

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

Minutes of the ACADEMIC SENATE
Tuesday, February 23, 1993
Room 220, University Union, 3:10-5:00 pm

Preparatory: The meeting was called to order at 3:15 pm.

I. Minutes: none

II. Communications and Announcements: none

III. Reports:

- A. Academic Senate Chair: J. Wilson stated that it was too ambitious and premature for the Executive Committee to report to the Academic Senate today on the budget crisis and meetings it has been holding. The Executive Committee will report to the Senate at its next meeting in March. Wilson also reported that the report that studied possible discontinuance for Home Economics has been completed and will be agendized on the next meeting of the Academic Senate. All senators will receive a complete copy of that report, and he urged all senators to read it before that meeting.
- B. Charter Committee: Ron Brown reported that the Charter Committee has subdivided into four subcommittees: 1) Governance; 2) Academic Affairs; 3) Employee Relations; and 4) Finance. The next meeting of the committee will be tomorrow [Wednesday, February 24]. Brown is on the Governance subcommittee, and they are primarily examining governance in relation to the CSU system. They will be asking whether or not to continue exploring the ramifications of a charter—in other words, whether the charter proposal should be explored further or abandoned. B. Mori asked if there were an open back door where we could pull out at a later date. Brown responded that we are not obligated to continue. We cannot be expected to buy into a plan if we do not know the details. C. Russell asked who was the member of the committee representing the College of Liberal Arts. R. Koob responded that it was Jim Howland, a lecturer in the English Department. Koob explained that the process is a long one with various stages. The questions that will need to be answered are: Do you want to try—yes or no? Do you want a charter—yes or no? Once a specific charter is written do you want *that* charter—yes or no? W. Reynoso explained that the key step now is preparing the enabling legislation. She stated that many colleagues would like to know the details of the enabling legislation before supporting the idea of a charter campus. She continued that a possible model for a charter university might be gleaned from SB1448 implemented in January of 1993 that deals with charter schools for K[indergarten] through-12[th grade]. She observed that those charter schools have enormous liberty. They are exempt from *all* laws except for their charter. There is great opportunity but we should proceed with caution. M. Botwin observed that we were a charter school before we were part of CSU. R. Brown stated we have at least two ways to establish a charter. One model would hold us responsible to the charter but declare we are no longer subject to California educational code. An alternate way would have us identify the specific features of the education code from which we would be exempted and designate those areas to be under local control.
- C. Report on PACBRA. J. Wilson announced that PACBRA will meet soon to make its recommendations to the President as to how the campus could absorb a possible budget deficit of \$6,200,000. The committee has recommended: the library receive a 0% cut; academic programs receive a 5% cut; and all other areas receive a 6% cut. Things can change for this is an iterated process. No final decisions have been made yet.

R. Koob explained that there are 4 steps in the decision-making process.

Stage 1: The "What If" Stage. This is where we try to assess for the Trustees' benefit the impact of budget cuts that result from the governor's proposed budget. The Trustees are trying to ascertain whether or not there is a need to raise student fees and go through the political fight. The percentages already stated by Jack Wilson (0% reduction to the library, 5% to instruction, and 6% in support) comes to a budget reduction of 7.4% for the campus because some pieces of the budget are not changeable.

Stage 2: The Internal Development Stage. At this point we ask each unit to put forward a plan addressing how they would actually implement the cuts. This also gives the Trustees time to alter their views. This stage has some budget decisions proposed in some detail.

Stage 3: Consultative Stage. At this stage we discuss and consult with the various constituents if this is where the cuts should occur. We ask, "What do you think?" By the end of April PACBRA comes back together having gathered information from its consultations with the various constituents.

Stage 4: Implementation. The deadline for lay-off notices is May 14 and 15. We still will not know whether or not there will be a student fee increase, and we will not know the budget figures. Implementation will thus require continued review as well as action.

M. Botwin stated that step one in this process is "a fraud" and is "crazy." He stated that only 45% of the funds coming to campus are for academic support. He quoted statistics that there are 822 faculty positions on campus and 983 non-faculty positions. J. Murphy stated that one problem is identifying arbitrary percentage values. Some things cannot be adjusted. What is necessary is identification [of possible savings] line-by-line to determine what may occur, not just a percentage cut. J. Wilson stated that there would be some specific recommendations in the Executive Committee's upcoming report on the budget.

J. Conway said that the mathematics is confusing and the numbers do not compute. How do 5% and 6% reductions come to a 7.4% reduction.

Koob agreed that it *is* confusing. He summarized that there are two sources of income for the university: 1) the General Fund which consists of tax dollars and the "old fee"; and 2) the "new fees" that the Chancellor said we can collect. The 7% number is the impact of the 4.5% reduction in the governor's budget. That 4.5% translates to a 7% reduction in the General Fund for the university. If you take the university total budget—which is the General Fund *plus* the fee income—we arrive at a 5.3% reduction. Then, if you take the 5% reduction in instruction and the 6% reduction in the other areas you arrive at the dollar amount that must be achieved in order to reach the 5.3% reduction in university funds. So you can talk about it any way you like with regard to percentages, but the bottom line is that it boils down to a certain number of dollars that must be sent back to [the Chancellor's office] at Long Beach. The percentages are always confusing because of fixed costs.

R. Gooden asked if Koob would repeat the figures and ratios he had quoted at the last meeting of the Executive Committee [regarding instruction, support, and the library]. Koob relayed that for every 1% change in instruction we need three or four times that in non-instruction or support. He stated that the library budget is approximately \$5 million dollars out of the \$86 million budget for the campus as a whole.

J. Harris stated that all of the budget debate is founded on the best-case scenario which is the governor's budget. But he cautioned that the governor's budget is "a house of cards." The President stated that if we were to receive a 7% cut to the campus we would be dead—we're there.

J. Connely asked where Athletics fits in the picture. J. Wilson observed that they are part of Academic Affairs and that they are slated for a 7.4% cut.

L. Burgunder asked what were the total expected reductions in university funds. Koob responded that the total target figure is 6.32 million dollars. But there are \$600,000 of unallocated funds offset from last year, leaving us with 5.67 million. If there is a 5% cut in instruction, that total figure is set at 3.55 million dollars which leaves 2.13 million for the rest of the campus.

IV. Consent Agenda: none.

V. Business Items:

A. Cal Poly Strategic Plan. Finalization of sections 5-8 [continuation from Feb. 19, 1993].

Item 5.2.2 [previously item 5.2.3 on p. 20 of the agenda from January 26]. T. Bailey moved (2nd by B. Mori) that we accept item **5.2.2.a** as a replacement for item **5.2.2** [that had been items 5.2.3.a and 5.2.3 on the January 26 agenda]. L. Burgunder asked why the word "qualified" that had been an original part of the statement had been deleted in the proposed revision. Bailey responded that the use of the term "qualified" only in the context of underrepresented students could be derisive and construed as a derogatory statement. R. Brown observed we have used "CSU eligible" in other instances and asked if there was a distinction. Discussion ensued. W. Mueller proposed the amendment (2nd by M. Hanson) that the word "qualified" be reinserted before the word "underrepresented." Senators Bailey, Mori, Burgunder, and Murphy responded that the word "qualified" occurs elsewhere and has been adequately addressed. Its restatement here could be offensive as well as redundant. The amendment failed. B. Mori called for the question. The motion passed with dissent.

Item 5.3. T. Bailey moved (2nd by B. Mori) that we accept item **5.3.** J. Connely asked how we can *ensure* equal success. J. Wilson responded that the item addresses equal *opportunity*, not equal success. The motion passed.

Item 5.4. T. Bailey moved (2nd by B. Mori) that we accept the alternate version of 5.4 [that is underlined and underneath 5.4 on p. 20 of the January 26 agenda]. J. Murphy commented that the word "LOCAL" should not be in upper case letters. The motion passed.

Item 5.5. J. Murphy moved (2nd by Bailey) that Item 5.5 be adopted. J. Connely felt the item was "loaded" and was on tenuous ground: a professor should deal frankly with the subject matter and not be compelled to stress the "positive." J. Murphy responded that item 5.5 says nothing about being *positive* but only states that *contributions* should be addressed. Discussion ensued. The motion passed.

Item 5.6. W. Mueller moved (2nd by Bailey) that Item 5.6 be deleted. The motion passed.

Section 6: Governance and Collegiality

J. Murphy moved (2nd by Mueller) that section 6 be adopted as stated. C. Dana moved to amend the motion (2nd by D. Hannings) by deleting the words "understand clearly" that appear in item 6.3. The amendment passed. The motion passed as amended.

Section 7: Institutional Size

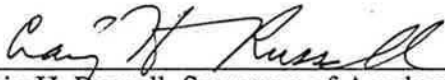
M. Hanson moved (2nd by J. Murphy) that section 7 be adopted as stated. D. Peach offered the friendly amendment—which was accepted by Hanson—that the revision found in item 7.2 be accepted. Thus the words "and technologies" should be added after the words "alternate educational models." The motion passed as amended.

Section 8: University Relation[s] and Image

J. Wilson distributed a handout titled "8. University Relations" that he proposed as an alternate version [to the one on p. 23 of the January 26 agenda]. There was considerable discussion regarding the inclusion or omission of "image" from this section. W. Mueller moved (2nd by Hanson) that section 8 be adopted as stated. Murphy suggested the friendly amendment—accepted by Mueller—that "Relation" be changed to "Relations." The motion passed as amended. W. Mueller then moved (2nd by Murphy) to delete all of subsections 8.2 and 8.3. T. Bailey observed that the whole section was devoted to "image,"

and now we are deleting all reference to it. She felt there was some credence of the idea of looking at image. It is relevant to be concerned with the perceptions that people have. The motion to delete subsections 8.2 and 8.3 failed.

VII. Adjournment: the meeting was adjourned at 4:28.



Craig H. Russell, Secretary of Academic Senate

1/25/93
Date

FILE COPY

State of California

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

FEB 19 1993

Academic Senate

Date: February 17, 1993

Copies:

To: **ACADEMIC SENATORS**

From: Margaret Camuso
Academic Senate

Subject: **Academic Senate Meeting on February 23, 1993**

R E M I N D E R

Academic Senate meeting
Tuesday, February 23, 1993
3 to 5pm, UU 220

Please bring your agenda from February 16. If time permits, we will continue finalizing the Senate response to the Strategic Plan.