

RESOLUTION ON DEALING WITH REDUCED FUNDING:
MAINTAINING THE QUALITY OF THE EDUCATIONAL PROGRAM
(#22-91/92-EX)

- WHEREAS, The CSU Senate has put forth a resolution on dealing with reduced funding: maintaining the quality of the educational program; and
- WHEREAS, The Academic Senate at Humboldt State University should comment on the CSU resolution put forth on dealing with reduced funding: maintaining the quality of the educational program; and
- WHEREAS, The Academic Senate of Humboldt State University supports the resolution put forth on dealing with reduced funding: maintaining the quality of the educational program by the CSU Academic Senate; therefore, be it
- RESOLVED: That the Academic Senate of Humboldt State University convey its endorsement of the resolution (AS-2067-92/EX) put forth by the CSU Academic Senate (Attachment A).

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2067-92/Ex
March 5-6, 1992

DEALING WITH REDUCED FUNDING:
MAINTAINING THE QUALITY OF THE EDUCATIONAL PROGRAM

WHEREAS, The faculty have primary authority over, and responsibility for, the academic program and the education of students; and

WHEREAS, The Academic Senate of the California State University and the campus senate chairs have organized a series of regional campus meetings to discuss faculty priorities for dealing with unprecedented fiscal constraints brought about by the state's continued budget deficit and structural problems in the state budget; and

WHEREAS, These discussions have served to reaffirm the Senate's position that access without quality has no meaning and have identified areas of faculty consensus; therefore be it

RESOLVED: That the Academic Senate of the California State University endorse the statement, "Dealing with Reduced Funding: Maintaining the Quality of the Educational Program."

Dealing with Reduced Funding:
Maintaining the Quality of the Educational Program

The faculty's paramount concern is access to an education of quality allowing us to discharge our mission according to the Master Plan for Higher Education. Preserving the quality of the educational experience for students requires:

Preservation of the quality of instructional programs;

Appropriate instructional support;

Ensuring that sufficient faculty are available to serve student needs for instruction, taking into account the nature and mix of programs and the composition of the student body as determined by the faculty.

In the event that the state does not provide the resources adequate to serve projected enrollment, the CSU should not enroll more students than those for whom it can provide classes and support services. It is preferable to limit FTE through control of both admissions and management of course enrollments, rather than admit students who cannot find classes in which to enroll.

Planning involving the faculty is essential to educationally sound enrollment decisions.

The faculty of each campus must participate in determining secondary criteria when the university must limit admissions.

Secondary criteria should support the mission of the campus. Considerations include attracting and retaining a diverse student population and maintaining an appropriate mix of programs.

Each campus should examine its own policies to maximize student access to needed courses and programs. Taking into account its mission, student body, and mix of programs, the faculty should consider such strategies as the following:

Enforcing pre-requisite checking;

Tightening or enforcing disqualification policies, add/drop policies, and repeat-and-cancel policies;

Limiting the number of units in which a student can enroll each term;

Setting priorities for enrollment in major courses;

Limiting enrollment in courses for students who have not yet satisfied ELM and EPT requirements;

At the system level the CSU should facilitate campus purchase of software that allows campuses to implement such strategies.

(over)

While system-wide guidelines may be appropriate, decisions about such areas as the following are best made on the campus, with full faculty consultation: the mix of programs, including the balance among lower division, upper division, and graduate education; organization of courses and faculty workload in delivering the campus educational program; cost-effective teaching innovations; teaching strategies, including the development of more optimal use of facilities.

While we consider support services vital to each campus' mission, the mix of programs and level of support for each should be determined at the campus level with full faculty consultation.

The faculty of the CSU are the primary resource upon which educational quality depends. The recruitment and retention of a faculty of high quality is essential in maintaining the quality of the education the CSU provides. Even in a time of budget crisis, faced with the need to replace fifty per cent of its faculty in the next ten years, the CSU must provide:

Opportunities for faculty professional development;

Support for faculty research, scholarship, and creative activities;

Salaries and a salary policy which allow the CSU to remain competitive in a difficult hiring situation;

Recognition of the special needs of probationary faculty for support in working towards tenure.

It is important to consider alternative methods of delivery for a range of services campuses should continue to provide.

Maintenance of the educational program of the University under such difficult economic and political circumstances requires that the faculty remain coherent, informed, and involved. The CSU must be able to communicate a single, unified, compelling message to California's citizens, legislators, and policy makers as well as to students and faculty, about the impact of severe fiscal constraints on educational quality and access to educational programs.