculty Dining Room
Current Status of Quarter System Planning at UCSB
Speaker: Dr. Charles B. Spaulding, Special Assistant to the Chancellor on Year-round Operation

RECOMMENDATIONS OF THE SBCC COMMITTEE

Watch and wait is the recommendation until some of the turmoil settles down and some of the discrepancies are ironed out. A true summer quarter may be a long while developing at U.C. and especially at UCSB. The state colleges are far from being uniform in their proposed calendars. Course and curriculum changes are diversified. There is also the problem of financing the added expense. The State Department of Education may come up with a few answers.

The question of whether a three quarter-summer session pattern is preferable to a two semester-summer session pattern should be debated. Departments may wish to study course adaptations to a three-quarter system as a transitional plan. For the transfer program, they should examine revisions in courses at UCSB, which should be available by Fall, also the proposals at the two or three state colleges to which the majority of our students transfer.

Respectfully submitted,

Susanne Culler
George Frakes
Marie Gressel
Robert McNeill
Winifred Lancaster, Chairman

6/65

m.r. 11/67
Santa Barbara City College

December 8, 1967

TO:   Dr. Rockwell, Superintendent-President
FROM: Pat Huglin, Administrative Dean-Instruction
SUBJECT: Progress Report on Quarter System Conversion (Curriculum)

The following recommendations were adopted by the State Board of Education at its October, 1966, meeting:

1. That the Board of Trustees operating a junior college is reminded that the decision of conversion to the quarter system and to year-round operations is theirs to make.

2. That the State Board request that each local Board of Trustees implement the January 28, 1964, resolution of the Coordinating Council to study the four-quarter plan.

3. That each local Board of Trustees be requested to report the result of its study to the State Board of Education by January 1, 1968.

Although no decision has been made as to when, or if, the college will convert to the quarter system of operation, a sub-committee of the SBCC Curriculum Advisory Committee was formed last spring and charged with the responsibility of planning and recommending certain basic guidelines (curricular) for quarter system conversion. Finalization (adoption by the Curriculum Advisory Committee and Academic Senate) of a plan for SBCC was recommended for January, 1968.

The initial recommendations (attached) of the sub-committee have been approved by the Curriculum Advisory Committee and were forwarded to the Academic Senate for discussion and action. The recommendation of the Academic Senate on the question of quarter system guidelines was to ". . . table the matter until such time that a decision has been made to convert to the quarter system."

3.2-d
The Sub-committee met at 11 a.m., September 8, 1967, in T-4.

Present: Atkinson, Casier, Foxx, O'Dea, Miller, Huglin, and Lantagne (Chairman.)

Guest Speaker: Dr. Charles Spaulding, Professor of Sociology and Special Assistant to the Chancellor, UCSB, on Transition to Quarter System.

The chairman reviewed the problems—notably unit and time modules—identified during the first meeting of the Sub-committee. She then introduced Dr. Spaulding who, speaking from his experience, expressed the following beliefs:

1. Although the semester may be the soundest plan educationally, the mechanics of the quarter system may be handled so well the students may actually profit.

2. The pressure from many courses, more instructors, more texts, more term papers, and more finals is worse than pressure from course content.

3. The student enrolled in three or four four-quarter unit courses should do better educationally than if enrolled in five, six, or seven two-and three-unit courses.

4. The four-quarter unit course pattern allows the student to enroll in three or four classes each quarter depending on his abilities and needs.

5. The four-quarter unit module should lead to easier scheduling.

6. Normally, the three-semester unit course can be examined closely and reduced sufficiently to become a four-quarter unit course.

7. Vocational, laboratory, and other courses present problems which may be difficult, but are not insurmountable.

8. Occidental and Northwestern have successful programs based on the four-quarter unit module.

9. UCLA and Irvine adopted the four-quarter unit plan.

10. Planning will be facilitated if the faculty agrees on the general guidelines.
Questions and discussion followed.

The sub-committee on Conversion to the Quarter System recommends to the Curriculum Committee that:

1. The Academic Senate should approve the basic guidelines for the quarter system.

2. The basic guidelines should include:
   a. A reduction in the number of courses the student should take.
   b. The four-quarter unit module as the basic standard.
   c. Exceptions and deviations to be determined and allowed when necessary as the curriculum is developed.

The Sub-committee notes that consideration must be given to scheduling problems, including the lengthening of the class period.

The meeting was adjourned at 12:15 p.m.

Marie Lantagne, Chairman

ML:mr
9/22/67
MEMO

TO: The Board of Trustees
Santa Barbara Junior College District

In view of the cautious stand taken by the architects in their just-released feasibility study of the Winchester Canyon property as a site for a second Junior College campus, I feel that the Board must reconsider its position with regard to the multi-campus concept.

Attached are my comments and suggestions.

Distributed
December 14, 1967
at Board meeting

to: all Board member,
Dr. Rockwell
Mrs. McClaskey, News-Press

Winifred H. Lancaster
ON BEHALF OF A SINGLE JUNIOR COLLEGE CAMPUS FOR SANTA BARBARA

Faced with competitive demands on the taxpayer from all segments of education, Santa Barbara Junior College District must get maximum value from its dollars if it is to maintain quality instruction.

Multi-campus operations are more costly than single campus ones because of the duplication in buildings, equipment, and administrative and maintenance staff, and of the addition of central administrative staff and facilities. Justification for a multi-campus must come from reasons that counterbalance the extra costs.

Size of student body is not necessarily a factor. Judgment as to what constitutes optimal size is subjective and has varied extremely over the years. Good schools come in all sizes - small, medium and large. And the same is true of poor schools. By 1985 Santa Barbara Junior College District anticipates an enrollment of 8,500 full-time equivalent students; these can easily be accommodated on one campus with adequate acreage.

The majority of junior college districts in California operate only one campus.

Reasons for going multi-campus include:

1. Geographic distance
2. Separate and distinctive communities
3. Specialization of curricula
4. Student enrollment outgrowing old facilities
5. Large, concentrated urban populations

None of these reasons apply to Santa Barbara Junior College District.

One centrally located Junior College here could easily be within the 30 - 35 miles accessibility thought desirable for students (distances which many parts of the State cannot achieve) .... There are no large, distinctively separate communities with different interests to serve (Santa Maria maintains its own district; Goleta adjoins Santa Barbara and shares cultural centers with it)...There is no intention of establishing different types of institutions here - trade-technical, business, liberal arts - (comprehensive schools are desired) - - Our student enrollments are not outgrowing old facilities (rather, new facilities are being deliberately planned for the Mesa with the certain knowledge that they will be outgrown) ... And we are not a densely populated urban area like Los Angeles (which only recently opened its seventh campus, while we are already talking of three, and San Francisco manages with one).

Plans for a Mesa campus, a Winchester Canyon campus and a Carpinteria campus are not justifiable under any of these categories.

Nor are the geographic placements optimal.

The Mesa campus adjoins a harbor which will be enlarged one of these days, and it uses adjacent property under a joint-use agreement with the City to share recreational and parking facilities. If the college develops a year-round program, or the city's needs expand, friction is inevitable. Strain on parking facilities will increase,
# SANTA BARBARA JUNIOR COLLEGE DISTRICT
## PURCHASE ORDER REPORT
### December 14, 1967

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<th>SPECIAL RESERVE FUND</th>
<th>J.C. BOND FUND</th>
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And the purchase orders meeting definition of routine orders, per Board Policy, numbers 14155 through 14214 excepting those number listed above.

**1966-67 PURCHASE ORDER REPORT:**

Purchase Order 12557 meeting definition of routine order per Board Policy.

**CODE:** #For Ratification
SANTA BARBARA JUNIOR COLLEGE DISTRICT
PAYMENT OF GENERAL CLAIMS
December 14, 1967

General Fund

Amount due on purchase orders
previously approved by Board of Trustees $16,100.62

Amount due on claims not covered by purchase orders:

Credit Cards
Standard Oil Company $ 28.69

Laundry
Mission Linen Supply 130.50

Machine Rental
Pitney-Bowes Incorporated 44.10
3M Business Products Sales Incorporated 30.00

Oxygen
Hopper, Incorporated 114.65

Rent
El Paseo El Presidio Properties 92.00

School Supplies
Revolving Fund for Warehouse Stock 121.44

Transportation
Maxine Dekker 12.80
Jack Sanford 16.20
Eleanor Simmons 8.30
Russell Wenzlau 8.40

Travel and Conference
Cedric Boaseke 31.15
Lisle C. Bresslin 29.70
James E. Foxx 31.48
Sidney R. Frank 10.65
Winifred H. Lancaster 11.50
Dorothy N. Maigs 15.90
Louise S. Mizo’e 9.90
Norman G. Mouck, Jr. 34.40
Guy H. Peterson 31.55
Elwood Schapansky 30.95
Ralph J. Schiferi 24.28
Sears Travel Service 282.50
Richard F. Tiapa 24.90
Selmer C. Wake 140.35

Utilities
General Telephone Company 895.85
Sanitation Service Company 147.60
Southern California Edison Company 1,904.75
Total - General Fund 4,264.49

$20,365.11

Special Reserve Fund

Amount due on purchase orders
previously approved by Board of Trustees $36.70

5,28
**SANTA BARBARA JUNIOR COLLEGE DISTRICT**

**BID TABULATION**

Bid #62 - SBCC - Microscopes

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<tr>
<th>BIDDER</th>
<th>24 MONOCULAR MICROSCOPES</th>
<th>24 STEREO MICROSCOPES</th>
<th>BOND</th>
</tr>
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<td>alt. 97.00</td>
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<td></td>
<td>alt. 260.00</td>
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<tr>
<td>LOS ANGELES SCIENTIFIC</td>
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<td>@ 128.32</td>
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</tbody>
</table>

The Johnson & Co. bid on the monocular microscopes is the low bid.

According to Dr. Profant, the stereo microscopes by Barker Products Inc. and Los Angeles Scientific do not meet requirements. Johnson & Co. bid is the low acceptable bid.

**MONOCULAR MICROSCOPES** $4,440.00  
**STEREO MICROSCOPES** $2,668.00  
**Sales Tax** $7,128.00  
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TO: Members of the Board of Trustees

FROM: Henry H. Bagish, President, Academic Senate

SUBJECT: Reasons for my Dissatisfaction with the County Counsel Opinion Concerning the Structure of the Academic Senate (as requested by Mr. Garvin)

My belief that the County Counsel opinion is faulty and ill-advised is based upon the following points:

1. A bulletin from the Bureau of Junior College Education, dated September 18, 1964, stated: "Several comments may be helpful in interpreting the new section (131.6) that will be added to the California Administrative Code, Title 5, Education... It provides that only full-time certificated employees who are not required to hold an administrative or supervisory credential for their services shall vote whether or not a senate or council is desired and what 'the composition, structure, and procedures' of it shall be, but the membership may include any employee of the college whom the faculty (as defined) may designate." (Emphasis added.) This statement appears crystal clear in meaning, yet is contradicted by the County Counsel opinion. (Incidentally, the voting requirements and procedures specified were strictly adhered to in establishing our Senate; only full-time faculty members, as defined, voted to establish the Senate.)

2. A major argument of the County Counsel opinion involved an interpretation of references in Assembly Concurrent Resolution No. 48 to the traditional participation of faculty members of institutions of higher learning in academic senates, and the fact that such senates are found at the other two levels of higher education in California. The implication is that the precedent thus set would seem to preclude administrative participation in such senates. While faculty members do of course participate in academic senates throughout the state and nation, this does not mean that administrators cannot, and do not, in point of fact, participate in the senates along with them. In fact, to the best of my knowledge, this is the way in which most academic senates are organized in institutions of higher education. While I do not know of any nationwide study of all academic senates, in the one nationwide sample of academic senates that I am familiar with (reported in a study entitled "Faculty Participation in Academic Governance" by the Task Force on Faculty Representation and Academic Negotiations of the American Association for Higher Education,
1967, the majority of senate studied did have administrators as members. In California, the Academic Senate of the University of California (generally regarded as one of the most effective and powerful senate in the nation) includes the "President of the University, Vice-Presidents, Chief Campus Officers (Chancellors and Provosts), Deans, Directors, Registrars, chief librarian on each campus of the University" as well as professors and instructors. The statewide Academic Senate of the California State Colleges includes the Chancellor as member, and while I do not know the composition of all individual State College Senates, two of the three State Colleges that the Task Force mentioned above studied do have administrators in their campus Senates. In short, the "integrated" or "mixed" Academic Senate would appear to be the norm rather than the exception in institutions of higher education.

3. The second, "gratuitous" portion of the opinion seems to find offense in the simultaneous existence of both a Representative Council and a larger, all-inclusive Senate, both able to recommend policies. The fact that the larger, non-elected Senate (which contains the total electorate) has the right of review of the actions of the elected Representative Council also seems to meet with disfavor. To us, the creation of an executive board of a workable size seemed a sensible (as well as common) practice, and the idea of review by the total electorate seemed in the best tradition of democratic procedure. Indeed, in a survey of California junior college Academic Senates published by the California Teachers Association in October, 1965, a majority of Senates indicated similar practices: 54% reported that their Senates included the total electorate as members, 52% reported an Executive Board within the larger structure, and 64% reported ratification of recommendations by the total membership. Thus, if this opinion were to set a precedent for other County Counsel opinions, conceivably a majority of the state's junior college senates could be declared invalid.

4. I question the validity of any ruling resulting from a quasi-judicial process in which one of the parties involved has no opportunity to present arguments on its own behalf. The organization whose structure was in question, the Academic Senate, had no opportunity to present arguments or briefs on its own behalf.

5. In addition to questioning the validity of the County Counsel opinion, I feel strongly concerning the desirability of having administrators as members of the Senate. In 1964 the committee of the Instructors' Association that was charged with organizing a Senate made this statement in a report explaining its reasons for recommending an "integrated" Senate:

"Many other junior colleges have a faculty-administration relationship far less ideal than our own. The two factions are often gripped in a struggle for power, and here the instructors-only type of faculty senate becomes simply
another weapon in the struggle, a form of countervailing power designed to offset the power of the administration.

"Our situation, however, is different, and hence our needs are different. Our faculty is, and has been for a long time, a strong faculty. For many years we have participated fully in formulating the policies of the college. We have never shirked the responsibilities and the work involved in helping to build the college and its procedures. Moreover, the faculty and administration have a long tradition of cooperation, of working together harmoniously in the best interests of the college.

"What we need, then, is not a competitive power structure, but rather a unified, democratic organization, which will have the strength that comes from examining, discussing, and solving problems together—and speaking out, when necessary, with a single, unified voice."

6. I do not agree with the opponents of the "integrated" Senate in their belief that it inevitably leads to a compromise and weakening of faculty positions before they get to the Board of Trustees. A faculty which comprises the great majority of the membership of a Senate (as we do) never has to compromise any position. If it feels that its position is correct, despite opposition from its administrative members, it needs only to outvote the small administrative minority, and convey its recommendations to the Board. The faculty may compromise, of course—but only if it wants to; that is, only if it feels that the information and points of view contributed by administrators are sufficiently valid to warrant such compromise.

7. In a paper delivered to the 1966 Summer Conference of the Association for Higher Education, I tried to distinguish between two philosophies concerned with the relationship between faculty and administration. One I called the "class-conflict" approach, the other the "partnership" approach.

In explaining my preference for the latter, I said, "One of the most pressing needs on most junior college campuses is for communication: better, closer, and more continuous communication between faculty and administration. The class-conflict view makes for separation, and separation in turn hinders communication—while at the same time it breeds ignorance, uncertainty, anxiety, fear, mistrust, and ultimately an almost paranoid atmosphere. 'What are they up to now?' 'What are they plotting next?' I am sure most of us are familiar with the symptoms."

In evaluating the results of the embodiment of the partnership approach in our integrated Senate at Santa Barbara City College, I was able to report "We have certainly achieved a mode of communication which is constant, immediate, and intimate. Paranoia does not have much of a chance to get started on our campus."
8. I find it a rather ironic twist of fate that our integrated Senate here at Santa Barbara City College should be dealt this blow at the very time when it has become a kind of model for the rest of the nation. At the Conference mentioned above I described our Senate, its philosophy and structure in considerable detail; following the Conference, I received many requests for additional information, copies of our Constitution, etc., from all over the country. In addition, even though our Senate was not mentioned by name in the AAHE Task Force Report cited in #2 above, the fact is that our successful experience here formed at least one basis for this recommendation of the Report (p. 39):

"Ideally, the membership of the Senate should be 'mixed'. That is, it should be comprised of elected representatives of the faculty and of designated members of the administration sitting on an ex officio basis. A 'mixed' Senate will facilitate the exchange of information and opinions between the faculty and administration. It will create a structure in which there is the expectation that administration plans will be brought to the faculty for prior consultation and discussion. In a 'mixed' Senate, as contrasted to a 'pure' faculty organization, there is less likelihood that the administration and the faculty will develop hardened positions, insulated from the rational arguments of the other side."

This Report, copies of which have been sent to the Board, administration, and faculty of every institution of higher education in the country, has already provoked considerable interest and reaction--both pro and con.

So that it will not be thought that this spreading of the "integrationist" gospel is due only to my own biased evangelistic zeal (since I was a member of the AAHE Task Force mentioned above), another recent report (in which I played no part) contained a similar recommendation. A 1966 conference sponsored by the American Association of Junior Colleges made this statement (reported in "A Faculty Role in Policy Formation", by Robert Lahti in the September, 1966, issue of the Junior College Journal):

"It is recommended that in order to exercise and carry out the concept of 'involvement of constituent groups' in policy formation, there should be established an organization of the faculty; (i.e., a faculty council, senate, or collegium), such group to comprise both administrators and members of the teaching faculty of the institution." (Emphasis original.)

Having come so far, with other institutions beginning to follow our lead (Junior colleges in particular; four-year colleges and universities have generally been long ahead of us), my hope is that we shall not have to be turned back.
TO: Members of the Board of Trustees

FROM: Robert Casier, Member of Academic Senate

SUBJECT: My Personal Thoughts on the County Counsel's Opinion Relating to the Organization of the City College Academic Senate

This statement is in response to a request from the Board of Trustees for a written exposition of my thoughts on the County Counsel's opinion relating to the organization of the City College Academic Senate. Let me hasten to say that I speak only for myself and not the other members of the Senate who also endorse the County Counsel's opinion.

It is clear to me that the intent of the state legislature was to permit the creation of organizations which would allow junior college teachers to have an independent voice before local boards of education. The California Education Code, as the County Counsel points out, defines faculty as "those certificated persons who teach full time in a junior college or other full-time certificated persons who do not perform any services for the college that require an administrative or supervisory credential."

As I stated in an interview with Channel, the separation of administrators from the Academic Senate does not preclude cooperation between teachers and administrators in approaching the problems which face the college. Cooperation between administrators and the faculty existed before the creation of our Academic Senate, and there is no reason to believe things should be otherwise in the future. The basic change provided by the creation of the Academic Senate is that teachers now have a right to be heard by the board.

One of the main arguments made by the proponents of an integrated senate is that this type of organization facilitates communication between the faculty and administration. A separate faculty senate need not deter communication. When there is need for information which can be provided only by an administrator, there is nothing to prevent the faculty from inviting a representative from the administration to attend a faculty group meeting. The administration is not likely to refuse such a request. There is also a possibility for a limited number of college committees which would include both teachers and administrators.

It has been suggested that the new organization will bring about a "confrontation" between the faculty and administration. I confess that I don't know exactly what "confrontation" means in this instance. I do favor "confrontation" if it means that the recommendations of the Senate committees will now go directly to the President rather than through a "Representative" Council composed of one-third administrators. The administration of the college is properly and of necessity going to be involved in all aspects of policy making. As the County Counsel points out, "If administrators have senate membership they would assist in formulating senate recommendations and would then consider those recommendations in their capacity as administrators."
In terms of access to the board, the administration enjoys important advantages over the faculty. It therefore becomes imperative that the faculty have an independent voice before the board should it not be possible to find agreement between the teachers and administrators through the established college procedures.

We must recognize that faculty and administration play distinct roles within a college. Any smoothly functioning organization must have a division of responsibilities. As I see it, the basic function of the administration is to provide leadership for the entire school community and to represent the college before the local community. The primary responsibility of the faculty member is to teach. This is not to say that the faculty members are or should be unconcerned about either the school or local communities. They cannot, however, devote full time to such matters.

As a teacher, I am particularly concerned about matters that directly relate to the instruction function. I would be terribly upset were the administration to unilaterally recommend to the board policies relating to such matters as course offerings, academic standards, academic freedom, and teacher load. Initiative in these areas must be assumed by the faculty. Conversely, leadership on such matters as the budget and campus planning properly belong with the administration. To attempt to involve the faculty in every stage of budget making, as presently practiced under the integrated senate, is a great waste of time and personnel.

My position does not condone administrative action in the aforementioned areas without consultation. Budget and building plans, for example, should be referred to the appropriate faculty committees for reaction. Should the wishes of the faculty be ignored by the administration, the President of the Academic Senate should so inform the board.

When teachers do not perform ably in the classroom or violate established policy, the administration should take steps to correct the situation. Similarly, when the administration does not provide effective leadership or is remiss in the application of established policy it should be held accountable. The faculty can play a role in this regard and the Academic Senate is the vehicle. Should regular processes of communication and negotiation fail, it may be necessary as a last resort for the senate to pass motions of censure on specific items and even pass a vote of no confidence in the administration on the general manner in which the college is being run.

This is no brief for unlimited faculty power. Whoever exercises power should exercise it in a responsible manner. This includes the faculty, the administration, and the board. The welfare and progress of the college depend upon a mutual respect for the functions and responsibilities to be performed by each.

RC/It

Postscript: I didn't know where to put this, but I strongly feel that all administrators, other than the President and the Business Manager, should teach at least one class per year.