

ACADEMIC SENATE  
OF  
CALIFORNIA STATE UNIVERSITY  
SACRAMENTO

Issue #9

MINUTES

March 9, 1983

ROLL CALL

Present: Barkdull, Bohr, Borer, Bossert, Brackmann, Cavaghan, Collins, Comstock, Elfenbaum, Esquerra, Gillespie, Haq, Heidecker, Hill, Kearney, Kerster, Kostyrko, Krebs, Livingston, Maxwell, McGillivray, Meeker, Morrow, Phillips, Raske, Reinelt, Scott, Semas, Spray, Swanson, Stroumpos, Tanaka, Torzyn, Urone, Wade, Whitney

Absent: Beelick, Fenley, McDaniel, Rue, Shattuck, Stephens

A regular meeting was convened by Alan Wade, Wednesday, March 9, 1983, at 2:00 p.m. in Psych. 153.

INFORMATION

The February 1983 issue of The Academic Senator is attached for your information.

ACTION ITEMS

AS 83-10/Flr. MINUTES

The Minutes of February 9, 1983, are approved.

Carried unanimously.

AS 83-11/Ex. COMMITTEE APPOINTMENTS

General Education Committee: JOAN MOON, Arts/Sci., 1984  
(repl. for R. Platzner for Spring 1983, pending election to fill remainder of term)

Committee on Committees:

Convenor: BARBARA CHARLTON, Vice Chair,  
Academic Senate

Student Senate: No students appointed for 1982-83

Social Science: G. McDANIEL

Humanities/Fine Arts: J. MAXWELL

Science and Math: P. URONE

Education: D. RASKE

Business and Public Administration: S. SWANSON

Engineering: G. KOSTYRKO

Social Work: W. COLLINS

Health & Physical Education: L. ELFENBAUM

Nursing: P. SEMAS

Library: B. CHARLTON

Student Affairs: A. WHITNEY

Ethnic Studies: O. SCOTT

\*Student Service Fee Advisory Committee: MICHAEL DILLON

Carried unanimously.

\*AS 83-12/FacA, Ex. SABBATICALS

The Academic Senate approves amendment of AS 82-15 for the purpose of clarification as follows:

For those eligible for sabbatical leaves, leaves without pay spent on professionally related activities after eligibility has been met will be applied towards the sabbatical leaves upon recommendation of the department and approval of the Executive Vice President for Academic Affairs. All future sabbatical lists will include the above policy for previous LWOP.

Carried unanimously.

AS 83-13/Ex. BOARD OF TRUSTEES - FACULTY NOMINEE

The Academic Senate approves the following resolution:

WHEREAS, Vernon T. Hornback has been nominated by petition to the position of faculty member on the Board of Trustees of The California State University; therefore, be it

RESOLVED, That the Academic Senate, California State University, Sacramento, endorses and supports this nomination.

Carried unanimously.

\*AS 83-14/G.E., Ex. ADVANCED STUDY COURSES

The Academic Senate recommends approval of the following:

The passing of the Writing Proficiency Examination be required as a prerequisite for enrolling in Advanced Study courses, to be implemented in Fall, 1984.

Carried unanimously.

AS 83-15/Ex. BUDGET CONTINGENCY PLANS, 1983-84

It was moved (Krebs) and seconded to substitute the following motion:

The Academic Senate of CSUS recommends that budget reductions greater than two percent of the 1982-83 budget expenditures be made primarily on the basis of academic program priorities as co-determined by the Senate and the President. Reductions of two percent or less shall be made primarily on an across-the-board uniform percentage basis.

Defeated.

It was moved (Krebs) and seconded to amend the original motion to read:

...academic program priorities as co-determined by the Senate and the President rather than any other basis.

Defeated.

The Academic Senate of CSUS recommends budget reductions be made primarily on the basis of academic program priorities rather than any other basis.

Carried.

AS 83-16/Ex. BUDGET - PROGRAM PRIORITIES

The Academic Senate wishes to participate in the setting of programmatic priorities.

Carried.

AS 83-17/Ex. BUDGET - ACADEMIC PRIORITIES

It was moved (McGillivray) and seconded to amend the original motion to include: The Senate shall meet in special session Wednesday, March 16, to discuss and facilitate the Graduate Policies and Programs Committee and the Curriculum Committee in developing criteria through a general discussion of the meaning of programmatic priorities.

Defeated (Hand Vote: yes - 13, no - 15).

It was moved (Morrow) and seconded to amend the original motion as follows:

The Graduate Policies and Programs Committee and the Curriculum Committee shall recommend general and specific academic priorities and criteria by which programs may be evaluated according to the priorities. The academic community shall be informed of the time and place of the meetings, the substance to be discussed at the meetings, and be invited to be guests at the committee meetings.

Carried unanimously.

AS 83-18/Ex. BUDGET - PROGRAM EVALUATION

The Graduate Policies and Programs Committee and the Curriculum Committee shall evaluate programs based on the criteria developed and send their recommendations to the Fiscal Affairs Committee for fiscal impact assessment. Recommendations shall be submitted to the Executive Committee no later than April 5, 1983.

Carried unanimously.

AS 83-19/Ex. BUDGET IMPACT

The Academic Senate recommends that all members of the university community make every effort to convey to the Legislature and the public the impact of the proposed budget.


Carried unanimously.

\*AS 83-20/UARTP, Ex. PROMOTION FUNDS ALLOCATION

The Academic Senate recommends that the President retain the current promotion distribution model rather than the new one proposed by the University Appointment, Retention, Tenure, and Promotion Committee in its memo to President Johns of February 14, 1983.

Carried (Hand Vote: yes - 17, no - 8).

The meeting was adjourned at 4:00 p.m.

  
Janice McPherson  
Janice McPherson, Secretary

JM/CD

\*President's response requested.



THE

# ACADEMIC SENATOR

NEWSLETTER OF THE ACADEMIC SENATE, THE CALIFORNIA STATE UNIVERSITY

Volume 12, Number 2

February 1983

## THE ACADEMIC SENATOR

The bulk of this issue of the *Academic Senator* is given over to statements by several university leaders about the fiscal crisis that confronts the University. All three of the following people have been highly visible and outspoken on this issue in the press, and two, the Senate Chair and the Chancellor, have appeared on television. First is a "Press Release" of Statewide Academic Senate Chair, John W. Bedell, in our regular feature, "Chair's Report." This is followed by a letter from Chancellor W. Ann Reynolds to Governor George Deukmejian in response to his proposed budget cuts for the CSU. (For a more detailed statement from the Chancellor, see her January 13 "News Release," circulated to all University personnel.) Board of Trustees Chair John O'Connell assesses the dangers of "eating our seed corn" in his discussion of "high technology" and the CSU. Trustee O'Connell's statement will be followed in a subsequent issue by a commentary on the role and importance of the humanities, the social and behavioral sciences, and the arts in the current "high tech" direction of our society.

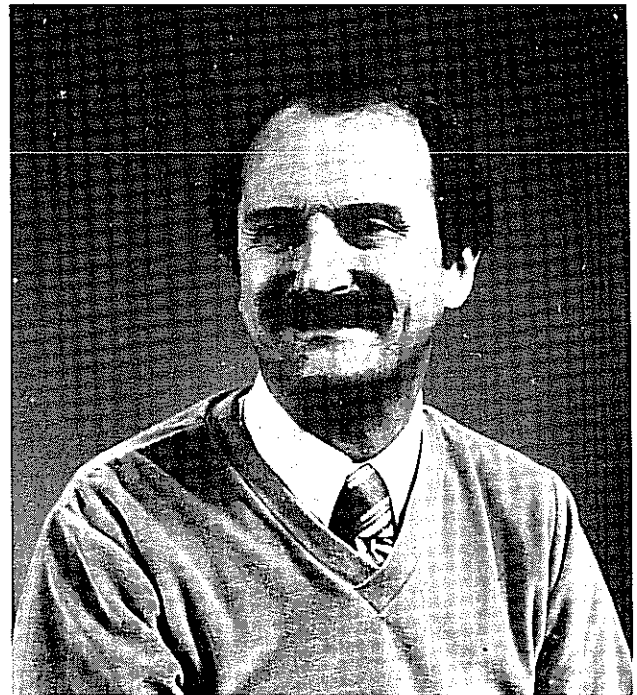
## CHAIR'S REPORT

by John W. Bedell, Chair  
Academic Senate CSU

### Academic Senate CSU Concerns Over Current State Budget Crisis

The Board of Trustees of The California State University voted 1/10/83 to raise fees by an average of \$64 per student. Accordingly, CSU students will have to pay approximately \$500 per year which is about 50% of the average fee collected by public universities around the country. In addition to raising fees, the BOT also "unallotted" approximately \$8 million from the campuses. These two actions were made in response to Governor Deukmejian's Executive Order D-1-83. In attempting to generate \$70 million in savings, the Governor has called for expenditure freezes in many categories. It should be noted that the CSU and the UC are expected to provide about 60% of this \$70 million. Consequently, higher education is being asked to provide for more than its proportionate share of these desired savings.

For over 4½ years the State of California has been engaging in a variety of money games to keep programs afloat. The passage of Proposition 13 has meant that the state would receive over \$40 billion dollars less in revenues. Additional revenues were lost through indexing of income taxes so that people would be protected from bracket creep. Inheritance taxes have been reduced. Renters received more generous tax credits. To help continue the delivery of services at the local level, the state's surplus was used to "bail out" counties, municipalities and school districts. While the state was being generous to those entities, it watched its own



John W. Bedell  
Chair, Academic Senate CSU

employees go without a pay raise and its own programs and services decline.

1. Our students have had an increase of almost 50% in their fees over the past 18 months.
2. The administration of the CSU was *arbitrarily* cut \$3.4 million for this fiscal year.
3. We are funded at only 92% of recognized need.
4. Higher education's share of the Capital Outlay Fund has been cut almost \$170 million since 1979 in spite of an agreement to the contrary with former Governor Brown and key legislators.
5. Many of our faculty and students are functioning in unsafe campus environments because of fire and chemical hazards brought about by crowded classrooms, outmoded equipment and improper venting. On one of our campuses, because of a need to reduce operating costs, only two building exhaust mechanisms out of 18 remained operable. This has reduced access to laboratory experiences, but more importantly it jeopardizes lives.
6. CSU libraries already are operating under the constraints of inflation and prior reduction in support. We have experienced the following:
  - a. Reduced hours of operation and reduced access for students, particularly for students who are employed;

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- b. An increasingly obsolete collection of library materials because fewer current and up-to-date publications have been acquired;
  - c. A reduction in the rate of purchasing books and periodicals in support of the instructional program;
  - d. The re-shelving of previously used books has been delayed making those books unavailable during that time;
  - e. At the beginning of the 1982-83 fiscal year, one library had to cancel an additional 109 journal subscriptions in order to allow sufficient funding for purchase of book titles.
7. The excellence of faculty available to students is clearly a major factor in determining the quality and vitality of any instructional program. Faculty recruitment has become increasingly difficult because of lack of competitive salaries and concern of potential faculty members about our out-of-date equipment and lack of state support. Faculty must spend more time in routine setup, such as for laboratory classes, which should be done by student assistants or technicians. This means less time for them to keep up in their fields. Faculty are having to spend more time outside the classroom doing work which does not require such high training. This means less time for curriculum improvement and course update.
8. An accreditation report on one of our campuses included the following comments: "... the actual productivity of the faculty was less than... expected from the very high level of motivation [and was presumed largely due to]... the general problem of heavy teaching loads and very poor support services (e.g., sporadic help in typing of manuscripts, etc.)." (Long Beach, WASC report)
9. In general, the funding shortfall leads to lack of proper maintenance and does not provide for life-cycle maintenance costs. Equipment used in teaching courses becomes ineffective and often totally unusable when necessary repairs cannot be made. Purchasing power has declined almost 25% in one year! Most of our instructional equipment in many areas is at least ten years out-of-date. Use of old equipment increases the need for repairs. Obsolete equipment, for which parts are no longer available, worsens the burden for technical staff. The long-term cumulative effect of delays and denials of equipment needs is devastating to the quality of instructional programs. Graduates turned out to the marketplace without training on modern equipment are a disservice to the future employer, the student, the University and the taxpayer.
10. Historically, higher education has been able to get money from the Capital Outlay Fund for Higher Education but now these dollars are allocated also to other state agencies. Our share of this fund has been reduced by almost \$170 million since 1979 in spite of an agreement to the contrary with former Governor Brown and several legislators. This fund provided money for equipment replacement, special repairs, and deferred maintenance. As inflation continues, the magnitude of these cuts increases. Since 1978, the state's contribution to our budget has been cut by \$75 million while our enrollments continue to grow. This adds up to less money for more work. Morale and productivity are jeopardized.

- Operating expenses have shown almost a 20% decline in *real* dollars for schools which are growing in enrollment.
11. Some suggest that to accommodate budget cuts, we just need to take a few more students in each class. This is not always possible. One of our campuses has a program with about 1,500 majors; 62% of the instruction in that program is in labs. Physically, no more students can be put in these labs because of space restrictions. The net result is that some other programs, in order to balance the budget, have to take several more students in their classes to compensate. The net result is that quality suffers. Accreditation reports have really begun to focus on our increasing student/faculty ratios as cause for alarm. The faculty can no longer guarantee that the most rigorous assessment devices will be utilized. There are too many students and not enough faculty. The greater the number of students per full-time faculty member or full-time equivalent faculty position, the lower is the average amount of faculty contact time available for each student, a factor directly related to quality in a number of ways. It means, for instance, that less time per student is available for advising, for individual assistance with coursework, and for providing students with individualized judgments and comments concerning the quality of their work. As the number of students in a given class rises, it becomes more and more difficult to employ and evaluate adequately essay (rather than objective) examinations, to assign and evaluate term papers, and to require and evaluate such applications of learning as fieldwork or laboratory experiences. The greater the number of students served by each faculty member, the less is the amount of work which it is feasible and meaningful to require. This problem becomes significantly exacerbated when we see that, increasingly, students are coming to college less prepared to persist and succeed in collegiate work. The decline in writing skills is well documented and widely known. The level of other basic intellectual skills such as reading and computation has also declined. Faculty now find it necessary, as part of their regular instructional activity, to work toward improvement of the students' basic skills, such as writing and computation, in addition to providing specialized instruction in the faculty member's area of expertise. This cannot continue without disastrous long-term results.
12. California ranks 7th in appropriations per capita for higher education. We rank 25th in appropriations per \$1000 of personal income. Since 1980, the national average increase in appropriations to higher education has been 16%. California's increase has been *only* 4%. This means that we are 47th in the nation in percentage increase in appropriations. We must not lose sight of the fact that (depending upon whose figures you use) you're talking about at least a 20% inflation factor over the past three years.
13. Our educational programs have paid their share. Governor Deukmejian's Executive Order requires higher education, in my opinion, to pay more than its fair share. You should also know that the provisions of this Executive Order do not apply to the legislative and judicial branches of government. These two branches are *encouraged* to help reduce their costs by 2%. We do not have as much latitude. In addition, the Governor has allowed

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**Dr. W. Ann Reynolds,  
Chancellor, The California State University**

**Chancellor W. Ann Reynolds to Governor George Deukmejian, January 4, 1983**

We in The California State University offer our congratulations and best wishes to you as California's 35th Governor. I was pleased that in your inaugural address you stressed the importance of public education in California. I am writing to express our firm commitment to support your objectives, and to ask for your personal understanding of CSU's special needs and problems as you move forward to shape California's future.

Your swift action in issuing Executive Order D-1-83 has special significance for us.

In my meeting last month with your Director of Finance, Mr. Michael Franchetti, I expressed my desire to be cooperative with your administration and, at the same time, pointed out the necessity for our having flexibility when responding to the problem of California's reduced revenues. We were heartened that in your Executive Order, you recognized this requirement for CSU's flexibility in implementing the 2% cut.

Permit me to place our position and concerns into perspective.

There have been successive reductions in State support for The California State University over the past several years. Since the passage of Proposition 13 in 1978/79, State support has been reduced to a level some \$75 million below that considered essential by the Legislature prior to 1978/79. The 1982/1983 budget is therefore already at a minimal level, especially in view of the new and emerging educational needs of our society created in large part by high technology.

Before discussing the specific impacts of the 2% cut on CSU, I wish to express my overriding concern about the apparent inequitable allocation of cuts to the CSU system in the overall attack on the State's budget problems. I have been advised that the CSU received 4.3% of the projected State General Fund revenue for 1982/83. This is in sharp contrast with our 25% (\$18.6 million) share of the \$70 million cutback.

I anticipate that this reduction is only a first step towards a full solution of the \$1.5 billion projected State deficit, and that when all other actions are known it will presumably be easier to achieve a more equitable solution to the financial problems you must confront. In the interim, I feel obligated to reassure parents, students, faculty, staff and Trustees that such a solution may be hoped for, on the basis of the assurances you and your staff have given the public that education has, and will continue to have, a high priority in your Administration.

The financial implication of Executive Order D-1-83 represents a reduction of 2% of the current CSU appropriation of \$928,949,962 or \$18,579,000. This reduction of \$18.6 million at this point in the fiscal year will be a major problem. We face a challenge in trying to prevent disruption of instructional programs while assuring student access.

Inevitably, a reduction of \$18.6 million will have far-reaching negative effects on the ability of our institutions to provide educational experiences of sufficient quality to students. In fact, we know it would not be possible to sustain our academic programs if all of the unallotment were taken as a budget reduction. Our solution, therefore, must be a combination of reduced expenditures and increased student fees.

The Executive Order also requests this system to comply with the expenditure restrictions identified in the Executive Order. Please be assured that we intend to comply with the spirit of these expenditure restrictions. Of course, we will have to do so to achieve any portion of the reduction in State funding of \$18.6 million. We appreciate the flexibility we have been given to tailor such expenditure restrictions to the complexities of a large system of higher education. It is essential that decisions about emergency expenditure commitments be made at the local level. For this reason, I plan to delegate the administration of the restrictions to the nineteen presidents.

However, our problem does not end with the 2% cut. We are faced with an additional \$5.3 million in program reductions owing to an unanticipated shortfall in out-of-state and foreign student tuition revenues. To a significant degree, that shortfall is the result of our campuses giving admission preference to California citizens in high demand programs such as business, engineering and computer science.

As you would expect, most of our overall budget is dedicated to instructional faculty along with supporting technical and clerical personnel. Assuming that the reductions would be proportional to actual budgeted levels, for every \$10 million in budget reductions systemwide, approximately \$6 million would be eliminated from classroom use.

The immediate termination of 464 faculty positions plus an additional 51 technical or clerical positions may, therefore, be necessary. Reducing the faculty by this amount would result in the cancellation of more than 1,850 course sections with the result that many students would be forced to delay graduation since they would be unable to enroll in the necessary courses.

On the other hand, it is certain that our campuses will work intensively to minimize such disastrous effects of these reductions to our instructional programs. To achieve this, more than proportional cuts will be required in various academic support, student service and institutional support programs. The inevitable personnel dislocations will be harmful to library operations, health services and maintenance.

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**John F. O'Connell,  
Chairman, CSU Board of Trustees**

**Board of Trustees Chair John O'Connell's Speech (given at the time of his acceptance of the American Association of State Colleges and Universities Distinguished Alumnus Award, Nov. 2, 1982)**

Sunday night, you were told by a prominent industrialist — as you have been told so many times before — that higher education should be run more like a business. This evening, I respectfully suggest to you that colleges and universities should be run like colleges and universities. They are unlike any other institutions in our society, with unique values and traditions not to be confused with the production, management, or investment strategies of profitable corporations.

Having said this, let me hasten to point out how enormously important cooperation between higher education and the corporate world is. If we are to overcome the increasingly critical shortage of engineers and technologists — if we are to open the good industrial and R & D jobs to the ethnic minorities and women who have too long been excluded from some of society's richest banquets — if we are to regain our world leadership in innovation and productivity — we must forge the strongest possible links between education and industry.

Education needs these links desperately.

And so does business.

Now let me pause here to emphasize that what business and industry need is not simply more persons who are trained in purely specialized areas of science and technology. If our large corporations are to be sensitive to the needs of society and to move in ways which improve the quality of all our lives, we need to hire people who are well grounded in the liberal arts and the humanities, as well as having technical training. We need people who can communicate effectively in writing and in speaking. We must have people who know and appreciate the lessons history teaches — so they are not doomed to repeat. We need

people who know what our great literature can teach us about the human condition. We need people who have some notion about the social sciences, what motivates human beings — and governs the dynamics of groups. Managers of corporate enterprises will succeed only as they guide corporations in directions which preserve the environment, improve the economy, and provide humane and fulfilling work for their employees.

I encourage all of you as educators to increase cooperation with business and industry. Let them know what you need. Do not wait for them to approach you. Many are willing and able to provide adjunct faculty, funds for support of graduate students, equipment and funds to support faculty research and to improve faculty salaries. It is in their interest to do this and they know it. But they need to be asked.

And I also want to encourage you to resist demands that ever greater proportions of the curriculum be devoted to technical subjects. It is the liberally educated engineer, computer scientist, and businessman who will ultimately bring about the changed world we want for our children.

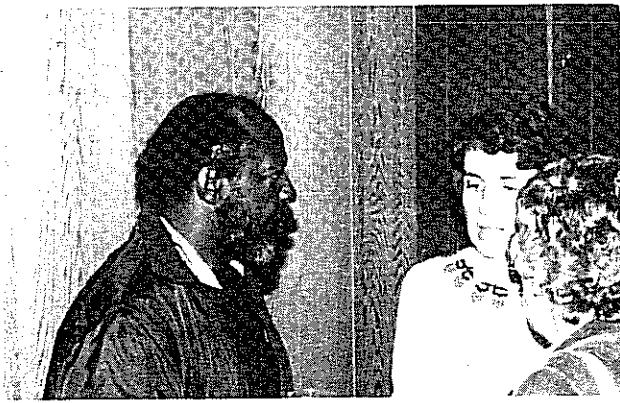
There are two other related concerns I have become particularly aware of during my service as a member and now Chair of the Board of Trustees of The California State University. I do not believe these concerns are unique to California.

First, consider the low level of salaries we pay to high technology faculty. A full-time, tenured faculty member with a Ph.D. can expect to make, on the average, about as much as his student will make in a *beginning* level job in industry. We find ourselves unable to compete for the highly trained people we need to staff our educational programs. In The California State University, hundreds of faculty positions remain unfilled each year, especially in high technology fields. Nearly 90 percent of the high technology vacancies occur because we are unable to pay salaries comparable to those paid by business and industry. Each year, the number of our graduates who go on to obtain graduate degrees in these fields declines. Each year, fewer qualified faculty are available to staff our programs. Unless you as educators and we as a member of a governing board can convince society that we *must* correct this situation, our nation's ability to compete technologically with others will disappear.

Our society recognizes merit with a paycheck. Why are we surprised that many of our most able students do not wish to become educators? That our most competent faculty choose to leave the university to join IBM or Bechtel? The pay and, by implication, the status we grant to faculty members in our institutions should be a source of national dismay. Corporate leaders are beginning to recognize that paying high salaries to new engineering graduates and luring faculty away from universities can help solve their immediate problems, but that in the long run, this practice is equivalent to eating our seed corn and taking the farmer off the farm. If current trends continue, five to ten years from now, there will be even fewer faculty to teach in the high technology fields and further drastic declines in the number of students who have pursued doctoral degrees in order to enter the teaching ranks.

I would like to mention one final concern. This is the increasing tendency of our elected representatives to intrude into areas of educational policy which have been properly delegated to governing boards, administrators, and faculty. With the best of intentions, some legislators attempt to mandate curriculum. They dictate the kinds of courses for which graduation credit must be given. They specify the ways in which our universities should be organized and administered. They decide what programs, and in some cases, what courses should or should not be offered. Those whose lives have been devoted to education, who are knowledgeable

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**left to right: Dr. Herbert Carter, Chancellor Reynolds and Dr. Lois Feldheim attending Academic Retreat, 10/30/82**

## ACADEMIC RETREAT, 1982: PROLOGUE AND EPILOGUE

by Nicholas P. Hardeman  
Member-at-large, Executive Committee,  
Academic Senate CSU

In the spring and early summer of 1982, several serious problems involving alleged indiscretions in course content and conduct, outside political pressures on academic personnel and programs, and alleged threats of violence within an academic program surfaced in the CSU. Overlapping these developments in time, threats or probable threats to the free and open learning environment emerged in the forms of layoffs of tenured faculty and unilaterally imposed divisions and subdivisions of teaching service areas.

Stories of these developments crackled noisily through the media from California to New York to London and beyond. The trustees reacted by holding a series of closed sessions on several of the emergent problems and creating a three-member Academic Freedom Committee (without faculty representation). It appeared for a time that trustee action was imminent on matters ranging from curriculum development and review to course requirements and syllabi. Trustees and system administrators were asking, "What does the Academic Senate plan to do?"

At the July meeting of the Board of Trustees, Academic Senate Chair John W. Bedell informed the trustees of four things:

1. Whatever the truth or falsity of the statements before them and in the media, the matters before them on the Psychology of Sex course involved only one faculty member out of 14,000 full-time faculty.
2. The Academic Senate CSU, in March 1979, had passed the following resolution, AS-1061-79/SA-EP; "Course Requirement Information":

WHEREAS, Students in The California State University and Colleges have a right to know the requirements of any course in which they enroll; and

WHEREAS, Faculty in the CSUC have an obligation, consistent with the principles of academic freedom, to make information about such requirements available to all students enrolled in their classes; therefore be it

RESOLVED: That the Academic Senate of The California State University and Colleges urge each campus Faculty Senate or Council if it has not already done so to encourage each department to ensure that students enrolled in their courses be provided necessary information such as:

1. Course goals, objectives and requirements
2. The instructor's grading policy
3. Attendance requirements
4. Policy on due dates and make-up work

5. Required texts and other materials
6. Policy on assignments
7. The availability of the instructor outside of class, including office hours and the office telephone number and be it further

RESOLVED: That in courses for which some or all of the above information is not appropriate, students be advised of the expectations for such courses; and be it further

RESOLVED: That any such information should be made available to students no later than the end of the first week of classes; and be it further

RESOLVED: That any changes in course requirements be communicated to students in an expedient and timely manner.

3. All campuses had long ago adopted procedures, many of them very rigorous, for the governing of such matters as curriculum development, curriculum review, and course requirements. Dr. Alex Sherriffs, Vice Chancellor, Academic Affairs, also strongly emphasized this point.

4. The Executive Committee of the Academic Senate had already selected the topic, "Freedom and Responsibility in the Academic Environment," for the Academic Retreat to be held at Asilomar, October 29-31, 1982.

To its credit, the Board of Trustees took no hasty action. At its September 1982 meeting, the Academic Senate requested that the Board expand its three-person Academic Freedom Committee into a more broadly based task force involving all major segments and including strong faculty representation.

The Academic Retreat was held as scheduled. As a matter of policy, the proceedings and statements of CSU academic retreats are not recorded and are not reported in detail. The purpose of the retreats is to encourage free discussion and debate among trustees, faculty, students, administrators, alumni representatives, and other participants. This open exchange might be inhibited by too much accountability of and for ideas and points of view. We believe that the retreats have been of great value in promoting understanding among the various segments of the university community. Some retreats have had more immediate and tangible results, such as those on general education and teaching and professional activity in the CSU. At the 1982 retreat, the 130 participants probed in depth such subjects as academic freedom and tenure, and the roles of faculty, students, governing agencies, and the general public in contributing to the maintenance of a proper balance between freedom and responsibility. There were intense discussions on a related problem, the uses and abuses of temporary/part-time faculty.

It is the opinion of the Academic Senate that the understanding, the enthusiasm, the momentum of the October 1982 Retreat should not be lost to the system. The Trustees' Freedom Committee is not active. One of the three members has left the Board and the term of another expires within a few weeks. There are no agenda items indicating that the Board plans to revive the Committee. At the November 17, 1982, Board meeting in San Diego, former Trustee Charles Luckman added more heat than light to the question of academic freedom and responsibility in his farewell address to the Board. Stating that tenure "must no longer be a refuge that good professors don't need, and bad professors don't deserve," he concluded, "unbridled tenure is an extravagant waste of the taxpayer's money." (It should be noted that two trustees, Dr. August Coppola on November 17, and Vice-Chair of the Board, Mrs. Lynne Myers on January 13, took strong issue with Mr. Luckman in public meetings.)

If a trustee of more than two decades displays an apparent lack of understanding of the meaning and importance of tenure to the free learning environment, it is obvious that

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**Academic Retreat (Continued)**

some further educating on the subject is needed. The Academic Senate is moving to create a task force on Freedom and Responsibility in the Academic Environment and is inviting all segments, trustees, administrators, faculty, students, and alumni, to take part. The pilot committee to draw up the charge to the task force will be convened shortly. There may never have been a more critical time than the present to educate society to the fact that the free and open learning environment is not a refuge for faculty; it is an essential element for students and for civilization. And it does not guarantee jobs for bad faculty. It merely means that cause must be demonstrated to fire tenured faculty. Could it be that there are some individuals who want to define "bad" in their own terms and without having to show cause? The subject of the Academic Retreat will be a matter of continuing focus for the Senate. Both freedom and responsibility are too important to leave unattended.

**Chancellor's Letter (Continued)**

This scenario is not a pleasant one — for us, or for California.

An emergency meeting of the CSU Trustees has been scheduled for Monday, January 10, 1983 to deal with such problems inherent in the approximately \$18.6 million dollar cut in our 1982/83 budget.

Please be assured that in view of the difficult circumstances facing us, we will do our part to assist in the resolution of the State's fiscal problems. I want you to know that through all of this, we will endeavor to maintain our efforts to serve all the State's citizens through our various affirmative action programs for students and faculty. However, one must keep in mind that it is important that these individuals be served by academic programs of sufficient integrity so that they, in turn, can contribute to a solution of the economic and morale problems confronting this State and this nation.

During the past four months, I have met on my campus visits many faculty, legislative leaders, and business executives. Most of them have suggested that a major portion of California's budgetary shortfall may have to be met by increasing State revenues. After careful deliberation, particularly of the need for California to maintain the high quality extant in its higher education systems, I am prepared to support such proposals and will urge the CSU constituencies — students, faculty, staff, administrators and alumni — to convey to you and the Legislature their support for this position.

**John O'Connell's Speech (Continued)**

and trained in this great enterprise, must then attempt to work around these externally imposed constraints to provide sound programs.

During a typical year in California, approximately 500 pieces of legislation affecting education are introduced. I am sure you will agree — there are not 500 *good* new things you can do for education. Those of us who work in higher education have a never-ending task — that of educating the public which supports our institutions about what we need, and equally important — what we don't need.

Since I have become a trustee I have discovered a law of nature which seems to automatically confer a Ph.D. in "Higher Education" on most individuals elected to the Legislature.

I received an excellent education from what is now California State University, Chico, and I have always been grateful for it. My service to the California State University system is one way I have tried to show my gratitude for the excellent and low-cost education I was able to have, and to insure that the same opportunity is available to young people of today. This is the least I can do for today's students.

**Chair's Report (Continued)**

newly elected Constitutional officers exemption from the requirements of his Executive Order. When the public has called for a reduction in state expenses, I do believe that the intent was for all agencies, not just for a select *vulnerable* few, to participate.

Within the past two years, students in The California State University have had almost a 50% increase in their personal education costs. The student/faculty ratio has increased causing larger classes and sharply increasing faculty workload while threatening the quality of a college and university education.

State-of-the-art equipment cannot be purchased. Students marketability upon graduation has been hurt. Acceptance to quality graduate schools can no longer be taken for granted. Allocations to maintenance of facilities have been cut. Many students, staff and faculty are working and studying under dangerous conditions because of fire and chemical hazards brought about by crowded classrooms.

It is not in the long-term interests of California taxpayers to undermine the quality of education, to let buildings and equipment fall into a state of disrepair, to operate without adequate supplies. To build libraries and then not buy books is ridiculous. To admit students and then give them access to equipment that is no longer found in industry is foolhardy.

The state's contribution to the CSU has been cut by almost \$100 million in the past few years. This trend must be reversed or else we must inform our students before enrolling in our system just what to expect and just what not to expect. To do otherwise is, in my opinion, to commit fraud.

**CFA Wins Faculty Election**

The Congress of Faculty Associations won a close, 39-vote victory Feb. 17 in an election to determine who will represent faculty in collective bargaining. CFA received 6,580 votes; the United Professors of California 6,541, according to the Public Employment Relations Board.

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