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CALIFORNIA COLLEGE OF ARTS AND CRAFTS

Report of the STUDENT-FACULTY-STAFF INSTITUTE
Held Monday, November 3 and Tuesday, November 4, 1969

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

Second Student-Faculty-Staff Institute
November 3-4, 1969

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ORGANIZATION

On Oct. 7, 1969, the Academic Council of the California College met to discuss, among other things, the need to hold a Faculty-Student Institute at the College in the near future. The need expressed was a summation of the requests that had been made by the various administrative office, student body and faculty members of the College. The need to organize and implement as faculty-student institute was voted on and approved by the Academic Council at this meeting.

Mr. Malcolm Wood nominated three members of the Academic Council: Martin Streich, Ronald Dahl and Mark LeSueur to serve as coordinators of this institute; their job was to create the agenda of same. The nominations were approved by the Academic Council.

Three representatives of the student body were asked to participate in the setting up of the agenda for this institute. The student representation that joined the faculty members to create this agenda committee were: Tomas del Solar, Student Body President, Daphna Yervin, and Robert Rainey of the Black Students Union.

This agenda committee for the Faculty-Student Institute held its first meeting on Wed., Oct. 15, 1969. Mr. Martin Streich served as chairman of this, and subsequent, meetings of the committee. Mr. John Lottes sat in on this first meeting. Another faculty member, Mr. Kenneth Rignall, was asked to join the agenda committee.

At the first meeting of the agenda committee, the following was decided:

1. Dates of the institute- Mon., Nov. 3- Tues., Nov. 4, 1969
2. Theme of the institute- Direction- Where is the College going? Why? How?
3. Opening Speakers: President- Harry X. Ford
Mr. John Lottes, Asst. to the President
Dr. Sterling Bunnell
4. Participants: Faculty, Student Body, Board of Trustees, Administration and Staff

Two subsequent meetings were required to create the structure of the Institute.

STRUCTURE

A. The Agenda Committee elected to set up a series of "Workshops" in which the more pressing issues pertaining to the College as a whole will be acted upon. Each workshop group, composed of Faculty, Students, Board of Trustees and Staff representatives, will be charged with the presentation to the Institute body of working statements for the implementation of action regarding the problems or questions of that workshop group.

B. A general assembly of the Institute participants will take place the morning of the first day of the Institute. The participants will subsequently gather in workshop groups for the rest of the first day and for part of the second day.

C. Each workshop will organize or structure itself. Each will build its agenda, roughly, around those points, or items, listed under the workshop titles. The workshops should establish priorities regarding the items on their respective agendas and work accordingly.

D. A chairman has been appointed for each workshop by the Student/Faculty Institute Agenda Committee. Each chairman should appoint, or have his staff elect, a recording secretary and a runner. The runner's job is that of liaison between the various units of the Institute. If any workshop wishes to use a tape recorder, contact Ken Washburn in the BUREAUCRACY WORKSHOP.

E. Each of the first six workshops listed, should as it forms its agenda, weed out certain gripes, complaints, problems—things really not relevant to the intent or purpose of that workshop. These miscellaneous items should be shunted to the SUMP WORKSHOP as soon as they are formulated; that is, if the participants feel that the items are deserving of workshop action. These items will serve to create the agenda of the SUMP WORKSHOP. This workshop will establish the priority of these items and work accordingly.

F. There is one other unit in addition to the Institute Workshops. This unit (we decided to call it the TAC SQUAD) will be made up of members of the administration, staff, student body, and faculty. These members, generally would move at will between the various workshops for information or expertise. The TAC SQUAD came about because it was the consensus of the Agenda Committee that certain individuals would best serve the Institute if they were more mobile, in terms of the Institute structure. Caroline Paulson will be at the TAC SQUAD Center. She will take care of requests from the workshops for information and also handle requests of TAC SQUAD personnel.

G. All of the workshops can call on any participant of the Institute for information or expertise.

H. Members of the Board of Trustees have been asked to participate in the Institute workshops.

I. Faculty, students, and staff not assigned to any particular workshop, may assign themselves to the one in which they feel they could best contribute.

J. On the afternoon of Tuesday, November 4, (1:00pm - 4:30pm), the statements of the various workshops will be presented to the Institute Assembly in Nahl Hall, workshop by workshop. The presentations should be read by the representative (Chairman or Secretary) of each workshop. Presentations will be made in order of their listing of this schedule. After all of the presentations have been made the meeting will be open for discussions on the proposals made by the workshops.

STUDENT/FACULTY INSTITUTE WORKSHOPS

1. BUREAUCRACY WORKSHOP

- a. Are there bureaucratic obstacles? If so, how can these be alleviated?
- b. Examine CCAC power structure. How effective is the organizational flow?
- c. What is the optimum role of the Board of Trustees? Regarding fund raising, faculty privileges, budget?
- d. Examine relationship of staff to faculty and students. What are roles of the different offices?
- e. Do we need an ombudsman and/or a dimensions committee?

2. SERVICES WORKSHOP

- a. How well do our services support and/or enhance our learning environment?
- b. Examine needs and effectiveness of services. What about improvements? Examine the following:
 1. Studio workshop facilities (Studio 6, Foundry, etc.)
 2. Library
 3. Media Center
 4. Cafeteria
 5. Staff Offices and Services (Admissions, Student Records, Reception, etc.)
- c. Intercampus communication--is the weekly bulletin adequate? Does anyone read it?
- d. What can be done to improve communications between services, faculty and students?

3. INTEGRITY WORKSHOP

- a. What sort of philosophic statement can we make about our school and substantiate by our action?
- b. What is an art school? What is our art school?
- c. Whose school is it?
- d. Where is it going? Why? How?
- e. What is the school's relationship to society in general?
- f. How are we responding to the needs of the racial minorities within the College?
- g. As a school, are we providing the optimum for all students? In all respects?
- h. Are we geared to being a "professional school"? What is it, that we offer, that makes us unique? Are we unique?

4. SCHOLARSHIPS AND GRANTS WORKSHOP

- a. Examination of grants, loans, scholarships, teaching assistantships, work/study.
- b. Examine financial assistance for minority students.
- c. Are there ideal means for assisting any needy students?
 1. Free tuition?
 2. Work/study?
 3. Pro-rated tuition?
- d. Scholarships-examination of award criteria.
- e. Emergency funds-student living expenses, need for art materials, in-term loans, student "care" packages.

5. EXTERNAL RELATIONS WORKSHOP

- a. Relationship to the public: Faculty, staff, students, administration.
- b. How does our school respond to the immediate local community?
- c. Impact of our internal environment on the outside.

BUREAUCRACY WORKSHOP Rm. M 101

Chairman, Dr. Menrath

Faculty

Mr. Krell
 Mr. McClure
 Mrs. Joyce
 Miss Walsh
 Mrs. Hays
 Mr. Arena
 Mr. Rice
 Mrs. Mayers

Students

Hsuing-Zee Wong
 Eric Chaney
 Maria Davies
 Chas. Hennan

Staff

Mr. Yee
 Mrs. Oden
 Mr. Washburn
 Mr. Ward

SERVICES WORKSHOP Rm. M 102

Chairman, Mr. Harper

Faculty

Mr. Bjorkman
 Mrs. Barieau
 Mr. Parker
 Mr. Makanna
 Dr. Nurse
 Mr. Morehead
 Miss Frey
 Mr. Steuber
 Mr. Hanson
 Mr. Allen

Students

Marvin Shenck
 Dan San Souci
 Don Baker
 Larry McLean
 John Hosley

Staff

Mr. Dorsey
 Mr. John D. Ford
 Mr. Cory
 Mr. W. Gayton

INTEGRITY WORKSHOP Rm. M 103

Chairman, Dr. Schmidt

Faculty

Mr. Onodera
 Mr. LeSueur
 Mr. Dahl
 Mrs. Fabio
 Dr. Schott
 Mr. Bronstein
 Mr. Simonds
 Mr. Hocking
 Miss Snowden
 Mrs. Murelius

Students

Peter Sirrell
 Chuck Splady
 Ruth Tamura
 Ellen Urman
 Mike Atkins
 Sally Geer

StaffSCHOLARSHIPS AND GRANTS WORKSHOP Basement of Treadwell

Chairman, Mr. Perez

Faculty

Mr. Reoutt
 Mr. Mason
 Mrs. Guernonprez
 Miss Peel
 Mr. Taylor
 Mr. A. Nelson

Students

Ray Polhemus
 Caroline Laws
 Bob Rainey
 Dan Deegan

Staff

Dr. Henderson
 Mr. Lawson

EXTERNAL RELATIONS WORKSHOP MH 357

Chairman, Mr. Addkison

Faculty

Mr. Wood
 Mr. Daniels
 Mr. Ballard
 Mr. Okamura
 Mr. Borge
 Mr. Wright
 Mr. Cowan
 Mrs. MacFaden
 Mr. Barnett
 Mr. MacDonald

Students

Malcom Fatzer
 Eleanor Fordson
 Mary Morse
 Dave Harper
 Dave Peterson

Staff

Mrs. E. Johnson
 Mr. Franek

LEARNING PROCESS AND ENVIRONMENT WORKSHOP Library

Chairman, Mr. Gill

Faculty

Mr. Moss
 Mr. Wiley
 Mr. Harshman
 Mr. Ajay
 Mrs. Davids
 Mr. Lederer
 Mr. R. Gayton
 Mr. McClary
 Mrs. Jencks
 Dr. Clegg
 Dr. Shroff

Students

Daphna Yevnin
 Manuel Gomez
 Ted Hart
 Mike Nourot

StaffSUMP WORKSHOP Nahl Hall-Rm. N 321

Chairman, Mr. Snyder

FacultyStudentsStaff

Mr. Streich	Chas. Fortson
Mr. Britton	Steb. Prieto
Dr. Piatkowski	Bob Campbell
Mr. Petrillo	Jean McGrany
Mrs. Elsner	Susan Grey

TAC SQUAD Committee Room Rm. M 107

President Harry X. Ford
 Mr. John W. Lottes, Assistant to the President, Academic Affairs
 Mr. McCook, Assistant to the President, Comptroller
 Mr. Jason Schoener, Chairman, Fine Arts Department
 Mr. Clayton Pinkerton, Graduate Study Division
 Mr. Kenneth Rignall, recent graduate (M.F.A.), Instructor CCAC
 Mr. Thomas del Solar, President, Student Council
 Mrs. Caroline L. Paulson, Secretary, Academic Affairs Office, and dispatcher
 for the TAC SQUAD.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS STUDENT/FACULTY INSTITUTE
 1969

MONDAY, NOVEMBER 3, 1969 *****TUESDAY, NOVEMBER 4, 1969
 9:00am - 4:30pm 9:00am - 4:30 pm

DIRECTION: Where is the School? Where is it going? Why? How?

PARTICIPANTS: The Faculty, Student Body, Board of Trustees, Administration and Staff of the California College of Arts and Crafts.

OPENING SPEAKERS: President Harry X. Ford
 Mr. John W. Lottes, Assistant to the President
 Dr. Sterling Bunnell

SCHEDULE:

9:00am	Monday, November 3, 1969 Opening Assembly of the Institute in Nahl Hall (Room N 321)
10:00am	Monday, November 3, 1969 Institute participants will gather in Workshop Groups and open the business of the Institute.

12:00 noon - 1:00pm	Lunch
1:00pm	Monday, November 3, 1969 Workshops re-group and resume business.
4:30pm	Adjourn for the day.
9:00am	Tuesday, November 4, 1969 Participants meet in assigned workshops - resume business.
12:00 noon - 1:00pm	Lunch
1:00pm - 4:30pm	Tuesday, November 4, 1969 Resume Business of the Institute. Closing Assembly of Student/Faculty Institute Nahl Hall (Room N 321) Presentation of statements from the various Workshops. Open discussions to follow presentations.
4:30pm	Institute adjourns.
12:00 noon	November 7, 1969 Friday Minutes of summaries of the various Workshops must be turned in to the Student/Faculty Agenda Committee Chairman, Mr. Martin Streich. A follow-up meeting is planned soon after all the material from the Institute is gathered.

Bureaucracy Workshop

Report

Opening remarks (W. Menrath):

BUREAUCRACY: The term "bureaucracy" is of recent origin. Initially referring to a cloth covering the desks of French government officials in the eighteenth century, the term "bureau" came to be linked with a suffix signifying rule of government (as in "aristocracy" or "democracy"), probably during the struggles against absolutism preceding the French Revolution. During the nineteenth century the pejorative use of the term spread to many European countries, where liberal critics of absolutist regimes typically employed it to decry the tortuous procedures, narrow outlook, and highhanded manner of autocratic government officials (Heinzen 1845). Since then this pejorative meaning has become general in the sense that any critic of complicated organizations that fail to allocate responsibility clearly, or any critic of rigid rules and routines that are applied with little consideration of the specific case, of blundering officials, of slow operation and buck-passing, of conflicting directives and duplication of effort, of empire building, and of concentration of control in the hands of a few will use this term regardless of party or political persuasion (Watson 1945). During the years following World War II this common stereotype was given a new twist by the witty, mock-scientific formulations of Parkinson's Law, which derided empire building, waste of resources, and inertia by implying that official staffs expand and in inverse proportion to the work to be done (Parkinson 1957).

This popular, pejorative usage must be distinguished from "bureaucracy" used in a technical sense. Although the distinction is beset with difficulties, social scientists have employed the term because it points to the special, modern variant of age-old problems of administration, just as terms like "ideology" and "class" point to modern aspects of intellectual life and social stratification.

(International Encyclopedia of Social Science,
Macmillan '66)

In the light of the foregoing description, it seems to me that bureaucracy could be considered the state of affairs which results from a failure of administration. Administration means the successful and efficient dealing with problems arising from the necessity of organization. This constitutes a social process, i.e. human interaction. Here as in every process of this kind, two aspects are apparent.

"--first, a series of social events which have acquired a set pattern and recur regularly; and, second, those events which are still in the process of becoming, in which, in individual cases, decisions have to be made that give rise to new and unique situations. The first he called the "routine affairs of state," the second "politics."

(Karl Mannheim "Ideology and Utopia")

In most cases, administration contents itself with being just that and administering whatever prescribed by regulations. Very seldom an administration will become political in the above sense, i. e., creative.

"Every social process may be divided into a rationalized sphere consisting of settled and routinized procedures in dealing with situations that recur in an orderly fashion, and the "irrational" by which it is surrounded. We are, therefore, distinguishing between the "rationalized" structure of society and the "irrational" matrix. A further observation presents itself at this point. The chief characteristic of modern culture is the tendency to include as much as possible in the realm of the rational and to bring it under administrative control--and, on the other hand, to reduce the "irrational" element to the vanishing point.

("Ideology and Utopia" Karl Mannheim)

The administration (organization) of a community such as ours, composed of mostly artists, will inevitably have to deal with a higher frequency of problems reflecting the "irrational" element of social process. It seems to me that in response we should try to develop the political capacity of our administration and avoid the establishment of bureaucracy.

The discussion was conducted, quite orderly most of the time, in response to various grievances and recommendations made as listed and described below:

- 1) The lack of definition of and information about the flow of decision-making about requests (mainly financial) from students and faculty within the administration of the College.

Explanations and answers were given by Mr. Jackson (Board of Trustees) about priorities, appropriations, etc., within the frame of a limited budget. Question from Mr. Jackson: Where is the point when information about the decision-making process should be communicated to students and faculty? Further discussion of lack of communication. -

Recommendation:

- a) That the existing bulletin be expanded into a single and fullest source of information - for all campus community information; - that the office of Public Relations be put in charge of it.

- b) The immediate publication of a Campus Community directory (mimeographed) with every foreseeable problem considered and every responsible office listed. -
- 2) Discussion of the effectiveness of organizational flow, particularly in respect to registration. Many requests for delegation of authority and power to more people in the Registrar's office; - no recommendation formulated.
- 3) The need for an ombudsman. It was almost unanimously established that student-faculty-administration relations need improvement. Discussion of the nature and function of an ombudsman's office - as a catalyst, detached from the structure, with the possibility of crossing departmental lines, a trained expert in interpersonal relations (not a faculty or staff member).

Recommendations:

That a full-time ombudsman be appointed. That the student-council elect a committee of faculty members-who would select a suitable person from the community at large. Considered as possible candidate:

Dr. Sterling Bunnell
(present at the time) -

- 4) More discussion of the optimum role of the Board of Trustees.

Explanation of the corporate structure, qualifications for membership, decision-making and money-raising process, relationship between campus community and Board - from Mr. Gill (Board of Trustees).

Recommendations:

That a student representative be elected and admitted to every decision-making committee of the Board of Trustees (not only to general Board meetings -) as a resource person for Board Members and reporter to the campus community.

- 5) Discussion of the sources of income of the college. Report and explanations from Mr. Franek on money raised during the past 10 years (total: \$1,029,000.00). Discussion of present activities of the Development Office, the need for more money to run the College (increase of yearly budget roughly from \$250,000.00 to \$1,250,000.00 in the last 10 years). -

Recommendation:

That the staff and activities of the development and fund-raising office be expanded.

- 6) Complaint about inaccessibility of members of administration to students.

Recommendation:

- a) That office hours reserved for students be established and published by:

Pres. Ford
Mr. Lottes
Mr. Taylor

- b) That a campus-wide meeting (rap-session "town meeting") be held monthly - supervised and moderated by the Ombudsman. -

The workshop closed with the general feeling of relative accomplishment and one more

Recommendation:

That studio and other workspace be available and useable 24 hours a day on campus.

Respectfully submitted by:

Walter Menrath, Chairman

MINUTES OF THE SERVICES WORKSHOP

How well do our services support and/or enhance our learning environment?

It is the opinion of the Services Workshop that in general the College's services have become increasingly inadequate as the College has increased in size and added courses for which facilities were not and are not now sufficient. At the same time, the Workshop is aware that we are in a transition period and that many of the inadequacies noted below are in the process of being corrected. We will reserve for the full report to the Student/Faculty Agenda Committee much that was covered in our meetings and report today on those items the workshop feels must be presented to this body. (Those omitted items are now included.)

Our first concern upon which all other considerations depend is: The reduction of the student body and a continuing search for more space, and more efficiently used space, and facilities.

PERMANENT STUDENT GALLERY AND STUDENT LOUNGE

Ideally there should be a Student Union Building providing space for a lounge, student gallery, recreational and other usual facilities. In the meantime it is recommended that the Isabel Percy West Gallery shall become a student gallery when current commitments are fulfilled. The recommendation is in line with the findings of the 1968 Accreditation Committee. The administration is urged to make temporary provision for a student lounge.

DORMITORY

That the Dormitory contracts be reviewed to the end that students may withdraw without further obligation to the school. Provision for temporary housing in the dorm until such time as the student shall find off-campus quarters. Furthermore we recommend that the school establish a student housing and employment office which shall aid the student in search both for housing and for part-time employment.

The larger issue is, has the Dormitory any real value for the College community and could not this space be utilized for more pressing needs?

CAFETERIA

It is understood that the cafeteria structure and kitchen facilities are inadequate, but criticisms of prices were found to be unjustified in view of rising costs--in particular that of coffee. We also wish to congratulate Arvi Dorsey for managing to improve the quality and appearance of the food in spite of the situation.

Because classes in some cases run from 5 to 6:15 PM, many students cannot take advantage of the cafeteria for dinner. Is there a way of adjusting cafeteria hours?

SUPPLY SHOP

It was recommended that the Supply Shop distribute requisition forms to the faculty in advance of the beginning of classes in order that supplies shall be on hand when needed and in sufficient quantity.

It is recommended that the manager of the Supply Shop shall acquire such information from whatever sources in order to compile a catalog of sources of supplies not in stock in the Supply Shop but easily available in the vicinity.

We recommend that the Comptroller make available to interested students the financial situation with regard to the Dormitory, the Cafeteria and the Supply Shop in order that students may understand both price and profit.

STUDIO 6 WORKSHOP

Although the creation of Studio 6 was the result of much planning over a number of years, it is now inadequate for the current student population. Inadequate supervision has resulted in the loss of quantities of tools and the misuse of handtools. There is an obvious need for more space, more supervisory personnel, and an adequate orientation in the use of the facilities. It is further noted that the Basic Studies program fails to prepare students for the use of tools and equipment.

STUDENT OFFICES AND SERVICES

The Committee in questioning Mr. Lottes on the problems of credits and course equivalents for transfer students has been largely clarified and solved. Detailed explanations will be forthcoming through the Office of Academic Affairs. This information should be included in the Student Handbook.

Students are now permitted to acquire copies of the curriculum records through the Student Records Office.

A Student Handbook is in preparation which will provide essential information and answer many of the questions now before this and other Workshops.

MEDIA CENTER

The full explanation of Media Center services will be included in the Student and Faculty Handbooks.

Current problems regarding the Media Center as a campus service organization and its frustrations due to lack of proper staffing is to be the subject of a full review by the Media Center Council.

GENERAL BUILDINGS AND GROUNDS

J. Parker recommended finding a convenient corner with a tuned piano and electrical outlets for a music workshop. The Services Workshop concurred.

The current use of Studio 7 for spray painting violates all reasonable safety requirements for health and fire hazard. It is essential that a totally new facility be provided for this purpose.

We strongly recommend a third painting studio in addition to Guild E and Studio 7 for easel painting.

The Services Workshop further recommends the following:

1. Pencil sharpeners in all classes.
2. Studio space for upper-division drawing classes.
3. Large auditorium for theatricals, environments, film and television production, and possibly the above mentioned music workshop.
4. A clear explanation of the events leading to the construction of the new sculpture building.
5. That the proposed photography department must be provided with adequate facilities.
6. That locker and/of storage space of adequate size be provided for faculty and students.
7. The Workshop notes the lack of free studio space and recommends that the College explore every avenue to produce same, even to subsidizing individuals or groups who locate available off-campus Studio space.

LIBRARY

The Workshop was requested to recommend that Library hours be longer on weekends. The Librarian will investigate this matter with the intent of adding weekend hours in the Spring Semester. There is the further request that the Library remain open between 5 and 6 PM on weekdays and between 12 and 1 PM on Saturdays. The Librarian will attempt to meet this request within the month of November.

INJURIES ON CAMPUS

The Workshop is STRONGLY of the opinion that a routine for handling injuries on campus be formalized and posted in various areas of the campus. The Workshop is also interested in a statement about liability in case of accidents. This information should become part of the Student and Faculty Handbooks.

CHECKS

Salary checks should be available by 10 AM on payday.

The privilege of cashing personal checks on campus should be reinstated.

SUGGESTIONS THE WORKSHOP WAS UNABLE TO DISCUSS:

That tuition fees for over-loads should be waived.

That there be an emergency fund for student needs.

That Student Council funds be made available immediately.

That other provision than a penalty of \$2.00 be made for lost meal tickets.

That there be dormitory accommodations for foreign students.

CAMPUS COMMUNICATIONS

Finally, because this Workshop did not have the time to discuss the problem of communications, we recommend that a faculty/staff/student committee be set up for this purpose. It is our opinion that much hostility, hurt and general discontent can be avoided if information necessary to all areas shall be promulgated in an efficient way. The Bulletin does not seem to do the job.

Robert L. Harper
Chairman and Secretary

INTEGRITY WORKSHOP

The discussion was, on the whole, free-flowing and unstructured, so it is difficult to present anything more than an impressionistic digest. The Steering Committee ought to consult Mr. Dahl for amplification and correction and, if necessary, the tape which was made of the proceedings. What follows takes its organization from the questions suggested by the Steering Committee.

A. WHAT SORT OF PHILOSOPHIC STATEMENT CAN WE MAKE ABOUT OUR SCHOOL AND SUBSTANTIATE BY OUR ACTION?

Integrity: grows out of integral, wholeness; integration in a common center. What gives purpose and common purpose to those who participate in the School?

Most of the discussion centered on the philosophy for a school, very little on a philosophy of art. See B. below. Mr. Dahl remarked that the stated philosophy in the College Catalogue presented the wrong image in its emphasis on "pioneering". On the other hand Miss Snowden sees art as the conscience of the human community.

B. WHAT IS AN ART SCHOOL? WHAT IS OUR ART SCHOOL?

(1) as a school: education (Dahl) is an exchange between teacher and student, a process of discovery, vital and alive. It must be free and open to what teachers and students have to offer --- individually and in groups, minorities and majorities. Diversity and sympathy with diversity and change are essential to education and art. The responsibility is ours, students and faculty, to make it live: for there to be good teachers there must be good students.

(2) as an art school, art is in some sense the conscience of society: it evaluates --- sometimes playfully, sometimes with all seriousness --- the life around us.

C. WHOSE SCHOOL IS IT?

It belongs to the students, the faculty and the trustees, most of all to the students, least of all to the trustees. To the extent that it is a part of the life of art, the school also belongs to the human community. The school belongs to those who use it, who exploit it. Many of us feel the confinement of confining art and education to the campus and a curriculum, and the loss to us of being cut off from the community. We would like to see strong efforts made to take art into the community and to respond to the needs and inspirations of the community.

D. WHERE IS IT GOING? WHY? HOW?

It is growing in size, and fears were voiced that this entailed a bureaucratic separation of students and faculty from administration and of faculty from students, as has already taken place in the state colleges and universities. We need to be aware, always, that the business of the school is teaching art, not making money.

PROPOSAL: that two students be added as full members to the Board of Trustees and that students be made part of the administrative and deliberative functions of the school at all levels. (A 22-year old alumna of Vassar College has been elected to Vassar's Board of Trustees.)

E. WHAT IS THE SCHOOL'S RELATIONSHIP TO SOCIETY IN GENERAL?

A good deal of discussion on taking education and art into the community --- somehow reaching the Walnut Creek commuters. A sheet was distributed to organize those interested in organizing Community work in the arts which was signed by about 100 students.

PROPOSAL: that the College set up classes in the Summer for Oakland neighborhood students to be staffed and organized by College Students.

F. HOW ARE WE RESPONDING TO THE NEEDS OF THE RACIAL MINORITIES WITHIN THE COLLEGE?

Generously, seemed to be the consensus of feeling. But there was a feeling that the efforts to treat minority students as exceptions, e.g. by exempting them from restrictions on registration next semester, were not justified. An understanding of the vital significance of minority contributions to the spiritual and artistic life needs to be more widely understood and appreciated. Otherwise, we are in danger of having token minority students and faculty and administration. Black reality and white reality are different, and it is the responsibility of both Blacks and whites to comprehend and understand that difference. That comprehension is more available to artists than to other members of the community since they share a great deal of the blacks' alienation from the status quo. In this sense, black liberation is related to the liberation of art.

G. AS A SCHOOL, ARE WE PROVIDING THE OPTIMUM FOR ALL STUDENTS? IN ALL RESPECTS?

"Optimum" was seen in terms of genuine interchange in the class and, secondly, in the integration of the work. The need was voiced for broadening the curriculum to consider the other arts, and the opposite point of view was enunciated that there was already too much spread. Along with this point it was felt that some classes, which would bring together the various studies the student is engaged in, should be offered. The Pilot Program was frequently referred to as making such breadth and integration possible.

"Optimum" was also discussed generally in terms of School and class size.

PROPOSAL: it was recommended, by Mr. LeSueur, that the Library acquire a collection of jazz records.

H. ARE WE GEARED TO BEING A "PROFESSIONAL SCHOOL"? WHAT IS IT, THAT WE OFFER, THAT MAKES US UNIQUE? ARE WE UNIQUE?

Not discussed.

Respectfully submitted,

Dr. Paul Schmidt
Director, Graduate Division

SCHOLARSHIPS AND GRANTS WORKSHOP

Concerning: Recommendations and summaries from group discussions relating to scholarships, grants and loans at the California College of Arts & Crafts.

Introduction: The purpose of scholarships, grants and loans is essentially to allow time for work and freedom to work.

The scholarship workshop concerned itself with ways to get money primarily and ways to distribute money secondarily.

I Ways to Distribute Money:

1. It was felt that a permanent committee be established with changing members to act through the Faculty Assembly. It would function much as the other appointive committees, i. e. exhibitions, buildings and grounds, etc. To be called the Scholarship Committee.
 - a. This committee would be charged with the responsibility of the distribution of funds through criteria to be determined by this committee and the faculty assembly.
 - b. Using the minutes of a meeting chaired by Mr. Borge, dealing with the evaluation process for scholarship awards, the workshop recommends the criteria be three-fold. Need; Ability; Grade point average.
 - (1) the priorities of the above three points to be determined by the scholarship committee. But, the members of this workshop felt that ability demonstrated by portfolio reviews might be primary.
 - c. The workshop also felt that there should also be special scholarships based only on need, as well as only merit; and that some awards be given in the form of art goods and materials.
 - d. The workshop recommends also a scholarship exhibit of these people chosen in order to determine the quality of both the scholarship committee as well as the recipients.
 - e. It was suggested that the proportion of scholarships available to the entire student body be determined proportionally so that a similar proportion be given to qualified minority students, i. e. 1500 students -- 150 scholarships equalling 10% 50 minority students, 5 scholarships or 10%
 - (1) Should more scholarships become available for minority groups only, it would not affect the aforementioned proportion.

- (2) Whenever possible financial statements of parents and students be eliminated and that students self-govern themselves in relation to statements of need.
 - (3) An important aspect of the scholarship committee would be to establish the philosophic attitudes toward need as a basis for scholarships in the light of the attempt to produce top quality artists.
2. More communication from and advertisement about the existence of a financial aid office should be made. The fact that most grants, aids and loans come through this office should be known.
- a. that this office should have complete financial aid information available at all times through -- books, agencies and additional help they deem necessary
 - b. that an easily viewed chart or board be instituted in order to inform students of times and procedures for scholarships and a bulletin when necessary
 - c. that all financial sources be investigated, categorized, and the most relevant ones be co-ordinated and given priority for grants, loans, and scholarships.
3. It is recommended that a member of the Graduate Department staff become expert in the subject of grants and scholarships in order that graduate students can focus on that person for aid.
- a. that this person investigate additional sources for grants
 - b. that a graduate student (Cork Marcheski) make a survey of available industrial, technical, graphic and craft jobs wherein a student would work for free in exchange for information and/or goods for 1 day or 1 semester. Seniors or graduates could work on these jobs.
 - c. that a similar survey be made by a graduate student in the education department.
 - d. that Mr. McCook investigate ways of off-setting the taxes paid on scholarships.
 - e. that it be known that 7% Bank Loans for students are

more available in that a federal law has been past wherein the federal government will pay the banks an additional 2% allowing the banks a 9% loan. Students should reapply if they have been turned down.

II Ways to Get Money

1. Loans:

- a. It is suggested that a \$5 fee be charged students to go into Emergency Short Term interest-free student loans. At such time that the fund exceeds \$20,000, the excess money reverts to the scholarship fund, it will not be placed in this above mentioned fund.
- b. The school should establish more equitable considerations from the Bank of California. It is felt that Mr. Ford should talk to Mr. Pierce regarding preferential treatment for CCAC students, in that this bank where CCAC general funds are deposited, is the most difficult bank to receive loans from.
- c. A form should be sent to all banks insuring that they accept CCAC endorsement for government insured loans and waive any requirement for bank accounts in respective banks in that Federal Law has been passed guaranteeing 9% interest payment on 7% loans.
- d. The school should guarantee all refunds from E.O.G. grants, National Defense and scholarships within two weeks after the beginning of each semester in order to offset hardships.

2. Scholarships:

- a. A request that a financial statement be issued by the Alumni Association, the Board of Trustees and Joe Franek's office for this past year regarding funds raised.
 - (1) We feel that these groups be evaluated for their effectiveness and all amounts raised be increased.
 - (2) That the emphasis on fund raising should be given to grants, scholarships and awards. It was felt that the physical plant has had priority for funds over students and this trend should be reversed.

- b. It is felt that the scholarships should be distributed evenly throughout the year.
- c. It is felt and suggested that Mr. Lottes be given support for instituting a CCAC membership organization. The fee would be \$20.00 and the member would receive various services from the school in the order of seminars, openings, etc. A portion of these funds to be allocated for scholarships, grants, etc.
- d. The school should support all efforts by minority groups to raise scholarship funds for minority students.
- e. Auctions:
 - (1) It is recommended that the school begin an auction similar to the City of Hope Auction. Bruce Friedman, a Board of Trustee member has information regarding these auctions which the workshop felt was relevant to the school. In essence it involves tax deductible items gathered from merchants for auction -- including furniture from individuals whose homes have been redecorated by alumni members (interior decorators). These funds to be used for scholarships, etc.
 - (2) The Alumni Organization should increase the quality and scope of the Silent Auction in order to gain more funds. That this auction and other auctions be held in larger public auditoriums such as Fillmore-West and the Palace of Fine Arts, and be better advertised.
 - (3) That a faculty auction be instituted with a \$200 plus items and a \$200 amounts and up be accepted through a nationally advertised newsletter. Jason Shoener, through the Art Students League has information regarding this.
 - (4) It is felt that the Humanities division be given more responsibility in these auctions through group purchase of works to be donated to the Oakland Art Museum or school collection, or through time spent in the organization of the auction.

- (5) A student auction be instituted for scholarships or equipment as has been done in the past by Mr. Coykendall in the pot shop.
 - (6) If possible, make all auctions held in a major auditorium at one time.
- f. It has been suggested that individual faculty members have the option of allowing 1 or 2 chairs to students as a form of scholarship. Possibly as a 1 unit basis.
 - g. That the workshop reiterates that priority for scholarships be essentially quality art works. There already exists scholarships based on need.

III Grants:

1. It is suggested that saving of nearly \$30,000 will be available from payroll savings on a once a month basis.
 - a. It is believed the money should remain as a benefit for faculty service in the form of sabbatical leaves.
 - b. The Board of Trustees should attempt to match these funds and the interest be used for these leaves.
 - c. That the faculty demand this savings to continue to be paid to this fund every year and not stopped because the savings occurred this year.
 - d. That all departments concerned in the savings -- administrative, student help, etc., should contribute their savings to this fund as a reward for the quality of the faculty.
2. A Faculty/Student committee be formed to investigate ways of acquiring Fullbrights, Guggenheims, Rockefeller's, Ford, Tiffany, Prix de Rome, G. M., and all relevant awards. The committee to be advised by President Ford.
3. The faculty chair to be expanded and rotated between all departments.
4. Petition relevant industries in the area to donate equipment and materials to the school on a tax deduction base.
5. Make known recipients and types of grants awarded per year.

6. The workshop feels that the school faculty is composed of essentially professional artists who require a maximum of off time in order to pursue their works. The attitudes of the school should be to investigate all avenues for acquiring money for grants for the faculty.

ADDENDUM TO THE SCHOLARSHIP AND GRANTS WORKSHOP

Vince Perez, Chairman

1. If possible, variations on the grading system would be to switch to a 4 - 3 - 2 - 1 - NC system which would allow for 40 potential grades to allow for the subtle variations in student quality (e.g. 4.1, 3.2, etc.) which is translatable to the universally accepted 4.0 system.
2. It is believed that the most valuable artist members of the faculty are department heads, but much of the time which should be spent on their work is spent on academic paper work - 2 class credits should be given them so that they may continue to be artists - and eventually 3 class credits - also each department head should have an assistant with one class credit.
3. The school should allow, where a faculty member warrants, the option of less student contact, 3 hours off and 3 hours on - in order primarily to allow him to maintain his professional proficiency. This should eventually become a goal for all classes.
4. The curriculum structure should become more flexible in order to allow professionals to teach their specialties and not constantly try to fit within the specifics of the school curriculum. Much valuable ability is lost from both visiting and existing faculty members by not letting them title and determine their courses.
5. Courses should be taught as seminars which would involve the business mechanics of the professional artist. Students and faculty need to know about taxes, laws, etc., relevant to their field. A similar seminar should involve the mechanics of the Museum, Gallery, art collectors, to discover the attention which determine artists' careers.
6. The student needs more time in his major, three years at a minimum. The summer session should be devoted to the major art courses taught in our present freshman year, a trimester year would help this. The following two semesters would then begin our regular freshman year and the following three years in their major.
7. A list of student abilities should be compiled each year - a talent check can be made on registration day; and these abilities listed in the student registry. These can then be traded like money.
8. A pay window should exist wherein models and student help can be paid immediately for services - faculty and administration could fill out vouchers for small amounts of cash to be paid. Faculty could also use this service for borrowing cash against their paychecks - possibly a \$50 maximum on all forms of payments.

9. The school should support any department or division wishing to produce funds for itself or the individuals concerned through money-raising productions-theatre, music, exhibits, sales, etc.
10. A class in 20th century technology should be taught as the next course after methods and materials as it could be a physical sciences course producing objects with contemporary materials and techniques. (Cork Marchesi, grad student, has more info on this.)
11. Suggested that a way be found for graduate students in Fine Arts and Education to work with ghetto schoolchildren, either at CCAC or in the neighborhood schools, in order to have more meaningful teaching experiences, recruit students for CCAC, aid local art teachers, become a focal point for minority money (aid to).
12. High schools should be contacted wherein talented art students could come to CCAC during the week to study, possibly with grad students, as opposed to the Saturday Classes.
13. Immediate priority over all facilities should be given the needs of the Fine Arts Department. All the drawing classes (with an enrollment over 600 students) excepting orientation classes, currently take place in one and a half rooms (4H is half a room). All painting classes take place also in one and a half rooms (7 is half a room). Efforts must be made to quadruple, quintuple, any-tuple this situation.
14. A professional analysis of Arts and Crafts by the partners of Trustee Bruce Friedman for \$500 has been offered. These analyses normally cost many thousands of dollars. Even the \$500 may be waived because of his relationship as a Trustee; nothing has yet been done to respond to this offer - RESPOND!
15. Raise faculty salaries.
16. Establish procedures for Faculty and Students to get wholesale numbers (licenses to buy goods at wholesale prices).

EXTERNAL RELATIONS WORKSHOP

I CCAC Gallery

- A CCAC Gallery should function in two areas
1. As an educational arm of the College - to show outstanding national artists and designers work relating to all divisions of the school.
 2. The travelling show as exists be expanded - and that secretarial staff be added to support this self-sufficient program.

Recommend:

3. That new facilities be added in which the best of students' work from all divisions of the College be shown - to serve as reportage to both students and the general public.

II Visitors and students on Campus -

- A Establish an Information Center to be suitably manned for the purpose of informing visitors, students, and faculty of all facilities, and activities including film showings, special events or any pertinent information.
- B Attractive informative facility should be erected at all entrances to the Campus with well designed maps indicating all buildings what they contain. Buildings to be identified.
- C Design and construct display areas throughout the Campus to show current student work.
- D Use the front lawn and all Campus areas to exhibit student sculpture, paintings, etc., continuously.
- E Take every step possible to make the Campus more attractive and inviting to visitors - including a sign stating that this is the California College of Arts and Crafts - Visitors Welcome!

III Money now and later

- A Recommend hiring one full time fund raiser, whose job it would be to develop funds from all possible sources.
- B Establish an auxiliary Citizens Group to assist the Board of Trustees, Faculty, Staff and students to raise funds and to

improve the image of CCAC throughout the Community.

IV Spring Arts Festival

- A Replace the annual open house with a Spring Arts Festival.
- B This festival should include the display and sale of students' work on Campus.

Other possibilities for the Arts Festival might be:

1. Involve celebrities in such things as non-artist art happenings.
2. Include minority groups in art happenings.
3. Contests for public school children; prize free tuition for Saturday classes.
4. An art show put on by grammar school kids.
5. Airborn sculpture and light show.
6. Secure TV coverage of the festival.
7. Community paint-in.
8. Establish a space for individual students to set up booths for sale of their work on adjacent public schools asphalt area.
9. Request all Alumni, Faculty, Students to state they are associated with CCAC whenever they show their work or are mentioned in publications.
10. That CCAC appoint at least one full time black faculty member who will have released time to coordinate relations with minority commities and to accelerate recruitment of minority students.

V Visual Information Center

An office be created to develop resource material on Campus whose function would be to record and maintain a current visual portfolio of work being executed by students. This portfolio would include the best examples from all departments and serve as a showcase for CCAC.

This person will be responsible to maintain a consistently high quality in all materials representing this College.

VIETNAM SPECIAL RESOLUTION

- VI The External Relations Workshop recommends the widest possible student, faculty, and staff participation in the peaceful Vietnam Moratorium events that CCAC students and faculty are planning for November 14th and 15th.

WORKSHOP # 6

Learning process and environment workshop

Beginning with point A in the suggested agenda -

"Concern here is with curriculum, facilities for teaching. What is happening to/for the students".

--discussion opened toward finding the most pressing problems. Early conclusion: everything is pressing -- too many students, too little space, too many details and too little information, too many requirements, too little time, too busy to care. And with all that, over 100 people here to discuss what could be done about it.

I Resolved that:

- A. We should limit enrollment, the optimum figure being 1000, and the maximum being 1200; that selection for entrance be on a first-come, first-serve basis.
- B. Special provisions and financial assistance to minority groups should be made available to increase their proportion of the enrollment.

It was noted that the figure of 1000 was not picked out of the air, but is the result of an estimate of income and expenditure relationships, space use, manpower use, etc. Should further study prove an adjusted figure more efficient, then such an adjustment would be appropriate, but would not eliminate the need for a set limit on enrollment.

Several methods of entrance selection were discussed (portfolios, GPA, interviews, combinations thereof) and it was concluded that the significant result of all those methods was to screen out the uninterested. First-come, first-serve does that as efficiently and fairly as any method, and still maintains the College's long standing openness to the artistically naive, the high-school misfit, the late starter, etc., many of whom we could not do without.

II Resolved that every student should have a one-to-one relationship with a faculty member, a counsellor, that continues from semester to semester.

The purpose of this is to afford continuity to the student's guidance through the complexities of program planning. Assigned to a counsellor upon entering, he may select a different one upon selecting a major, or any other circumstances that adjust his focus on his academic purpose; the point being that the student has access to sensitive guidance.

Furthermore, the College is urged to provide space and released time for all involved faculty to pursue counselling on a year-round basis, for it seems the concensus of this workshop that day-to-day accessibility of dependable faculty help is of greater priority than is the program-making at registration that we usually call counseling.

- IIB Further resolved that the Campus requires the need for a regular psychiatric counsellor.

The next issue discussed was "Media Accessibility", a topic so fraught with details of departmental resources that only the most general sort of resolution is possible by a group so composed as this workshop (but that resolution being no less emphatic):

- III Resolved that:

The College should re-affirm the need for and provide the resources for continued availability of technical information, making the most efficient use of on-campus media tools and space and specialists; and pursuing a strong liaison with off-campus media specialists.

- IV Resolved that all departments and concerned committees address themselves to the following means of opening the curriculum:

- A. Consolidate sequential courses, eliminating duplication and redundancies.
- B. Make more flexible the degree program, eliminate obsolete requirements (not necessarily eliminating courses, but shifting many to a non-required status), include more electives.
- C. Continue "Pilot Program principle" into the Upper Division.
- D. Give counsellors authority to use more initiative in tailoring programs to individual needs, making better use of the petitioning process.
- E. Required courses be more individualized and flexible for students who demonstrate competencies and abilities to move beyond those requirements. Students should feel free to express their feelings and instructors should consider such requests either through individual advising or committee meeting at any time during the semester.

- V Resolved that:

Special attention be given to the flexibility of the Basic Studies program-- that this workshop cannot resolve the complex details, but offers the time and interest of its members to meet with Mr. Streich and the Basic Studies faculty to discuss the problem in depth.

List of faculty and students in the Learning Process Workshop who express an interest in pursuing this resolution:

Daphna Yevnin	Jane Veeder
Emily Maninger	Florence Jencks
Manuel Gomez	McClary
Kauffman	R. Gayton
Charles Vrooman	Wolfgang Lederer
Lisa Schwartz	Ann Golemac
Christina Frodsham	Piroja Shroff
Abby Stambler	Pam Massengill
Susan Leach	Miharu Qualkinbush
Stefn Walton	Melvin Moss
Mani Gazdar	Charles Gill
Wayne Wang	

Agenda, Point C "How can we improve upon our process?" Carol Olwell

VI Resolved that:

In the interests of up-grading teaching and course quality a fair process be established whereby students evaluate their courses and teachers, and that these evaluations be reviewed and acted upon by a departmental board (committee)?

Discussion:

- A. Emphasize both pros and neg. points.
- B. Perhaps more important that it be taken up with the teacher then used by department.

VII Resolved that:

This workshop affirms the student's right to fair dealing and exchange between the teacher and student concerning grading.

Discussion:

This resolution grew from numerous accounts of incommunicative grading procedures leaving the students, in many cases, without a clear picture of the relationship between the work done and the credit received.

VIII We urge that the details of the Spring 1969 decision regarding the College's use of a pass/no credit grade system be well disseminated for the use of all interested faculty and students.

IX . Resolved that:

The Faculty Assembly Committee, entitled "Buildings & Grounds", be charged with the responsibility of acting with the President's Academic Secretary (Mr. John Lottes) in the planning of classroom space each semester, and in so doing, to be responsive to needs expressed by the faculty and students at large. If it is deemed that the named committee cannot assume such a responsibility, then we resolve that a committee be created to handle that responsibility.

X Resolved that:

Before this Student/Faculty Institute adjourn, means be established to insure continued attention to the work cut out for us these past two days.

SUMP WORKSHOP

Chairman: Mr. D. D. Snyder
 Secretary: Mrs. E. Elsner
 Recorder: Mr. J. Britton

SUBJECT: Recommendations and proposals that are a result of two days of meetings.

1. Without any reservations or considerations the Sump Committee unanimously voted to give first priority to the development of all instructional facilities.
2. A serious element of dissatisfaction amongst students and faculty existed in regard to student exhibition space. Open house and miscellaneous exhibits have been abandoned and the opportunity for students to exhibit their work has been seriously curtailed. Students and faculty indicated that these exhibits were an essential part of a well rounded creative development for all.

The Sump Committee recommended that serious study of space for student exhibits be made immediately. Space that is available on or off campus at present should be utilized in an effort to implement the student needs at this time.

3. In a number of cases students and faculty found themselves inconvenienced and classes disrupted by faculty meetings within the class schedule.

The Committee recommended that a designated time be established within the curriculum schedule to accommodate non-teaching activities mainly meetings. Faculty present felt that attendance should be made mandatory for participants of specific groups who are requested to attend.

4. Students indicated that when they needed help with personal problems other than academic there was no one available to assist them. Request were made for established encounter groups and a class on self.

The Committee recommended that an available psychiatrist full or part time either on or off campus be considered to aide those people who need help. He would provide counselling for students with personal problems, establish encounter groups and possibly conduct a class on self.

5. Many students indicated considerable dissatisfaction in the evaluation of transfer credits. In some cases students were repeating material previously covered at other colleges. It was recommended that consideration be given to class hours as well as credit units in regard to transfer students. That

the right of petition available to students for portfolio review be widely advertized.

6. In the meetings it was quite obvious that faculty and students were not completely aware of procedures and rights of the student.

The Committee recommended that a student handbook be prepared for general distribution. When a student receives his letter of acceptance the student handbook will accompany that letter.

7. Due to the tremendous influx of students and faculty this semester, there seems to be a real problem with communications, student-to-student and faculty-to-student. It was strongly recommended that a central communications center be established as quick as possible. In the future consider student mail boxes or some type of system that provides communication service for student-to-student.

8. Students and faculty felt that any student who could maintain a B average should be permitted some latitude and compensation for his ability. In the past it has been the practice of the school to charge additional tuition for excess units.

The Committee recommended that the added tuition be waived for those people who are capable of maintaining a B average and wish to take over maximum class units. The practice would provide an incentive for students to maintain a higher level of performance.

9. Several people suggested that the dormitory be used in the summer for the purpose of a student run school for ghetto children.

Due to the restrictions of the dorm building contract, it was not likely that the building could be used for this purpose, however, other studio space was available during the summer.

The Sump recommended that a feasibility study be made and studio space be opened during the summer semester for a student run school for ghetto children.

10. Students protested strongly about transportation on various field trips. Many students do not have automobiles and the instructor's demands for attendance often create a difficult situation.

A recommendation that the transportation for field trips be arranged by the instructor and is his responsibility since the class was not held in the regular assigned studio.

11. A proposal was made to expand the curriculum to include high school students. The consideration for high school students was to provide a more liberal and wider art foundation other than what is presently being offered in the public school system.

The Committee recommended that a comprehensive study be made to accommodate a high school program on an experimental basis.

12. A topic of great concern was the time lapse between registration and the time the Student Council received the student body funds.

The Sump recommended that mandatory student body fee be paid directly to the student council at the time of registration.

13. The Sump Committee thought it extremely urgent that a fund be established to provide emergency financial needs to the students in trouble.
14. The faculty and students of the committee requested a study of housing or dormitory accommodations for foreign students.

Respectfully,
Sump Workshop

Mr. Snyder
Mr. Streich
Mr. Britton
Dr. Piatkowski

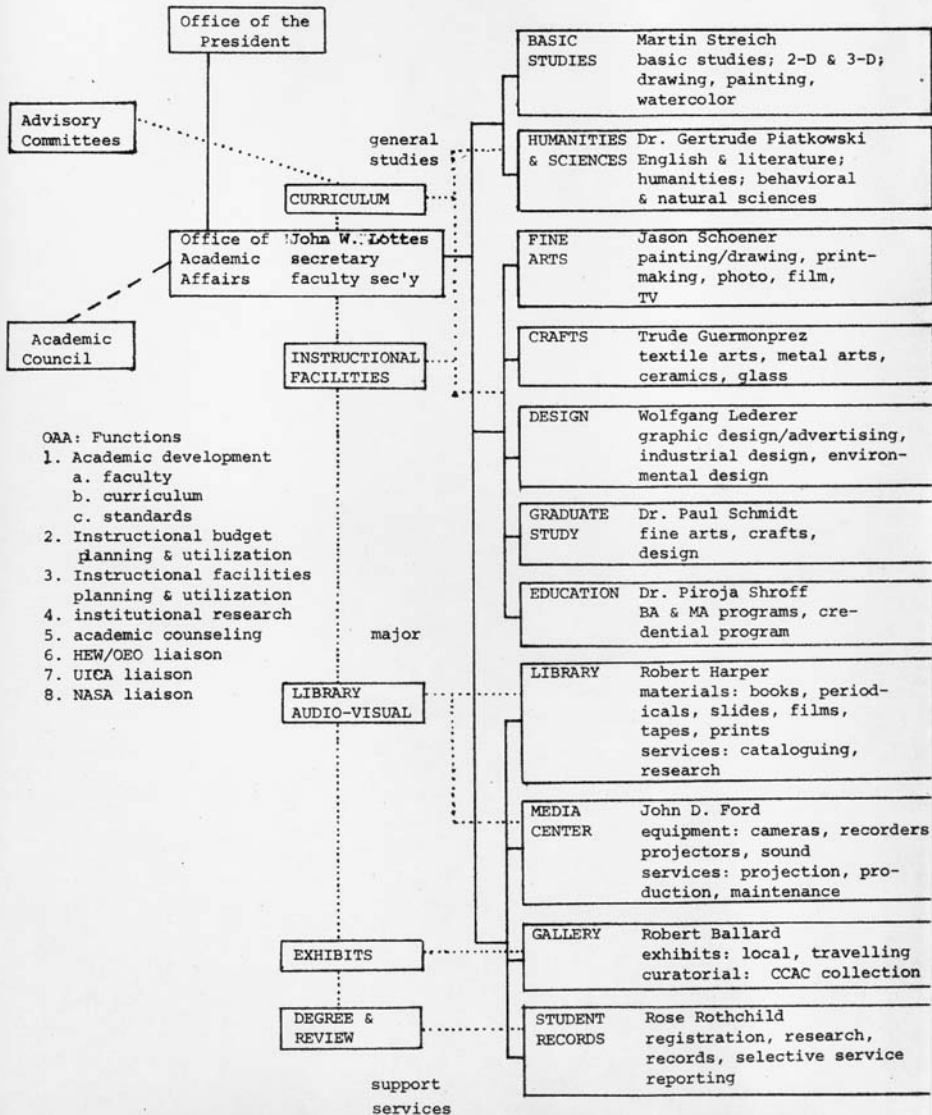
Mr. Petrillo
Mrs. Elsner
Mr. Fortson
Mr. Prieto

Mr. Campbell
Miss Mc Granny
Miss Gray
Miss Lazanio

Miss Sparkman

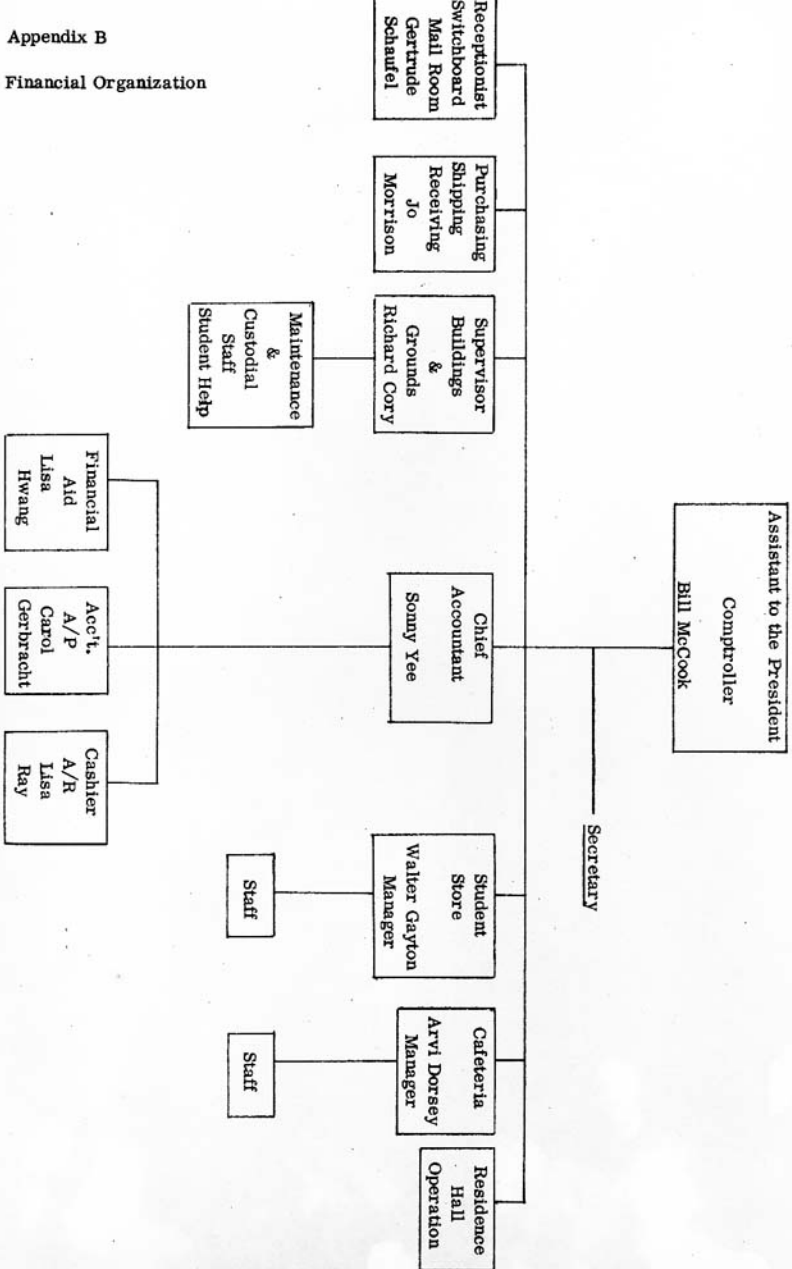
APPENDIX A

ACADEMIC ORGANIZATION AT CCAC



Appendix B

Financial Organization



SPECIAL ASSISTANT
TO THE
PRESIDENT
Mr. R. Joe Franek

Position Open
SECRETARY

Mrs. Evelyn Johnson
ALUMNI ACTIVITIES
Alumni Council
Alumni Association
Special Events
Speaker's Bureau
Recruitment
Regional Meetings

W/S Jobs
CLERK TYPIST
RECORDS
CORRESPONDENCE

Mrs. Evelyn Johnson
PUBLIC INFORMATION
Publicity
Newsletters
Catalogs
Academic Brochures
Exhibits

Miss Sonja Broers
STAFF ASSISTANT
Weekly Bulletin
Addressograph
Mailing Lists

R. Joe Franek/ Mrs. Florence
PUBLIC RELATIONS
Ida
Special Events
Tours
Special Interest Groups
Parent Relations
Community Activities

Graphics Production Class/
Recout
GRAPHIC ARTS
Design and
Production of
Publications

R. Joe Franek
DEVELOPMENT OFFICE
Trustee Dev. Committee
Long Range Objectives
Immediate needs
Research
Gift Sources

Position Open
DEV. SECRETARY
Gift records
Gift reports
Acknowledgements

STUDENT COUNCIL

PRESIDENT Thomas del Solar

COMPTROLLER Phil Yoke

VICE-PRESIDENTS Chas. Fortson Ted Hart Dave Harper

SECRETARY-TREAS. Hsiung-Zee Wong

PUBLICITY

Staff

to be elected

DEPARTMENT REPRESENTATIVESMedia Center

Maria Davies

Painting

Peter Sirrell

Ceramics

John Hosley

Sculpture

Mike Dyer

Casting

Rick Smith

Metal Arts

Peter Nicolopoulos

Environ. Design

Ray Polhemus

Indust. Design

Chas. Hennan

Graphic Design

Caroline Laws

Glass Blowing

Steb Prieto

Printmaking

Susan Grey

Photography

Eric Cheney, Bob Campbell

Teacher Education

Sally (Maxwell) Geer

Pilot Program

Mike Nurot

Jr. Class

Marvel Gomez

Undergraduate

Dan Deegan

Humanities

Elginia McGrany

Appendix E

Faculty Assembly

President, Harry Krell

Vice-President, Charles Gill

Committees of the Faculty Assembly

1. Executive - President and vice-president of the assembly
and all other faculty committee chairmen
2. Appointments and Privileges
3. Curriculum
4. Library
5. Grounds and Development
6. Exhibitions
7. Scholarships

REPORT OF THE STUDENT COUNCIL REPRESENTATIVE...cont'd
"Proposal

Minutes
12/16/69

from the Agenda Committee to the Board of Trustees of the
California College of Arts and Crafts.

The Faculty-Student Institute has made the recommendation that "at least one full time black faculty member who will have released time to coordinate relations with minority communities and to accelerate recruitment of minority students." In discussing this recommendation, we the committee feel that the magnitude of this job is too great for any one individual to handle adequately. Because of this and the urgency of the situation, we have decided that the best interests of the students, school, and community can be served only by dividing the responsibility involved in the Institute recommendation between two individuals. The Agenda Committee is forwarding its seconding recommendation to the administration for one immediate full time black faculty member and now makes this proposal to the Board of Trustees: that they fund directly and immediately the office of one black administrator to perform the following functions.

1. Community Ombudsman (in the field of education)
2. Community Participation, two-way
3. Scholarship Funds (Specifically for minority groups)
4. Recruitment

Affirmative action in this area has already been taken by the Humanities and Sciences Department as well as the Academic Council.

Respectfully submitted,

Tomas del Solar
for the committee "

MEMO

DATE: 19 Dec. 1969

TO: President Ford

FROM: Martin Streich, Chairman, Student/Faculty/Staff Institute Agenda Committee

SUBJ: Dr. Sterling Bunnell - RE: your letter of 17 Dec. 1969.

The Agenda Committee of the Student/Faculty/Staff Institute recommends that Dr. Sterling Bunnell be hired as an Ombudsman, resource person, and school psychiatrist. The Agenda Committee made this recommendation at its meeting held on November 26, 1969. The recommendation of the Committee is based on the recommendation of the Bureaucracy Workshop of the Institute, which was the following: (found in paragraph #3 of the minutes of that Workshop)

"That a full time ombudsman be appointed. That the students elect a committee of faculty members who would select a suitable person from the community at large." Considered as a possible candidate, Dr. Sterling Bunnell, who was present at the time.

TO ALL MAIL BOXES: Faculty & Staff

Agenda Committee of the Student/Faculty/Staff Institute 1969

Based upon recommendations of the Bureaucracy Workshop and the Sump Workshop, we propose the following:

- 1) Each building and studio on campus contain a first-aid kit with instruction manual.
- 2) Each shop monitor be versed in First Aid.
- 3) Each semester Dr. Roberts, or other resource, be asked on Campus to conduct a session on basic First Aid mandatory for studio monitors and Faculty and Staff.
- 4) Each semester a safety inspection be conducted and the observations, recommendations and other comments by the inspecting party be published distributed to the Campus Community.

AGENDA COMMITTEE

Ron Dahl
Ken Rignall
Marc LeSueur
Martin Streich
Tomas del Solar
Daphna Yevnin

MS/lid
2/26/70

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

TO: The Board of Trustees
Faculty

FROM: Agenda Committee of the Student/Faculty Institute

We find the decision to raise tuition deplorable in consideration of alternatives possible. We urge the Board of Trustees, in order to prevent further disillusionment of the college community, to seek within itself by every possible means, to establish funds for the operation of the campus and the further development of the educational program. It is no longer possible for the Board of Trustees to insist that the students continually bear the brunt of operating expenses by symptomatic and short-sighted solutions. We request the Board engage more innovative and far reaching solutions.

/s/ M. Le Sueur
Mr. Streich
K. Rignall
T. del Solar
D. Yevnin
R. Dahl

cc: President Ford

Mr. John Lottes, Asst. to the Pres./Academic Affairs

Mr. John Taylor, Admin. Asst. to the Pres.

Mr. Bill J. McCook, Asst. to the Pres./Comptroller
Student Council

STATEMENT OF THE AGENDA COMMITTEE

While the Institute is no more, the Agenda Committee continues to function. Included here is the interim report and recommendations made to the Board of Trustees and proposal to the Staff and Faculty on shop safety. Every recommendation made by the various workshops must be acted upon, and reported to the Academic community. Our job is not done.