

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407  
ACADEMIC SENATE

Minutes of the ACADEMIC SENATE  
EXECUTIVE COMMITTEE MEETING  
Tuesday, December 8, 1992  
Bldg 47-24B, 2:30-4:30pm

Preparatory: The meeting was called to order at 2:40pm.

I. Minutes:

II. Communication(s) and Announcement(s):

III. Reports:

- A. Academic Senate Chair: none
- B. President's Office: none
- C. Vice President for Academic Affairs: none
- D. Statewide Senators: none
- E. CFA Campus President: none
- F. ASI representatives: none

IV. Consent Agenda:

V. Business Items:

A. **Student Throughput Committee:**

The following individuals were elected to the Student Throughput Committee:

CAGR	Ken Scott	Agribusiness
CAED	Ed Turnquist	Construction Management
CBUS	Mary Beth Armstrong	Accounting
CENG	Russ Cummings	Aero Engineering
CLA	Dan Levi	Psychology and Human Dvlpmnt
CSM	to be announced	
PCS	George Stanton	Testing Office

- B. **Strategic Plan:** The Chair distributed two different preambles as samples for the committee's review. The committee will be drafting a final version during winter quarter. The preamble should state that the Strategic Plan is not a license to enact the goals set forth in the document WITHOUT further consultation. Faculty are to review any policy/procedure recommendations after a thorough study has been made. The Strategic Plan is a plan upon which policy can be based. It is not intended to circumvent the normal process of program approval and policy enactment.

C. **Academic Senate involvement in the budget review process:**

The Academic Senate Executive Committee will be developing a plan for review of the university budget during January 1993. Burgunder asked why the Executive Committee was doing the review instead of the Budget Committee. He felt the Executive Committee should not be a budget recommending committee when it had several other matters to look at. Carnegie responded the Budget Committee has not been able to obtain information outside of the Academic Affairs area and it was felt the Executive Committee would have more opportunity for receiving this information. The Chair added this would not be just a review of the budget but policy issues would be involved as well. He stated the committee had a responsibility to look at the overall budget and university-wide allocation of funds, and have input to this process. The recommendations of the Executive Committee will be brought to the full Senate. Brown asked if there was a way for the Executive Committee to get the information for the Budget Committee and have it do the investigation with the Executive Committee acting as coordinator. Carnegie replied that the faculty members on the Budget Committee were transitory. The other half of the committee were administrators and permanent members to the committee. The Executive Committee would

be able to do the review without administrative members determining what information was/wasn't important to view. Gooden mentioned the Executive Committee would have the disadvantage of having to learn the background structure of university budgeting in order to understand the process. Mori added that the committee is at a disadvantage when only the academic side of the budget is disclosed. We need to have the advantage of understanding the entire budget.

Carnegie stated there was a tremendous lack of faith between faculty and administration regarding budget matters. The Budget Committee is trying to build bridges between faculty and administration, but to continue to request information and continually be denied would be to continue banging one's head against the wall. Gamble stated the Executive Committee doesn't have to be an expert in budgeting, but, as a committee, it should set forth priorities and be able to say what areas money should be directed to and what areas money should not be directed to. Mueller felt it was important that members of the committee become literate in reading spreadsheets and numbers because this is how the whole university is now being operated. It is no longer run by FTE and SCU formulas.

Vilkitis clarified that the Executive Committee would be involved in the decision making "process." It would not be making the decisions. Carnegie expressed his hope that this effort would create more trust among faculty if faculty could see that the same degree of funding was being cut from areas outside of Academic Affairs. Brown indicated the role of the committee should be to establish direction. In order to do this, members of the committee need to understand the numbers. He felt it would be important to have the members of the Budget Committee attend the review meetings to lend their expertise. Andrews added the Executive Committee would also need to work with the Curriculum Committee to determine a method for allocating funds to new courses since the old formulas are gone. There is no established measure of efficiency regarding the cost of instruction. Carnegie stated the Budget Committee had been told that baseline budgets would be allocated as they had been historically (mode and level). The same amounts would be allocated with modifications made according to Program Change Proposals. Budgets would move off this baseline as a result of Program Change Proposals and the planning process. There will be a three-prong approach to budgeting procedures:

Planning: to be determined by the Academic Senate and the administration;

Development: administration will develop the procedures to implement the planning;


Implementation: requires faculty involvement. Does the development correspond to the original plan? The Senate will have to establish flags that will alert it if departments are getting off-track or if the process gets out of balance.

M/S/P to have the Executive Committee participate in the budgeting process. The review process will be determined during January 1993; recommendations will be drafted; and these recommendations will be presented to the Academic Senate. It was further decided that after looking at the figures of each area, the vice president of each area would be invited to discuss the activities of that area with the Executive Committee. Organizational charts would be requested with a description of what each area does and the costs of providing its services. (This information will be kept in-house.) This information will be reviewed before meeting with each administrator so the committee can prepare intelligent questions. Andrews enumerated other items which should be looked at: (1) what organizational structures are supported by ASI fees; (2) what are the sources and uses of all revenue received; (3) what is the percentage of the total budget these revenues represent?

VI. Discussion: none

VII. Adjournment: The meeting was adjourned at 4:10pm.

Recorded by:

  
Margaret Camuso, Academic Senate





12/4/92

## THOUGHTS ON ANALYSIS OF BUDGET

- I. Philosophy of budget cuts
  - A. Horizontal vs. vertical cuts: In fact, the overwhelming majority of cuts to date have been horizontal. What has been the effect on programs? Look at staffing levels from FAD reports for the past four or five years.
  - B. Balancing the elimination of positions versus the reduction of direct support (e.g., O&E).
  - C. Classification of functions as:
    - 1. extremely important
    - 2. nice to do
  - D. Recommendations in case of:
    - 1. 5% budget reduction
    - 2. 10% budget reduction
    - 3. 15% budget reduction
- II. How to study the budget
  - A. By organizational structure within:
    - 1. Academic Affairs
    - 2. Business Affairs
    - 3. Human Resources
    - 4. Information Systems
    - 5. Student Affairs
    - 6. University Relations
  - B. Determine function of groups within an organization (e.g., what is the function of the Systems and Analysis Group of Academic Records under Academic Affairs?)
  - C. Determine the level (if possible) and source of funding of groups (e.g., in Student Affairs, not all of the funding is from the state budget).
- III. How would we expect Cal Poly to look in 5, 10 years given the best information we have about the economy and the short and long-term political support for higher education in California? How do we suggest responding?

**RECEIVED**

State of California

California Polytechnic State University  
San Luis Obispo, CA 93407

DEC 1 1992

**M e m o r a d u m**

**Academic Senate**

November 24, 1992

**TO:** Deans  
Department Heads/Chairs

**cc:** W. Baker  
R. Koob  
F. Lebens  
J. Wilson ✓  
J. Conway

**FROM:** A. Charles Crabb   
Interim Associate Vice President for  
Academic Resources

**SUBJECT:** Academic Affairs Budget Notes

Attached is the first in a series of budget notes from Academic Affairs. The information in the notes are meant to help faculty and staff in instructional areas better understand budget related issues that impact this campus. It is our hope that with more information faculty and staff will be able to be more active participants in the budget planning for future years.

I hope you will make an effort to distribute the notes to your faculty and staff. If there are questions that arise from the information presented in the notes or if you have topics that you feel should be covered in a future note, please feel free to contact me by PROFs (DU202) or phone (X 2186).

Attachment

## Academic Affairs Budget Notes - November 30, 1992

### Enrollment Numbers

There has been considerable adjustments to the budget and enrollment targets for Cal Poly over the course of the last few years. The terminology associated with the communications about the budget and enrollment has changed as well. To help the campus community understand better the enrollment issues it is important that everyone understand the terminology. This budget note is meant to help the campus community to better understand some of the terminology of some of the actions taken this year.

#### FTEs - Full Time Equivalent Students

Based on a "full time" student taking 15 units per quarter.  
Calculated by taking the total number SCUs taken divided by 15.

#### AY FTEs - Academic Year Full Time Equivalent Students

Sum of FTEs for fall, winter, and spring quarters divided by 3.

#### SQ FTEs Annualized - Summer Quarter FTEs Annualized

Summer Quarter FTEs divided by 3.

#### CY FTEs - College Year Full Time Equivalent Students

Sum of AY FTEs and SQ FTEs Annualized.

Master Plan Enrollment Ceiling - The upper limit on the number of FTEs that Cal Poly is expected to teach. Prior to 91/92 the Cal Poly Enrollment Cap was 15,000 AY FTEs.

Benchmark Enrollment - The FTEs enrollment that Cal Poly was originally funded for FY 93. This enrollment reflected the reduction in funding associated with the permanent budget reductions that have occurred.

Threshold Enrollment - Two percent below the benchmark enrollment. Falling below the threshold enrollment, a campus would risk having their budget reduced mid-year.

Academic Program Recovery (APR) Funds - A portion of the funds generated by the increase in the State University Fee has been set aside for the Academic Program Recovery Fund. Those campuses

that anticipated being able to teach FTES in excess of their benchmark enrollments could apply for APR funds.

Prior to FY 92, the campus enrollment was targeted at 15,000 AY - FTES. With the budget reductions that the campus has faced, the CSU has recognized that the system and individual campuses would not be able to provide access to as many students as outlined in the Master Plan.

In May of 1992, the Chancellor's Office issued a memo (BP 92-20) which outlined a possible budget reduction of 8%. In that memo the campuses were informed that enrollment reductions of up to 8% would not impact funding at the campus level. In August, coded memo BP 92-29 introduced the term "Benchmark Enrollment." The benchmark enrollment represents a 10.3% reduction from our Phase I enrollment target. The 10.3% reduction in FTES was calculated by taking the estimated 8% budget reduction (\$123,020,907 for the system) divided by the system marginal costs per student (\$4,433) to determine the number of students the system would not be able to serve. The August benchmark enrollment for Cal Poly was 14,203 CY- FTES.

In late September the campus received coded memo BP 92-41 which described the adjustments made to the CSU budgets as a result of the final state budget passed. The cuts made to the CSU budget exceeded those in earlier planning documents and resulted in the CSU adjusting the benchmark enrollments for FY 93. The Cal Poly benchmark enrollment prior to the APR Fund allocations was set at 13,957 CY-FTES.

In anticipation of the Legislature passing the 40% State University Fee increase, the Chancellor's Office established an Academic Program Recovery (APR) fund. The original plan was to allocate APR funds based on the ability of each campus to enroll additional FTES and provide additional sections. Based on enrollment projections and reviewing early enrollment patterns in CAPTURE, we estimated that we would be able to exceed our benchmark enrollment for fall term by 1,329 FTES. With further negotiations with the Chancellor's Office we were granted an enrollment increase of 650 FTES above our benchmark enrollment. Based on the marginal costs per FTES, the campus was allocated an additional \$2,881,450. For the fall quarter, APR funds have been used to staff critical need courses which were in the schedule but for which no instructor had been identified, restore course offerings, allow positions left vacant by retirements to be refilled, and further mitigate the impacts of the increased budget reduction target.

The 650 FTES is added to the 13,957 CY-FTES Cal Poly benchmark enrollment. Our revised benchmark enrollment is now 14,607 CY-FTES or a 13,492 AY FTES.

State of California

California Polytechnic State University  
San Luis Obispo, CA 93407


## MEMORANDUM

**TO:** Ed Carnegie, Chair  
Academic Senate Budget Committee

**DATE:** November 24, 1992

**FILE NO:** ASBC

**COPIES:** ~~Ed Wilson~~  
ASBC Members  
(All with attachments)

  
**FROM:** Rick Ramirez, Director  
Budget Planning and Administration

**SUBJECT:** General Fund Budget Information - Revisions and Additions

Attached is another set of the four displays of budget information I recently transmitted with explanatory footnotes added to make the data more useful. The person-years and dollars have not changed. Also attached to supplement the four tables of numbers are two line graphs and a stacked column graph.

Attachments



## General Fund, Final Budget Comparison: 1991/92 and 1992/93

	<i>1991/92 Final Budget (July 1991)</i>		<i>1992/93 Final Budget (November 1992)</i>		<i>Variances</i>	
	<i>Person- Years</i>	<i>Dollars</i>	<i>Person- Years</i>	<i>Dollars</i>	<i>Person- Years</i>	<i>Dollars</i>
Personal Services	2123.4	122,099,362	1805.1	101,589,408	-318.3	-20,509,954
Student Aid Grants	0.0	2,632,171	0.0	4,168,876	0.0	1,536,705
Library Volume Acquisitions	0.0	1,308,825	0.0	1,222,925	0.0	-85,900
Utilities	0.0	2,653,948	0.0	1,898,458	0.0	-755,490
Operating Expenses & Equip.	0.0	9,437,356	0.0	7,609,573	0.0	-1,827,783
Unidentified Reductions	0.0	-10,798,181	0.0	0	0.0	10,798,181
Totals, Expenditures	2123.4	127,333,481	1805.1	116,489,240	-318.3	-10,844,241
Receipts	0.0	-19,738,437	0.0	-22,619,043	0.0	-2,880,606
Net, State Support	2123.4	107,595,044	1805.1	93,870,197	-318.3	-13,724,847

Date: 11-24-92

FY 1992/93 General Fund, Final Budget (After Permanent Budget Cuts)  
 Recapitulation of Mandated Budget Reductions and Initial Campus Allocations

	<i>Permanent Reductions to Phase 1</i>				<i>FY 1992/93 Initial Budget Allocations (after cuts)</i>
	<i>Initial 8% Cut (BP 92-20)</i>	<i>Additional Cut (BP 92-44)</i>	<i>A. R. F. Allocation*</i>	<i>Total, Permanent Reductions</i>	
Academic Affairs	-5,388,806	-1,328,356	2,881,450	-3,835,712	82,285,701
Student Affairs	-813,656	-133,797		-947,453	12,367,976
Information Systems	-598,022	-104,544		-702,566	6,109,952
University Relations	-28,897	-5,053		-33,950	616,680
Human Resources	-44,134	-6,313		-50,447	754,156
Business Affairs	-1,219,322	-199,194		-1,418,516	15,453,195
Unallocated/Exec Mgt		-1,679,124		-1,679,124	-1,098,420
Totals, Expenditures	-8,092,837	-3,456,381	2,881,450	-8,667,768	116,489,240
Receipts					-22,619,043
Net, State Support					93,870,197

\* CSU budget augmentation for Cal Poly from the CSU Academic Program Recovery "Fund;" received after reduction targets had been distributed. The A.R.F. is funded from the Fall 1992 State University Fee increase.

Date: 11-24-92

**FY 1992/93 General Fund, CSU Final Budget (November 1992)**  
**Initial Budget and University Reallocations**  
*(After Permanent Reductions)*

	<i>Initial Budget Allocations (after permanent cuts)</i>							<i>University Reallocations</i>		<i>FY 1992/93 Final Allocations</i>
	<i>Person- Years</i>	<i>Salaries &amp; Wages</i>	<i>Staff Benefits</i>	<i>Salary Savings</i>	<i>Totals, Personal Services</i>	<i>Operating Expenses &amp; Equip.*</i>	<i>Totals, Initial Allocations</i>	<i>Contingency Budget</i>	<i>Receipts, Utilities, Postage, etc.</i>	
Academic Affairs	1248.9	61,578,660	15,910,821	-1,357,166	76,132,315	4,796,220	80,928,535	-1,916,655		79,011,879
Student Affairs	161.9	6,365,683	1,685,633	-271,283	7,780,033	4,316,660	12,096,693	-180,090		11,916,604
Information Systems	82.5	3,399,652	853,620	-148,826	4,104,446	1,243,904	5,348,350	-141,378	612,776	5,819,749
University Relations	11.0	442,821	133,444	0	576,265	40,415	616,680	-7,792		608,888
Human Resources	11.5	523,488	157,751	0	681,239	72,917	754,156	-9,808		744,348
Business Affairs	275.8	8,580,048	2,585,596	-390,696	10,774,948	4,274,271	15,049,219	-271,047	1,315,536	16,093,708
Executive Management	13.5	1,038,317	312,897	0	1,351,214	155,445	1,506,659	0		1,506,659
University-Wide	0.0	167,133	28,666	-6,851	188,948	0	188,948	2,526,769	-1,276,056	1,439,661
Totals, Expenditures	1805.1	82,095,802	21,668,428	-2,174,822	101,589,408	14,899,832	116,489,240	0	652,256	117,141,496
Receipts							-22,619,043		-652,256	-23,271,299
Net, State Support	1805.1						93,870,197	0	0	93,870,197

\* The following University-Wide and/or restricted allotments are contained in the Operating Expenses & Equipment category:  
 State Univ. Grants, SEOP Grants, and other State-supported student aid of \$4.17 million are administered in Student Affairs.  
 Telephone and Postage budgets of \$1.65 million and Utilities allotments of \$1.89 million are scheduled in Business Affairs.

Date: 11-24-92

*General Fund Expenditures*  
*Summary of Past Years Actual Expenditures and 1992/93 Budget*

<i>Fiscal Year</i>	<i>Salaries &amp; Wages</i>	<i>Staff Benefits</i>	<i>Totals Personal Services[3]</i>	<i>Operating Expenses &amp; Equipment</i>	<i>Totals Expenditures</i>	<i>Salary Savings</i>	<i>Receipts</i>	<i>Net, State Support</i>
1988/89 [1]	75,143,392	18,614,594	93,757,986	13,872,618	107,630,604	n/a	-14,099,167	93,531,437
1989/90 [1]	81,940,600	20,914,378	102,854,978	15,354,363	118,209,341	n/a	-15,640,494	102,568,847
1990/91 [1]	87,618,534	20,415,102	108,033,636	14,892,605	122,926,241	n/a	-17,321,800	105,604,441
1991/92 [1]	87,514,755	23,141,788	110,656,543	16,596,421	127,252,964	n/a	-19,693,035	107,559,929
1992/93 [2]	82,095,802	21,668,428	103,764,230	14,899,832	118,664,062	-2,174,822	-22,619,043	93,870,197

**FOOTNOTES:**

[1] Actual year-end expenditures reported as of June 30th.

[2] CSU "Final Budget" allocation to SLO, November, 1992.

[3] Fiscal year notes on Employee Compensation Increases:

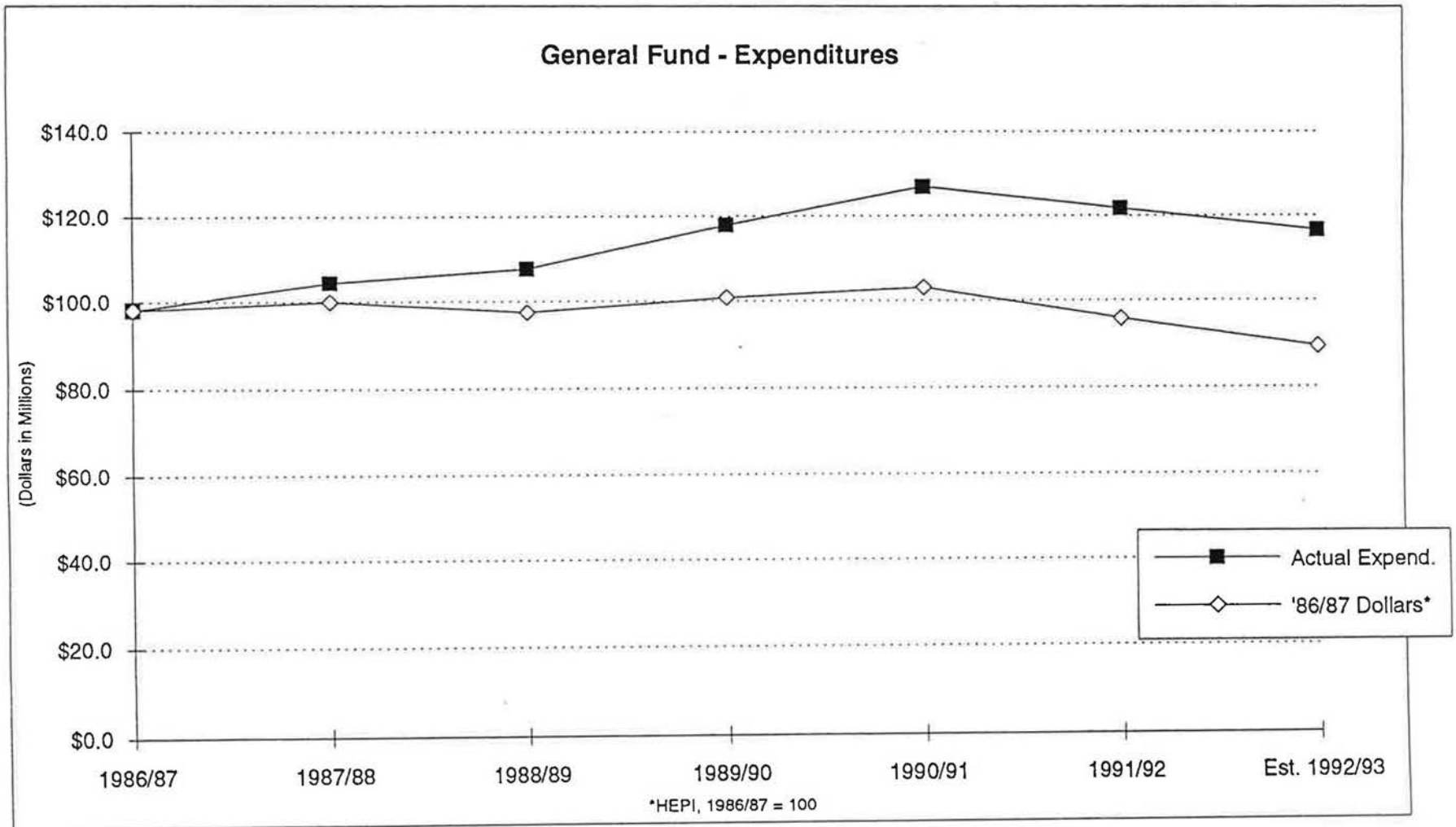
FY 1988/89: Effective June 01, 1989, +4.7% for faculty and +6.0% for non-faculty.

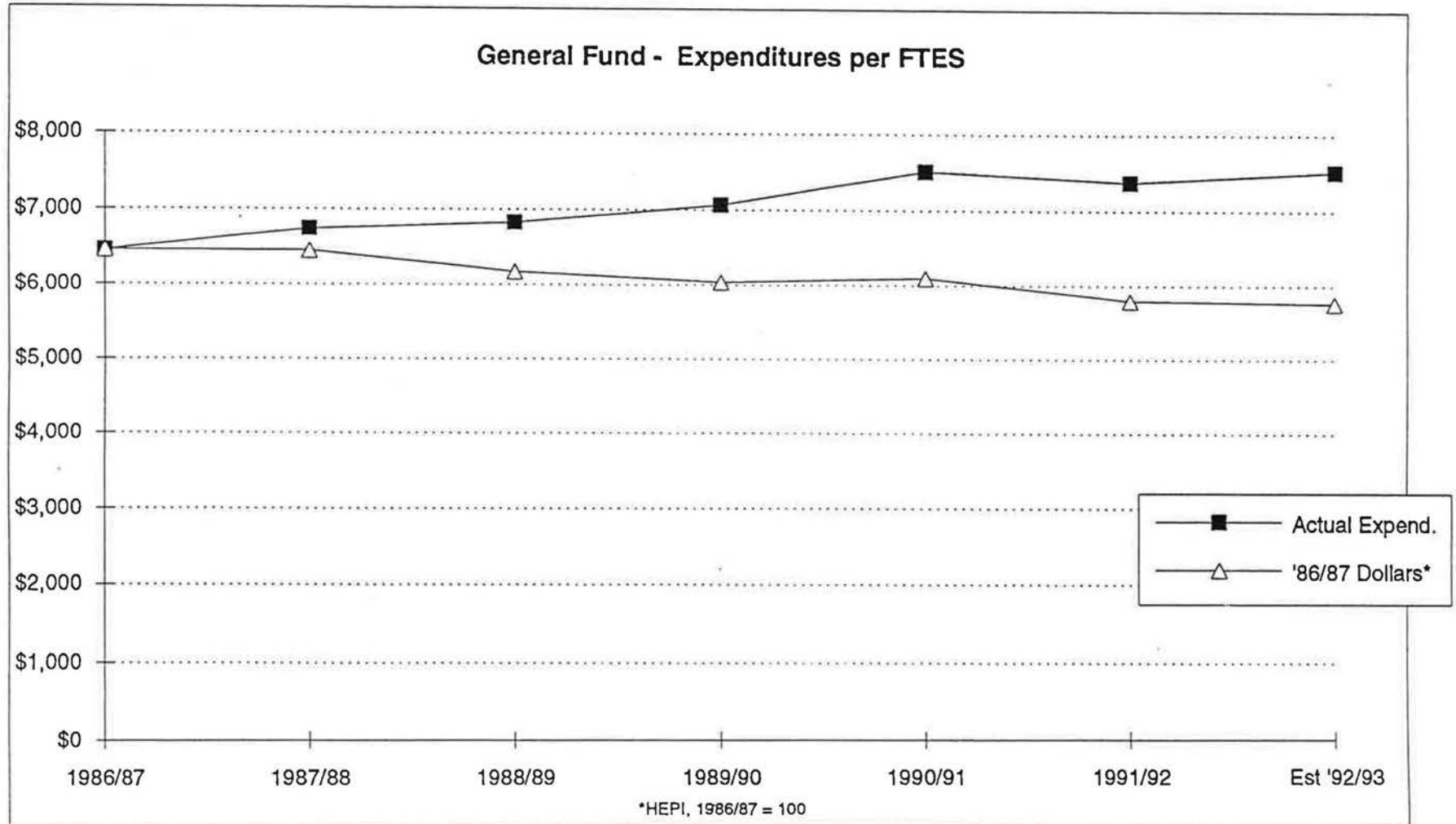
FY 1989/90: Effective January 01, 1990, +4.8% for faculty and +4.0% for non-faculty.

FY 1990/91: Effective January 01, 1991, +4.9% for faculty and +5.0% for non-faculty.

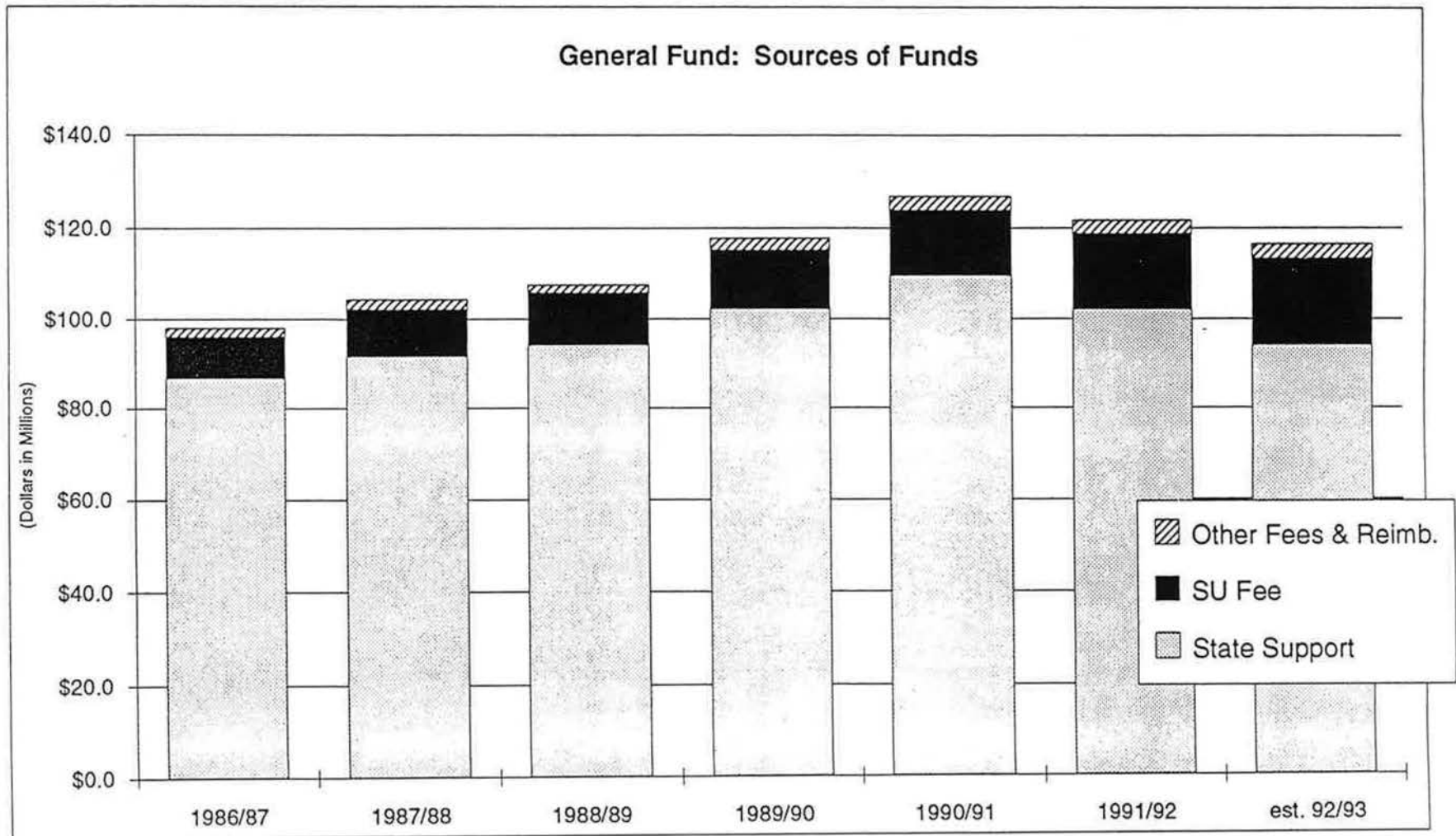
FY 1991/92 and FY 1992/93: No compensation increases were approved.







Date: 11-24-92



Executive Committee  
Proposed Amendments to Strategic Plan.  
What do you think of these and add or detract or  
write your own.

PREAMBLE TO THE STRATEGIC PLANNING DOCUMENT  
OF CALIFORNIA POLYTECHNIC STATE UNIVERSITY

The Strategic Plan is meant to set the direction for the university as it prepares to enter the 21st century.

The process of developing the Strategic Plan is perhaps as important as the document itself. The process which has involved hundreds of faculty and staff and many students over a period exceeding two years has forced these constituencies to reexamine and in some cases rethink their vision of the university as it moves ahead. The world is changing, California is changing, and Cal Poly must respond to those changes in a constructive manner. At the same time there will be the challenge to maintain the high quality of education for which this campus is well known.

When the process began, the present serious budget situation that exists in California was also just beginning. So, superimposed on the process and the plan is the reality of the severe budget cuts that have occurred over the past two years with no relief apparently promised in the near future.

The Strategic Plan sets out general goals which include a number of objectives. The goals and objectives selected by the faculty, staff and students to represent the Strategic Plan will set the direction of the university for the immediate future. However, within that framework there must be some flexibility. Some of the goals and objectives represent new ground to be broken. Careful, thoughtful planning will be required for their implementation. A document such as this cannot hope to address all the possible concerns of the campus community or the exigencies that occur from time to time.

The Strategic Plan must account for the differences in programs on this campus. There must be some latitude in some objectives that enable programs to function in a manner that makes sense for them. For example laboratories are essential to some programs. They do not necessarily make sense in others. However involving the students in their learning makes sound pedagogical sense in all programs. That is a primary reason for the success of Cal Poly measured both by the popularity of its programs and the success of its graduates in all areas. On the other hand the effort to reach the Diversity goals must be made uniformly across the campus. There can be no latitude in this effort.

In the final analysis this document is a living document. It is not carved in stone. However, the goals of the Strategic Plan determined by the university constituencies represent that which this campus shall make every possible effort to reach and attain.



## PREAMBLE

Cal Poly's Strategic Plan was developed to guide the direction of the institution over the next several years. It establishes a process for achieving the mission of the university and sets forth the goals and priorities which will direct its future planning, resource allocation, and decision making.

Due to the changing conditions in higher education and budgetary uncertainties, the goals of the Strategic Plan may periodically be revised. This flexibility allows the document to remain a functional tool for strategic planning.