

R E P O R T R E S U M E S

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RELATIONSHIPS OF FACULTY SENATES (COUNCILS) TO THE ADMINISTRATIVE STAFF, PRESIDENTS AND/OR SUPERINTENDENTS, AND BOARD OF TRUSTEES IN SIXTY-EIGHT CALIFORNIA JUNIOR COLLEGES AS REPORTED BY THE PRESIDENTS OR VICE PRESIDENTS.

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PRESIDENTS OF 68 CALIFORNIA PUBLIC JUNIOR COLLEGES RESPONDED TO A QUESTIONNAIRE CONCERNING THE PLACE OF THE FACULTY SENATE IN POLICY DEVELOPMENT. AT A MAJORITY OF THE COLLEGES (1) AN ADMINISTRATIVE COUNCIL REVIEWED SENATE RECOMMENDATIONS BEFORE ACTION BY THE PRESIDENT, (2) THE SENATE MADE RECOMMENDATIONS IN MATTERS OTHER THAN POLICY, (3) THE SENATE DID NOT MAKE RECOMMENDATIONS DIRECTLY TO THE GOVERNING BOARD, (4) CREDIT ON TEACHING LOAD, OR RELEASED TIME, WAS NOT GRANTED FOR SENATE SERVICE. AREAS OF MAJOR CONCERN TO FACULTY WERE RANKED IN ORDER OF THE NUMBER OF RECOMMENDATIONS PRESENTED-- (1) INSTRUCTIONAL POLICY, (2) FACULTY SALARIES AND SALARY SCHEDULES, (3) FACULTY PERSONNEL MATTERS SUCH AS LEAVES, RECRUITMENT, AND INSURANCE, (4) CLASS SIZE AND WORK LOAD POLICIES, (5) ACADEMIC FREEDOM AND CONTROVERSIAL ISSUES, (6) IMPROVEMENT OF ARTICULATION AND TRANSFER PROGRAMS, (7) DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS, AND (8) AIDING THE LESS ABLE STUDENT. A COPY OF THE QUESTIONNAIRE AND THE LEGISLATION AUTHORIZING FACULTY SENATES IS INCLUDED IN THE REPORT. (WD)

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RELATIONSHIPS OF FACULTY SENATES (COUNCILS) TO THE ADMINISTRATIVE STAFF,
PRESIDENTS AND/OR SUPERINTENDENTS, AND BOARD OF TRUSTEES
IN SIXTY-EIGHT CALIFORNIA JUNIOR COLLEGES
AS REPORTED BY THE PRESIDENTS
OR VICE PRESIDENTS

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Based on a Questionnaire Survey of Opinions
Carried Out Between February and May 1967

by

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Stockton, California 95204

August 1967

JC 670 877

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PURPOSE OF STUDY ON FACULTY SENATES

The purpose of making this study was outlined in the letter on the following page mailed to seventy-eight California Junior College Presidents. The full-page questionnaire shown on page 3 was mailed initially and replies were received from 68 colleges for an eighty-four per cent return. Following a preliminary review of replies it was readily apparent that answers to several additional questions would be needed. The post card explanatory remarks and questionnaire are reproduced on page 4.

NEED FOR INFORMATION

While the letter on page 2 describes why this college needed this information, there has been only limited information reported on Faculty Senates in Junior Colleges since the State Board adopted Section 131.6 of Title 5 of the California Administrative Code. A copy of the provisions of this section is printed on page 5.

As indicated in the referenced letter, the absorption of Faculty Senate into the policy organization of San Joaquin Delta College was a new experience which materially affected the way in which the Board, President, Deans and Division Chairmen worked with the faculty on policy matters. Consequently, in order to be better versed on how other California junior colleges were making this adjustment and structuring the communication relationship of these operations and individuals with the recently created Faculty Senate, the information obtained through this study has materially aided the future course to be taken by this college.

APPRECIATION

The data given in this report would not be possible without the assistance of the very busy and heavily loaded college presidents who took the time from their pressing commitments to complete the questionnaires. Without their having done so, relevant information could not have been compiled. The staff of San Joaquin Delta College wishes to express its appreciation to each of them for his time and professional help to enable this information to be assembled.

San Joaquin Delta College

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MARION K. BANDLEY
ADMINISTRATIVE ASSISTANT
EXT. 264

February 16, 1967

Dear

Prior to the publication of Section 131.6, Title 5, this college secured faculty involvement in many matters through an organization consisting of Division Chairmen. Since a Faculty Senate was organized three years ago, the college has continued operating with Division Chairmen while at the same time complying with the aforementioned regulation by attempting to involve the Faculty Senate into policy formation for the college. The organizational and communication channels have been made more complex by the creation of a Negotiating Council in the Fall of 1965.

In evaluating the recommendations of the Faculty Senate over the past three years and the way in which the channels of operation have taken place, the questions contained in the attached questionnaire have arisen. The adoption of new policies has been a slow process due to the time taken to allow proper involvement of the Faculty Senate and Administrative Council on policy formation and other salient college problems. The ideal working arrangement has not as yet been evolved. There is a need by this college for information as to how the Faculty Senate has been operating in other junior colleges. It would be most helpful to me if you would complete the information on the attached questionnaire and return it in the envelope enclosed to assist you in complying with this request.

It would be appreciated if frank answers are given by you, the president, or the vice president. The names of respondents and the names of the college will not be revealed in any summation or data prepared from this questionnaire, if desired. I plan to have my Administrative Assistant put the answers in a form so as to publish the results of the findings of this questionnaire to all who assisted in furnishing data so that benefits beyond the use of this college might be obtained.

Sincerely,



BURKE W. BRADLEY

BWB:MKB:vls
Enclosure

**QUESTIONNAIRE ON FACULTY SENATE (COUNCIL)
OPERATIONS IN CALIFORNIA JUNIOR COLLEGES AS REQUESTED OF THE
PRESIDENT OR VICE PRESIDENT**

1. Does your college have an established Faculty Senate (Council)? Yes _____ No _____

2. If your answer is "Yes", please answer the following questions on the relationship of the Academic Senate to the Administrative Staff:

a. Are Faculty Senate recommendations referred to the Administrative Staff (Council) for review and recommendation by the President before he takes action on them?

Comment: _____

b. Does the Faculty Senate limit its role to policy recommendations or does it make recommendations on anything that affects the college? Comment: _____

c. Please rank 1, 2, 3, etc. (number 1 being the highest or greatest) the primary areas in which the Faculty Senate has made the greatest number of recommendations:

- | | |
|--|-------|
| Improvement in instructional policies | _____ |
| Class size and/or work load policies | _____ |
| Faculty salaries and salary schedules | _____ |
| Academic freedom and controversial issues policies | _____ |
| Building vocational education programs | _____ |
| Improving articulation and transfer programs | _____ |
| Faculty personnel matters (leaves, recruitment, insurance, etc.) | _____ |
| Seeking ways to aid the less academic inclined students | _____ |
| Other: _____ | _____ |

3. Relationships of the Academic Senate to the Board of Trustees

a. Does your Faculty Senate President sit at the Board of Trustees table, or has the Faculty Senate made the request to do so? _____

(Please furnish a rough design of the arrangement of your Board Room showing location of board members, superintendent, recording secretary, press and other special seating.)

b. Has the Faculty Senate presented recommendations directly to the Board after consultation and disapproval of the administration (superintendent) per Section 131.6, Title 5? Yes _____ No _____

c. Did their recommendation receive Board approval? Yes _____ No _____

d. Do you allow Faculty Senate representatives to speak at every board meeting if desired? Yes _____ No _____

4. What do you think the Faculty Senate role should be in a junior college? _____

(If more space is needed, continue on back)

ADDITIONAL ANSWERS NEEDED REQUESTED BY POST CARD AS FOLLOWS:

I recently requested you to complete a questionnaire pertaining to Faculty Senate or Faculty Council matters. In this questionnaire I omitted a key area and would appreciate greatly the receipt of answers on questions that should have been asked at that time.

At a later date it is my plan to furnish each junior college with a summary report giving the salient information obtained on this subject from my earlier questionnaire and this card.

Your reply to these questions is greatly appreciated.

Sincerely,
Burke W. Bradley
BURKE W. BRADLEY
Superintendent-President

1. In your opinion, is the granting of units or release time to Faculty Senate personnel intended in Section 131.6, Academic Senate's or Faculty Council, Title 5, Education Code? Yes ___ No ___
Comment: _____

2. How many units (15-16 teaching load) per semester, if any, is granted each of the following Faculty Senate personnel:
1) President _____ 2) Vice President _____ 3) Secretary _____
4) Each Faculty Representative _____ Committee Chairman _____

3. If your answer to above is none in all cases, and you grant release credit or time on some other basis for any of these positions, please explain. _____

4. If your answer to both questions above is none, what would be your reaction to a request for units or release time credits?

SECTION 131.6, TITLE 5, EDUCATION, OF THE CALIFORNIA
ADMINISTRATIVE CODE WHICH REGULATION OF THE STATE OF CALIFORNIA
PERTAINING TO FACULTY SENATES READS AS FOLLOWS:

131.6 Academic Senates or Faculty Councils. (a) For the purposes of this section:

(1) "Faculty" means those certificated persons who teach full time in a junior college or other full-time certificate persons who do not perform any services for the college that require an administrative or supervisory credential.

(2) "Academic senate" or "faculty council" means an organization formed in accordance with this section whose primary function is, as the representative of the faculty, to make recommendations to the administration and the governing board of a school district with respect to academic and professional matters.

(b) In order that the faculty may have a formal and effective procedure for participating in the formation of district policies on academic and professional matters described in (a) (2), the faculty first must decide by secret ballot to have an "academic senate" or "faculty council," in which case the governing board of each school district shall establish such an "academic senate" or "faculty council" in each junior college by authorizing the faculty to:

(1) Fix, and amend, by vote of the faculty, the composition, structure, and procedures of the academic senate or faculty council.

(2) Select, in accordance with accepted democratic election procedures, the members of the academic senate or faculty council.

(c) The academic senate or faculty council shall present its written views and recommendations to the governing board through regularly established channels. However, the senate or council, after consultation with the administration, may present its views and recommendations directly to the governing board.

(d) The governing board shall consider such views and recommendations. It may entertain oral presentations thereof by the senate or council at any board meeting

Note: Authority cited: Sections 152 and 22650, Education Code.

History: 1. New section filed 9-14-64 as an emergency; effective upon filing (Register 64, No. 19).

2. Certificate of Compliance-Section 11422.1, Government Code, filed 11-17-64 (Register 64, No. 23).

SUMMARY OF QUESTIONS AND ANSWERS

1. DOES THE COLLEGE HAVE A FACULTY SENATE?

Each one of the 68 colleges answering the first questionnaire (letter) stated that they have a Faculty Senate.

2. ARE FACULTY SENATE RECOMMENDATIONS REVIEWED BY ADMINISTRATIVE STAFF (COUNCIL) BEFORE THE PRESIDENT TAKES ACTION ON THEM?

Categories of Replies

<u>Yes</u>	<u>No</u>	<u>Usually or Sometimes</u>	<u>Other</u>	<u>Total</u>
45	6	4	*13	68

Only six presidents stated unequivocally that Faculty Senate recommendations were not reviewed by the Administrative staff or council before the President acted on them.

* Several different procedures are followed by 13 colleges reporting. Example of other procedures reported were as follows:

1. The recommendation goes directly to the President and he may review with the Deans.
2. The President meets with the administrative staff and the President of the Faculty Senate to make policies or board recommendations.
3. Any Faculty Senate recommendation on policy matters requires a majority of the Faculty Association at a regularly called meeting.
4. Senate recommendations are referred to the Superintendent but not to the Administrative Council.
5. Several institutions stated generally that they were new institutions and their Senate-Administration-Board relationships are still in the process of development.
6. Several indicated they haven't had any recommendations yet, but assume the Administrative Staff would evaluate before final action is taken by the President.

3. DOES THE FACULTY SENATE LIMIT ITS ROLE TO POLICY RECOMMENDATIONS OR MAKE RECOMMENDATIONS ON ANYTHING THAT AFFECTS THE CAMPUS?

Categories of Replies

<u>Only Policy</u>	<u>Usually Policy</u>	<u>Anything</u>	<u>No Limit</u>	<u>Other</u>	<u>Total</u>
12	7	32	5	12	68

1. Thirty-two college presidents reported that their Faculty Senate concerned itself with anything they choose to consider.
2. Five replied similarly by indicating that there was no limit, but this seemed to be unfortunate.
3. Twelve stated that they had confined their actions to policy recommendations only.
4. Seven others stated that they usually concerned themselves with policy.

Typical comments were "The intent is to deal with policy matters, however, this is not an easy line to draw. We should be receptive to suggestions of all types."

Another stated, "Intent is to restrict vote to policy. This is one of the problems we are studying. Any large matter becomes a matter of policy."

One interesting remark was "They attempted to adopt the latter role (make recommendations on anything) but I feel the administration has been able to limit them to policy recommendation."

Twelve colleges have Faculty Senates who are still rather new. Comments were given such as, "new District," or "We are a new institution in the first year of operation, which means that our Senate-Administration-Board relationships are still in the process of development."

Other significant comments on this question were: "Very few suggestions of any kind; permanent committee structure is very active." Also, "Its role has never been clarified in spite of suggestions that it do so. However, it only began to function last spring."

In summary, it appears that half of the California Junior College Faculty Senate are dealing with any college matter, while the Presidents of many junior colleges believe the intent of Title 5 provisions limit its role to policy recommendations. The latter view appears to be more commonly held where the Faculty Senates membership consists only of ". . . full-time certificated persons who do not perform any services for the college that require an administrative or supervisory credential." Although the composition of Faculty Senates was not a part of this study, a review of all the replies indicated some colleges have a Faculty Senate containing administrative and supervisory personnel also as members. At any rate, the pattern varies considerably with some college senates making suggestions on any problems, while others are making recommendations to the presidents primarily on policy matters only of an academic or professional nature.

4. PLEASE RANK 1, 2, 3, ETC. (NUMBER 1 BEING THE HIGHEST OR GREATEST) THE PRIMARY AREAS IN WHICH THE FACULTY SENATE HAS MADE THE GREATEST NUMBER OF RECOMMENDATIONS.

In an attempt to determine what areas within the college Faculty Senates were making the greatest number of recommendations and thus get some indication of the major general educational fields in which Faculty Senates were concentrating their actions, under this question a listing of what was thought to be the primary eight fields of activity was printed. Since this listing could not possibly be all inclusive, an "other" column was added so that any other major activity areas might be written in. College presidents were asked to put in rank order the "Primary areas in which their Faculty Senate had made the greatest number of recommendations."

The rank order in which the presidents reported the areas was easy to tabulate and establish based on the answers reported. The rank of the 8 listed areas was as follows:

<u>Rank</u>	<u>Primary Area of Recommendation</u>
1	Improvement in instructional policy
2	Faculty salaries and salary schedules
3	Faculty personnel matters (leaves, recruitment, insurance)
4	Class size and/or work load policies
5	Academic freedom and controversial issues policies
6	Improving articulation and transfer programs
7	Building vocational educational programs
8	Seeking ways to aid the less academic inclined students.

An analysis of the data and comments submitted revealed the following significant information.

1. With the exception of the area of "Improvement in instructional policy," which was one of the 3 primary areas where the greatest number of Faculty Senate recommendations were made by the Faculty Senates of 26 California Junior Colleges, the Faculty Senates are making recommendations chiefly in the areas of salary, personnel matters (leaves, recruitment, insurance) and class size and work load policies. Sixty-five of the junior colleges listed one of these areas as one of the three primary areas in which the Faculty Senate made its greatest number of recommendations. These areas are definitely the areas of concern to the Faculty Senates.

2. The area of Academic Freedom and Controversial Issues policies was the predominately third, fourth, and fifth ranking area to many junior colleges. It was not a primary area like instructional policy, salaries, personnel matters, class size and work load to junior colleges since only two ranked it number 1 area and six number 2 area. Other than the activity areas listed in sentence two of this paragraph it was the only additional area which has wide spread concern by many Faculty Senates, but its priority with them was definitely a secondary one.

3. Only 4 colleges reported "Building vocational education program" as one of their 3 primary areas. Likewise, only 4 colleges reported "Improving articulation and transfer programs" as one of their 3 primary areas. The area "Seeking ways to aid the less academic inclined students" was ranked either the 7th or 8th primary areas of recommendations by only twelve colleges.

This data seems quite conclusive that Faculty Senates are making very few, if any, recommendations affecting vocational education programs, articulation and transfer programs, and in aiding the less academic inclined students. In spite of this data, it would appear that these are areas where a Faculty Senate might make a most noteworthy contribution to a junior college.

4. Among the "other" or miscellaneous areas of Faculty Senate recommendations, two colleges reported their primary area to be on "Faculty-Administration-Board policies and relationships." Some areas of concern to only one or two colleges were "pupil personnel registration", "bookstore management", "school calendar", "reviewing philosophy of college", "Book selection in library", and "probation and dismissal standards."

5. There were also the comments of presidents of new colleges voluntarily added by way of further explanation. These stated that they were a "new institution", "opens September, 1967", "not done much anywhere", and "no recommendations to date."

In summary, based on the reports of College Presidents, Faculty Senates in California Junior Colleges have made the greatest number of recommendations to their administration and boards of trustees primarily in areas which materially affect their personal lives and working conditions, that is, in salary, personnel matters (leaves, insurance, etc.), class size, and work load policies. Secondarily, they have helped themselves and the students on improvement in instructional policy and academic freedom and controversial issues policies. They have done little and seem to show only a low priority interest in student problems pertaining to articulation and transfer, improving vocational education programs and in seeking ways to help the less academic inclined students.

5. DOES YOUR FACULTY SENATE PRESIDENT SIT AT THE BOARD OF TRUSTEES TABLE, OR HAS THE FACULTY SENATE MADE THE REQUEST TO DO SO?

This question was asked since the Faculty Senate and its President particularly at San Joaquin Delta College had been pressuring for two years to get approval of the Board of Trustees to sit at the Board of Trustees table.

Of the 68 colleges replying to the questionnaire, 66 answered this question. Sixty-four of these said "No" very distinctly, while two indicated "Yes". The comments of the latter were as follows: "The President sits at the table, having been invited to do so," and second, "He does and is welcomed and is asked for faculty reactions at nearly every Board meeting."

The comments of the 64 saying "No" varied from "No he does not nor has he requested to do so," to "Faculty members are always welcome at board meetings. They do not 'sit' at the table. No sir!" Another stated, "I think it has suggested this without formal request - but it does not sit there." Several presidents considered this an unthinkable matter. One commented, "God, no! Board and Supt. - y! This is a crazy symbol. Senate is advisory body." Another echoed this same sentiment by saying "Hell No! The faculty senate president sits in the audience. He represents less than any one taxpayer in the district."

Perhaps the most unusual situation was reported by a college president as follows: "Until recently he sat in the audience. The Senate was told by the Board that they would have to improve their actions before respect for them would be forthcoming. Now the Senate has decided not to send a representative to board meetings."

Several indicated that others than board member and the Superintendent sit at the Board of Trustees table. "Since we are a multi-campus district, all college personnel including the administrators of the college, sit in the audience section of the Board Room. The seven trustees, the superintendent; the four District Directors of Instruction, Personnel, Plant and Facilities, and Funds and Business Affairs; and the classified executive secretary sit at the Board Table. Members of the Academic Senate and any other interested parties sit in the audience."

Three questions closely related to each other pertaining to faculty senate recommendations and actions before the Board of Trustees and answers thereto are as follows:

1) HAS THE FACULTY SENATE PRESENTED RECOMMENDATIONS DIRECTLY TO THE BOARD AFTER CONSULTATION OF THE ADMINISTRATION (PRES. OR SUPERINTENDENT)?

<u>Yes</u>	<u>No</u>	<u>No Answer or No Recommendation</u>	<u>Total</u>
14	48	6	68

1. Forty-eight of the college presidents reporting stated that their Faculty Senates have not presented recommendations directly to the Board after consultation of the Administration (President or Superintendent).
2. Fourteen presidents said that their Faculty Senates have presented recommendations directly to the Board of Trustees after consultation with the Administration.

A couple of salient comments of presidents stating that their Faculty Senates have not presented recommendations directly to the Board after consultation with the Administration were: "Our agreement is to compromise until we agree." Another, "Not to present date. But is possible."

Among those reporting that their Senates had presented recommendations directly to the Board after consultation of the Administration, one said, "I have never refused to transmit an item to the Board even though I disapproved it." Another, "They did request this in a few instances and this type meeting was granted." A Southern California president stated "Recommendations were presented prior to Administrative consultation by his Faculty Senate."

2) DID THEIR RECOMMENDATIONS RECEIVE BOARD APPROVAL?

This question was posed in an effort to determine whether Boards of Trustees were likely or not likely to approve recommendations received from Faculty Senates after consultation with the Administration that did not have the recommendation of the Administration. The questionnaires had too few answers to this question to draw any valid conclusions. Only three of seventeen replies submitted indicated Faculty Senate recommendations received board approval. Among the fourteen stating "No", one president commented, "No. Not without my approval."

A third question on this topic asked the college presidents was:

3) DO YOU ALLOW FACULTY SENATE REPRESENTATIVES TO SPEAK OUT AT EVERY BOARD MEETING IF DESIRED?

<u>Yes</u>	<u>No</u>	<u>No Answer</u>	<u>Hasn't Come Up</u>	<u>Total</u>
51	1	12	4	68

Only one president answered "No" to this question. It is difficult to understand why twelve failed to give an answer. The problem has never risen with four colleges.

There was a varied range of comments by those answering "Yes". These ranged from a state of little concern, such as "Yes. But they have not requested." to "If they wanted, I presume they could." to "They seldom do." to a state of careful handling of this matter such as, "This would be for the Board and the District Superintendent to determine," to "Provided it is cleared with the Superintendent in advance of the meeting," to "If the Board desires. However, if the Senate representative asked to speak, I am sure the Board would let him. He does not speak spontaneously."

In summary, the data on this question indicated that the majority of Presidents of Faculty Senates are allowed to speak at every Board meeting, if desired, but this is also the privilege of any citizen of the district. However, a number of colleges require that the Superintendent be aware of a representatives plans to speak in advance and several Presidents pointed out it depended purely on what the Board desired to do at the meeting.

ROLE OF THE FACULTY SENATE

The provisions of Title 5 on Faculty Senates are rather general and with the institution of Negotiating Councils and Faculty Senates into a college organization consisting of Division Chairmen, Assistant and Associate Deans and Deans, the specific role, function, or part played by a Faculty Senate in the total organization becomes both important and necessary to be blended into the functional operation in some specific manner. For this reason college presidents were asked the question, WHAT DO YOU THINK THE FACULTY SENATE ROLE SHOULD BE IN A JUNIOR COLLEGE?"

Since this was an open ended question, it was necessary to study the replies and try to consolidate them in as few general categories as possible. The following is an attempt to summarize some seven pages of single spaced typewritten comments:

First, a dozen college presidents indicated that the Faculty Senate should make policy recommendations only. Some felt these should be limited to faculty personnel problems, while others thought they might cover recommendations in areas of faculty competence and interest. A couple stated it should be a recommending body for any school matter involving policy.

One president's remarks were typical of those who believed its role should not go beyond policy matters. He stated, "Primarily policy considerations. Suggestions and recommendations on policy implementation. It should not act as a grievance board or committee to promote personal welfare of faculty members."

Fourteen additional presidents believed that its role should be of an advisory nature to the President or Administration. Their comments varied somewhat, for example, as being "advisory", "advisory and inquisitory", "To assist the President in policy formation and supplementation of policy", "An advisory body to the faculty and administration in all matters pertaining to educational institution", and so forth.

Ten presidents stated that the Faculty Senate's role should be to represent the faculty. While a couple did not indicated anything specific beyond "Represent faculty," others stated such representation as:

1. "To represent the faculty in a matter affecting the operation of the junior college."
2. "To express the point of view of the faculty. To assist in making college policy. To improve the effectiveness of the college program."

3. "Represent faculty opinion and recommend new procedures and policies to administration."

Four specified its role as something of a partner or joint venture arrangement. For example, one stated, "As a partner in school planning, policy making and operation." Another, "As a co-partner in decision making on policy and large issues. As a source of information. As a means of communication."

There were many comments of what the role should be which were singularly peculiar only to the college reporting. The remarks of a well-known college president of a well-known college are representative of these. He said the role was one of a "safety valve or a sort of "supreme court" where things will be taken only if they cannot be resolved or developed through regular channels."

Among the other comments of a single, unique nature was a range of remarks indicating the role might be a very favorable working relationship to one of being abolished based on the experience presidents had encountered to date. There were varying shades of usefulness and worthlessness in between the two following comments:

The President of one of the larger junior colleges said:

"Personally, I have been very pleased with the role of our faculty senate. We have had no unusual problems to date. Things could change with new leadership, etc."

A President of another equally large college stated on what he thought the role of the Faculty Senate should be:

"Fold up the tent and steal away! (i.e. get back to teaching) Actually - the Senate had made effective representation of faculty viewpoints in many ways. But also brought effective administration to a snails pace. It has taken literally months to get "required" Senate reaction or approval on items where delays have adversely affected the services of the college to its community. And the Senate has moved on a "volunteer" basis, who will volunteer for service on this committee, for this purpose, etc., etc.? So -- guess who volunteers? The axe-grinders, admin-snipers, load speaking individuals who are experts on everything and appear to delight in delaying tactics and deprecation of the function of administration. (Even the Board members have become fed up - and the lid will blow shortly--) But our case is probably the exception!"

There were a number of brief statements in long descriptions of what the Faculty Senate role should be which indicated that the President finds fault with some of the things the Senates are now doing. Examples of these are: 'This is the first year for our Faculty Senate and it really hasn't done much, other than to meet every two weeks and do busy work. They seem to spend most of their time looking for things to criticize so they can have things to discuss . . ."

Another stated the senate "Should limit activities to improvement of instruction and I am not referring to financial self interest of the instructor.

In summary, nearly half of the Presidents of California Junior Colleges, who expressed the same viewpoints as to what the Faculty Senate role should be in a junior college, state it should be one of policy advisement and recommendation or one of an advisory body to the President or Administration in areas where the faculty have the capabilities to serve effectively. There was reported a uniformly held belief that it should not act as a political self seeking group.

There was some evidence that the Faculty Senate should become a vital voice of the faculty, so that there would be one voice. However, several colleges indicated confusion prevailed because of mixed actions by Faculty Senates, Negotiating Councils, and a variety of professional organizations. Actually the most favorable expressions on the Faculty Senate role were those from colleges which didn't have any recognized professional organizations on campus or negotiating councils and the Faculty Senate consisted of both instructors and administrators. Although no further explanatory comments were made, these Senates did not appear to be organized pursuant to the provisions of Section 131.6, Title V, California Administrative Code.

The best brief conclusion that might be deduced from the many views and comments as to what the Faculty Senate role should be is that the Senate might make recommendations on things it can effectively act on, may serve as an advisory body on things that affect the faculty and the welfare of the institution, and may consolidate the faculty into a single constructive voice on policies. It should not act as a grievance board or committee; it should not employ delaying tactics and deprecation of the function of the administration, but it should seek to promote a constructive, realistic improvement of the college. This is what the comments seemed to boil down to and appears to be the role Junior College Presidents desire it to assume until and as one President put it "if and when the role is defined."

RELEASE TIME

The Faculty Senate at San Joaquin Delta College requested release time for the executive officers of the Senate in 1964-65 and 1965-66. Approval of the requests were not granted. Early in 1967 the Senate President again pressured for action on release time by the following quoted request to the Superintendent-President:

"The Faculty Senate reaffirms its recommendation for ASSIGNED TIME FOR EXECUTIVE OFFICERS OF THE SENATE, and recommends in addition assigned time for each Senate member, as follows:

Faculty Senate President-----Six (6) units

Faculty Senate Vice-President--Three (3) units

Faculty Senate Secretary-----Four (4) units

Each Faculty Representative----One (1) unit a semester,

with the proviso that the number of representatives

to the Faculty Senate, in addition to the elected

officers, be no more than 15, and weekly meetings of

two hours each.

The Faculty Senate made its original request on May 27, 1965. Since then it has discovered that numerous districts provide such time. In fact, at the CJCA spring conference, it was apparent that many Junior Colleges do provide assigned time. Probably the most cooperative, Merritt College, for example, assigns its Faculty Senate President to half time, and three units of load for each of five committee chairmen.

The Faculty Senate requests that this recommendation be presented to the Board of Trustees at the next regular meeting."

In order to determine what other junior colleges were doing and for San Joaquin Delta College Board of Trustees to consider the above request fully, the second questionnaire of four questions on release time was asked of 78 California Junior College Presidents and 62 submitted replies. The four questions were as follows:

1. IN YOUR OPINION IS THE GRANTING OF UNITS OF RELEASE TIME TO FACULTY SENATE PERSONNEL INTENDED IN SECTION 131.6 ACADEMIC SENATES OR FACULTY COUNCIL, TITLE 5, ADMINISTRATIVE CODE?

<u>Yes</u>	<u>No</u>	<u>No Senate</u>	<u>Don't Know</u>	<u>No Answer</u>	<u>Total</u>
10	45	1	2	4	62

Approximately 75 per cent of the President's indicated that in their opinion the granting of release time was not intended by Section 131.6, of Title 5.

Among the comments added by Presidents saying 'Yes', or they thought it was intended were: "It certainly doesn't proscribe it."; "To do a decent job for the college takes time.", and "Will be more specifically defined by State Board soon."

Among the comments of those answering "No", were: "131.6 (1) Defines faculty as full-time?", "I don't think it was considered at all.", "I consider this to be an undesirable practice.", "not as presently written", but not prohibited", "But we feel justified in doing it anyway."

One of the "Don't Know" answers added, "This is a legal question, currently is controversial."

2. HOW MANY UNITS (15-16 TEACHING LOAD) PER SEMESTER, IF ANY, IS GRANTED EACH OF THE FOLLOWING FACULTY SENATE PERSONNEL? PRESIDENT, VICE-PRESIDENT, SECRETARY, COMMITTEE CHAIRMAN, EACH FACULTY REPRESENTATIVE.

Of the 62 colleges answering this questionnaire, 47 gave no release time to any Senate personnel. Fourteen junior colleges gave release time to the Senate President as follows:

<u>College</u>	<u>Units</u>
1	7.5
12	3
1	2
<u>14</u>	

One additional college reported that it had 3 units of release time pending for the Senate President in School Year 1967-68. Not one of the 62 colleges responding give any release time to anyone but the Senate President as shown above.

3. IF YOUR ANSWER TO ABOVE IS NONE IN ALL CASES, AND YOU GRANT RELEASE CREDIT OR TIME ON SOME OTHER BASIS FOR ANY OF THESE POSITIONS, PLEASE EXPLAIN.

Generally the answer to the question was 'none' or nothing. However, there were some other type comments such as:

"No release time. There has been some pressure for some."

"No released time granted. Anything the Faculty Senate studies they do not because of any administrative request but for its own gratification and curiosity."

"None granted whatsoever. We have requested release time but the Board doesn't feel it is in the interest of the district."

"Our Faculty Senate is so small that release time has not been considered an issue."

4. IF YOUR ANSWER TO BOTH QUESTIONS ABOVE IS NONE, WHAT WOULD BE YOUR REACTION TO A REQUEST FOR UNITS OR RELEASE TIME CREDITS?

There were 46 separate comments made to this question. Of these 7 Presidents only indicated they would consider the matter in a favorable light. A sample of their comments is as follows:

"Am considering 3 units released time for President only next year."

"I would expect that the Board of Trustees would not be negative."

"We release Faculty Senate members from co-curricula assignments."

"Be very glad to discuss it with the Senate or Workload Committee."

Among the other 39 Presidents their replies were clearly in the category of "question", "oppose", "resent", "resist" or "refuse". Several stated that they could not afford to give time off for this purpose. A couple stated they did not believe release time is justified for activities of this nature. "It would be questioned by Board and Public." One stated, "I see no need for it - so would not favor." Another wrote, "Assuming such is legal, I would oppose. It would practically be a gift of funds in this instance." Closely related was the comments "I do not believe a faculty senate is an administrative body and therefore should not be paid," and "I think they should get administrative credentials."

In summary, although 15 colleges have granted chiefly 3 units of release time to their Senate Presidents, a number of these Presidents, along with the 47 Presidents who have not done so, report that release time is not intended by the provisions of Section 131.6, Title 5. Four of the presidents stated that it does not prohibit their doing it, while four others question the legality of release time or believe a County Council ruling should be obtained before authorizing it.

Among the college Presidents who have not as yet granted any release time, 85% of them stated that they would question, oppose, resist or refuse the granting of it were the matter to come up. It appears to be a major consensus of opinion among these Junior College Presidents that the Faculty Senate should consist of full-time faculty members whose role in policy recommending should not become so time consuming and involved that the Senate attempts to act like an Administrative body and the Senate representatives try to function as Administrators. Those Senate members who feel so inclined should obtain administrative credentials and seek one of the several Junior College Presidency positions which become vacant every year throughout California.