

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, January 23, 2018

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

Committee Members:

Michael Goodman, Stephanie Burkhalter, Ramesh Adhikari, Heather Madar, Michael Le, Rock Braithwaite, Mary Virnoche, Clint Rebik, Kerri Malloy, (recruiting for student members).

Meeting Dates for Spring 2018: Meeting time: 11AM-11:50AM

Meeting Place: BSS 402

January 24

February 7, 21

March 7, 21

April 4, 18

May 2

Committee Meetings Reports:

December 6:

- Committee reviewed changes to the Syllabus Policy to incorporate accessible technology initiative requirements for accessible syllabi.
- Initiated discussion on a request to review Appendix R – Student Grievance for possible updates.

October 11:

- Committee reviewed the Course Numbering Policy via email and forwarded it on the ICC for reviews.
- Committee will be discussion revisions to:
 - Academic Honesty Policy proposed by the Dean of Students
 - Syllabus Policy as part of bringing the campus into compliance with the Accessible Technologies Initiative

September 27:

- Committee provided feedback and questions on the proposed Advising Policy.
- Committee will be sending forward revisions to the Course Numbering Policy to reflect the elimination of remedial course.

September 13:

- Committee completed the review, edited the Posthumous Degree Policy, and will be sending it forward to the Senate for a first reading.
- Committee reviewed the draft of the Advising Policy. This item took up the bulk of the meeting and will be the main item at the September 17 meeting.

August 30:

- Committee reviewed and discussed the Posthumous Degree Policy

Inquiries:**Add/Drop Date Report:**

The Committee is gathering the necessary information to prepare and send to the University Senate the first annual report on the impacts of the decoupling of the Add/Drop from the Census date.

Add/Drop Date

Inquiry on the Add/Drop date being on holiday. Internal discussion on the number of exceptional add/drops that may be a result of this, the date not always being on holiday, and that student have access to their Student Center 24/7. Registrar indicates there has not been an uptick since due to the Add/Drop date landing on holiday.

Discussion with the Academic Technology Faculty Contributors (formerly known as the Canvas Faculty Contributors) to have global messages to students posted on dashboards that indicate upcoming academic deadlines:

- Add/Drop
- Credit/No Credit
- Final Day to Withdraw

Students would see the notice when they log into Canvas and would be posted a week before the deadline.

Also, there was a discussion with Academic Technology Faculty Contributors on integrating the academic calendar into the Canvas calendar for students and faculty.

Appointments and Elections Committee:

Submitted by Katia Karadjova, AEC Chair

January 12, 2018

The Call for Nominations for General Faculty Elections and Appointments has closed on Friday, January 19th. The ballots for voting will open up on Wednesday the 24th, then close on Tuesday the 30th. All appointments will be announced shortly after that.

Please let me know should you have any questions.

Faculty Affairs Committee:

Submitted by George Wrenn, FAC Chair

Meetings are open to the campus community. The Committee meets every other Thursday at 9 a.m. in Library 118.

The Faculty Affairs Committee addresses matters involving the individual or collective relationship of faculty to the University. The Committee can be reached through the Senate's Faculty Affairs web page: <https://www2.humboldt.edu/senate/faculty-affairs-committee>.

January 18 Agenda and Meeting Notes

Members Present: Renée Byrd, Monty Mola, Colleen Mullery, Marissa O'Neill, Mark Wilson, George Wrenn (chair)

Guests: Holly Martel, Cyril Oberlander, Mark Rizzardi, Hari Singh, James Woglom

Agenda:

1. Review of Phase 2 budget cuts with URPC Committee members
2. Updates: Ongoing agenda items

Meeting Notes:

1. Review of Phase 2 budget cuts with URPC Committee members

URPC members attended Faculty Affairs to hear questions and concerns about Phase 2 reductions; Faculty Affairs had submitted a set of questions and concerns in its November 30, 2018 report (reproduced below).

Numerous topics were discussed: the decision-making processes; the origin of budget proposals in the colleges; the strong concern about extent of cuts to Academics Affairs and to CNRS, which is a target of cuts; the macro-level attention to per-student expense and spending in comparison to other CSUs; the need for adequate master planning, integrated assessment, and related organizational change; importance of meeting enrollment and retention targets to improve budget and meet resource needs of students; the need to do a better job with data to support proposed reductions; the need for performance-based budgeting based on benchmarks; importance of addressing capacity issues, improving the resource request process, and allowing the colleges to plan for growth; the complexity of reducing DFW rates; evidence of higher failure rates in large classes (e.g., MATH 115); the large variability in class size and student-faculty ratios (SFR), and how to achieve an appropriate balance; and continuing to provide students with choice.

The impact of the proposed cuts on CNRS received focused attention: number of biology majors has increased significantly with no increase in budget. The College has a history of actively re-aligning and streamlining; class size is already high; electives have been eliminated and there is little fat left to cut; equipment costs have not been covered when class size increases; increased workload (through increases in class size and/or reduction in assigned time) will negatively impact students.

The FAC Chair noted that Faculty Affairs is working on a formula for Department Chair assigned time, and that any changes to assigned time in this area should follow upon the Committee's analysis. The Chair noted that the HR/APS website provides access to a report to the statewide Senate: *Roles, Responsibility, Resources and Rewards for Department Chairs: A report to the Academic Senate, California State University, from the Task Force on Roles and Responsibilities of*

Chairs. This report recommends that campuses: “Establish a formula or procedure that best represents the current workload of chairs” [and] “Achieve equity among chairs on a single campus and ultimately promote equity across the CSU” (P. 22). URL:

<https://hraps.humboldt.edu/sites/default/files/docs/rolesresprwrds-dptchairs.pdf>

2. Updates: Ongoing agenda items

- a. This agenda item was postponed to the next meeting.

Faculty Affairs Review of Phase 2 Budget Reductions

Members of Faculty Affairs prepared the following questions and comments to share with the URPC during the current vetting process for Phase 2 Budget Reductions.

We believe reductions should be planned carefully through participatory decision-making. We believe the University will thrive when budget adjustments reflect and support the values of teaching and learning excellence espoused in the University’s mission, vision, and values.

Questions and comments focus on the proposals that will directly affect the faculty (1.1-1.5, 1.7-1.8).

Proposals that are contrary to good academic practices or seriously impact workload are a significant concern:

- Reducing lab time in laboratory science majors courses;
- Increasing class size;
- Reducing assigned time for tenure track and lecturer faculty.

1.1 Improve Student Success (reduce DFW rates)

The goals of improving student success and reducing DFW rates are laudable.

Questions:

How is URPC calculating savings from anticipated reductions in numbers of sections?

Comments:

This proposal identifies a number of possible causes for low student success rates (syllabus, learning outcomes, assessment approaches, instructor effect). It is highly unlikely that any of these contribute meaningfully to student failures. The main drivers of student failures are not instructor-based.

Successful strategies for reducing DFWs include supplemental instruction and small group tutoring, smaller class sizes, freshman seminars, and prerequisites. Most of these strategies add to the expense of instruction. No strategy to reduce high DFW rates should jeopardize the quality and integrity of instruction.
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The goal throughout should be to improve the University’s capacity to serve the widest range of students successfully and to help students navigate a path through the University’s course offerings to

achieve their educational goals. Fitting students into the right major sooner, and providing support for those who are inadequately prepared, will improve student success.

Students are often unable to meet their basic needs at HSU. Student homelessness and food insecurity are huge barriers to student success. For many students their financial aid award quite literally does not cover the cost of attendance. In the absence of calculating books into the cost of attendance, dealing with the hostility of the local community and inadequate housing supply, student success is an empty signifier.

1.2 Elimination (due to attrition) / Realignment of technical support positions

Questions:

What strategies will be developed to mitigate the anticipated negative impacts on instruction (*compromised classroom instruction, reduced student experience, lowered support for student and faculty research*)?

What is meant by “realignment” and how would it occur? Explain how support duties now overlap, and how they might be shared.

How will faculty who need the skills of a technician be supported? Several federal research grants depend on such support; eliminating this position has the potential to reduce research opportunities for students.

How will “compromised classroom instruction” and “reduced student experience” improve retention/graduation rates?

Is there any evidence that this area is over-supported?

Comments:

The care and maintenance of equipment ensures its availability and usability, and should not be managed in a way to jeopardize research or compromise instruction. Technical support is essential for much grant-funded research.

It is not realistic to think that TT faculty (whose numbers are below the recommended level) have the time and expertise to maintain technical equipment.

1.3 Reduce lab hours from 6 to 3

Questions:

How was the value of \$200,000 generated?

This proposal targets science labs. Why are labs specifically being targeted?

Comments:

The proposal should make clear which courses are being considered for reductions.

Very few courses have 6 hours of lab / week, and those that do are primarily capstone courses of majors in laboratory science fields (Cell Biology, Microbiology, Biochemistry, Physical Chemistry). Not having a significant laboratory component in these courses is akin to having Music majors that aren't allowed to study actual musical instruments, or Dance majors that never actually dance.

1.3 and 1.4 (Assigned Time), which together constitute a \$450,000 cut, are targeted primarily at the CNRS and specifically at the Department of Biology. This might make sense if this College and Department were particularly expensive, but they are not - the Dean tells us that the spending per FTES in Biology is less than in most majors in CPS and CAHSS.

This proposal has the potential to undermine the faculty's long-recognized role in curricular decision-making. Any teaching-related reductions should consider the faculty's "authority to make alterations to curricula" and their "responsibility for ensuring the quality of the academic programs delivered" (see the 2012 ASCSU resolution: Reasserting Faculty Control of Curricula Regardless of Delivery Mode (AS-3081-12/FA/AA). Budget reductions that relate to curriculum should be justified on curricular grounds with full input from faculty.

1.4 Reduce assigned time for faculty - Large enrollment courses

Comments:

Combined with the proposal to increase class size, this proposal seriously impacts faculty workload.

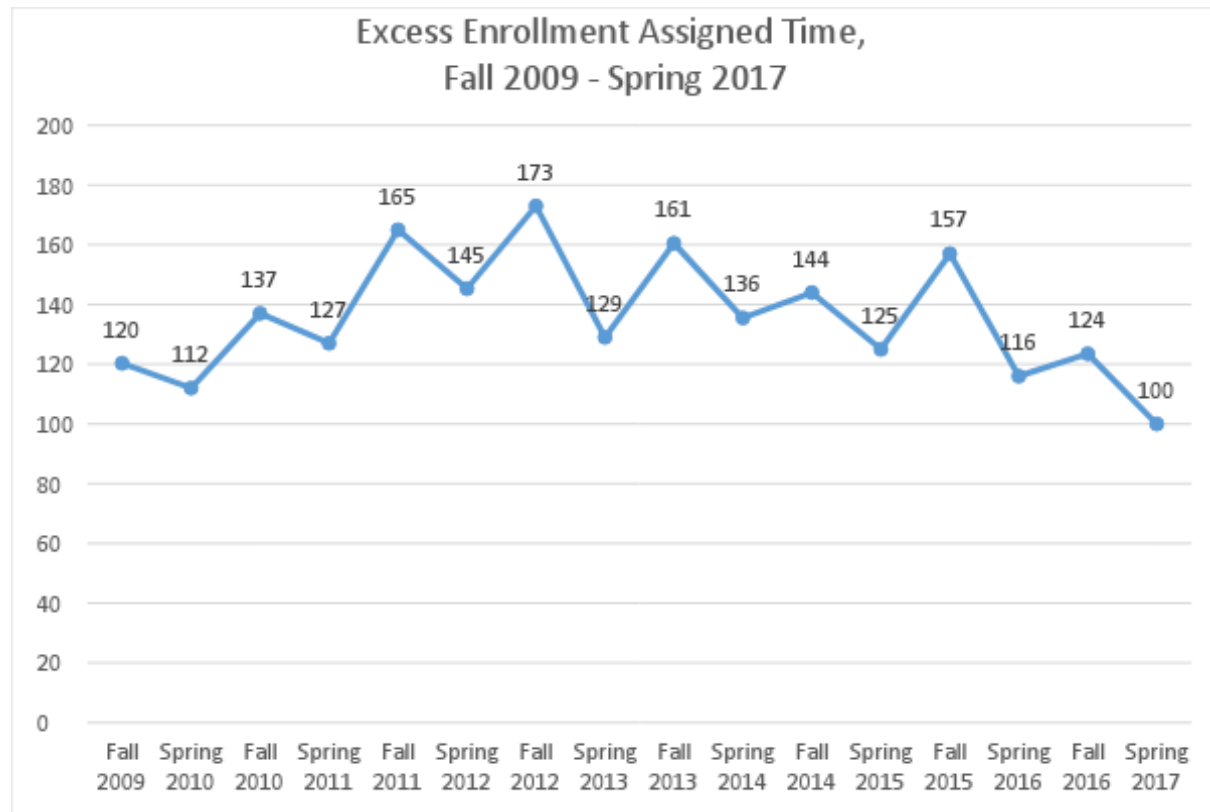
Large courses legitimately require more work on the part of teaching faculty, primarily in terms of grading and increased time spent working individually with students. Very little if any of this work could be done by student assistants. Because student assistants require hiring, training and supervision, this change might even result in a workload increase for affected faculty.

A GTA working a 2 WTU assignment is only required to work 5.3 hours/week under the Unit 11 agreements signed last year. This shifts more grading and laboratory prep work to the primary instructors of large courses. This increased work is an additional justification for not cutting large lecture assigned time. We have lecturers who will no longer teach large courses or want a reduced load because of the magnitude of the extra work generated by the change in Unit 11 work rules, resulting in increased faculty workload.

This amounts to a very large pay cut for lecturers teaching these courses - between 30-50+%. A lecturer teaching a 3 hour/wk course with an enrollment of 150 currently gets 3 WTU for lecture + 3 WTU for excess enrollment (6 WTU total); eliminating the excess enrollment WTUs would cut their pay in half -- actually more than half because they would lose their benefits as well. A lecturer currently teaching a lower division science course with an enrollment of 150 students is typically paid 9.5 WTUs (3 for lecture + 3 for large enrollment + 2 for one lab section +1.5 for coordinating TAs). Removing the WTUs for enrollment would reduce this to 6.5 WTU (a 32% cut). Given our remote location, we already have difficulty finding lecturers willing and capable of teaching these courses. Because Tenure Track density is so low, we have needed to find more and more lecturers; probably we will not be able to find competent lecturers if the pay is cut 30-50% and they lose benefits.

This reduction disproportionately targets a small number of departments/majors. More than 30% of large enrollment courses are taught in the Biology Department, and more than 60% are taught in the CNRS.

This constitutes a change in the Terms and Conditions of Employment and as such should be determined in bargaining, not imposed unilaterally on already vulnerable lecturers. Assigned time data for the last eight years indicates no significant increase in assigned time for excess enrollment classes.



1.5 Increase class size (when possible)

Comments:

The proposal to increase class size would not be good for students or academic quality.

Studies indicate that increasing class sizes results in:

- Increased reliance on lectures as a method of instruction;
- Less instructor-student interaction;
- Less student involvement in classes;
- Less feedback from faculty;
- Reduced breadth and depth in course assignments and assessments;
- Fewer or no writing assignments;
- Reduced student satisfaction;
- Lower attendance;

- Less civility;
- More cheating;
- Declining student evaluations of professors;
- Lower grades;
- Higher drop-out rates;
- Decreased student learning.

(References in Saiz, Martin, *Economies of Scale and Large Classes*. Thought and Action, Fall 2014. http://199.223.128.59/assets/docs/HE/t-SF_Saiz.pdf)

1.7 Reduce Department Chair time bases for the academic year and summer

Questions:

Given current disparities in assigned time, how would this proposal be implemented? Is the intention to shrink the pool of assigned time and re-allocate?

Comments:

Chairs generally are already under-compensated. The work of Department Chairs is important and should be encouraged. Initial analysis of CNRS assigned time data indicates that CNRS faculty are woefully undercompensated for chair duties.

Anticipated impacts of further cuts will likely include resignations and unwillingness to serve.

1.8 Reduce Course Offerings

Comments:

In the last round of budget cuts we eliminated nearly all courses that didn't count toward a degree. By rotating courses you will increase time to degree and number of units at graduation (we did this in PHYX for years and it didn't work). You cannot simultaneously increase graduation rates and decrease the frequency of course offerings.

University Policies Committee:

Submitted by Justus Ortega, UPC Chair

January 19, 2018

The UPC did not meet this last week as we were waiting for feedback and information regarding the Temporary Food Policy.

We are working with Risk Management and Dean of Students to look at how the proposed Temporary Food Policy compares to that on other CSU campuses and how the food policy may be impacted by government regulations and laws.

Academic Senate CSU (ASCSU):

Submitted by Mary Ann Creadon and Erick Eschker, ASCSU Representatives

Senators Eschker and Creadon will be at the Plenary this week starting January 25. The ASCSU Chair reported a candid first meeting between the Executive Committee and the Chancellor regarding faculty consultation and shared governance. A second meeting took place January 11, and senators will be updated during our plenary. The Chancellor's Office responded to the ASCSU's resolutions and clarified some of the thinking behind the quantitative reasoning requirements in EO 1100 (those items are attached). Despite a strong economic outlook and increasing revenues, the Governor's budget includes only a \$92 million increase for the CSU, which is down about \$10 million from what was expected.

October 9, 2017

Dr. Christine Miller
Chair, Academic Senate, California State University
California State University, Office of the Chancellor
401 Golden Shore
Long Beach, California 90802

Dear Dr. Miller:

In this letter, I wish to provide a response to questions that continue to be raised regarding the degree to which [Executive Order \(EO\) 1100 General Education Breadth Requirements-Revised](#) integrates recommended definitions from the *ASCSU Quantitative Reasoning Task Force (QRTF) Report*. The scope of the EO revision was limited to three aims: (1) providing greater clarity, (2) promoting equitable treatment of students and equitable opportunities for academic achievement, and (3) facilitating degree completion. It is left to the ASCSU General Education Task Force to decide larger issues about changing the purpose, size, and required GE distribution areas.

Removing the Singular Universal Intermediate Algebra Prerequisite for All GE Mathematics/Quantitative Reasoning Courses

The recommendation to remove the Intermediate Algebra prerequisite as a requirement for all Subarea B4 courses was supported for five reasons. First, Intermediate Algebra is a high school-level course, and the CSU will no longer offer pre-baccalaureate courses. Second, the prerequisite is redundant with CSU admission requirements because first-time freshmen are required to meet A-G admission requirements, including Algebra II; and admission requirements for California Community College (CCC) students include completion of CSU GE Breadth Subarea B4 course with a C- grade or higher. Third, because the prerequisite was not required consistently in the CSU, the universal requirement for CCC courses represented inequitable standards for students. Fourth, while College Algebra and higher courses will still be required as a prerequisite for Calculus and other courses required in STEM majors, that preparation is not always directly applicable to other majors. Finally, no other GE Area or discipline in systemwide GE policy requires a prerequisite.

The ASCSU Quantitative Reasoning Task Force (QRTF) Recommendation II is for the CSU to “Ensure equitable access and opportunity to all CSU students.” EO 1100 responds to inequities caused by the required intermediate algebra prerequisite for GE Subarea B4 (mathematics/quantitative reasoning) courses, a problem highlighted in the report. The prerequisite is not equitably applied in practice; California Community College (CCC) students are held to meeting that prerequisite, while CSU first-time freshman were not always required to do so. In fact, after EO 1033 in 2008 added the “explicit Intermediate Algebra prerequisite” as a requirement for all Subarea B4 courses, CSU campuses did not

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

comply with that added requirement. The QRTF report identified that CCC campuses more strictly adhere to the intermediate algebra GE prerequisite than do CSUs. The task force pointed out that nearly half of CSU Subarea B4 courses do not expect students to use intermediate algebra. Additionally, 42 percent of CSU first-time freshmen satisfy their GE Subarea B4 mathematics/quantitative reasoning requirement with a course that is not algebra intensive. Meanwhile, many CCC students must successfully pass a GE Subarea B4 course with an explicit intermediate algebra prerequisite in order to be admissible to the CSU. For many students, that currently requires first taking a series of remedial mathematics courses. As explained in the task force report:

It is well documented that such course sequences—which may span as many as 3-4 courses—result in very few students ever completing a college-level math class. In fact, students who place into the lowest level of developmental math have only a 1-in-10 chance of ever [complete a college-level math course] (p. 5).

Definition of GE Mathematics/Quantitative Reasoning

As specified in my March 7, 2017 letter to you (attached), the definition for subarea B4 reflects concepts in the recommended definition appearing on page 9 of the QRTF Report. Key outcomes included “applying concepts,” “reasoning quantitatively,” “communicating,” “solving problems,” for example. The EO definition reads:

Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.

Per [EO 1110 Assessment of Academic Preparation and Placement in First-Year General Education Written Communication and Mathematics/Quantitative Reasoning Courses](#), all CSU courses will be at the baccalaureate level; and per [EO 167 Transfer of Credit](#), baccalaureate courses transferred from regionally accredited institutions shall count toward a CSU baccalaureate degree. CCC and CSU courses already approved for Subarea B4 may retain that certification. Each CSU campus curriculum process will review and approve its own courses for Subarea B4 credit, and each CSU campus will decide the prerequisite appropriate for Subarea B4 courses.

Foundational and Baccalaureate Proficiencies

The recommended “foundational” and “baccalaureate” quantitative reasoning definitions were not adopted because they are not appropriate for GE policy. As specified in the executive summary of the QRTF report, the purpose of the task force was to “review the CSU’s expectations for student proficiency in quantitative reasoning upon high school and college graduation, and to recommend changes to existing policies and practices.” Student proficiencies upon high school graduation are addressed in CSU admission policy, not in GE policy. Similarly, GE policy does not address college graduation-level proficiencies.

Also in keeping with the plans laid out in that March 2017 letter, EO 1100 specifies that “satisfaction of CSU General Education (GE) Subarea B4 Mathematics/Quantitative Reasoning will fulfill the CSU

Dr. Christine Miller
October 9, 2017
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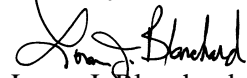
graduation requirements for quantitative reasoning, and students satisfactorily completing Area B4 will be deemed proficient in quantitative reasoning at the GE baccalaureate level.” However, through regular campus curricular procedures, a campus may mandate that a mathematics/quantitative reasoning course be taken to satisfy the upper-division Area B requirement. Additional mathematics or quantitative reasoning courses may be pursued in fulfillment of major or minor requirements or may be taken as electives. While the WASC Senior College and University Commission requires institutions to ensure development of five core competencies (written communication, oral communication, quantitative reasoning, and information literacy), each CSU campus is responsible for providing appropriate educational opportunities across the baccalaureate degree and for carrying out assessment of student learning. Writing or quantitative reasoning across the curriculum strategies may be adopted at the campus level, according to local curricular processes. CSU GE Breadth policy does not include foundational or baccalaureate proficiency requirements related to any discipline, including the five WASC core competencies.

Foundational Proficiency for Community College Transfer Students

We do not impose A-G admission requirements on community college students, who may be admitted to CCC campuses without having completed a high school education. We have a commitment to treating those students equitably, and the CCC has the responsibility of educating those students at a baccalaureate level prior to transfer. The CSU accepts baccalaureate-level transfer courses toward CSU degrees, as addressed in EO 167. For CCC students, the CSU proxy for A-G proficiency is satisfactory completion of the Golden Four basic skills courses in oral communication, written communication, quantitative reasoning and critical thinking GE Subareas. Satisfying these courses demonstrates that students have learned beyond the high school equivalent of A-G. No other discipline requires CCC transfer students to complete high-school level courses as a prerequisite to enrolling in GE courses.

I hope this clarifies the actions taken, as outlined in my March 2017 letter and as carried out in the drafting of EO 1100 Revised.

Sincerely,



Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

c: Rebecca D. Eisen, Chair, CSU Board of Trustees
Lillian Kimbell, Chair, Educational Policy Committee
Timothy P. White, Chancellor

January 12, 2018

Dr. Christine Miller, Chair
Academic Senate, CSU
The California State University
401 Golden Shore
Long Beach, California 90802-4210

RE: November 2-3, 2017, Senate Resolutions

Dear Dr. Miller:

Thank you for forwarding the packet of resolutions adopted by the Academic Senate of the California State University at its November 2-3, 2017 meeting. We are pleased to provide the response below.

1) AS-3308-17/APEP: Standards for Quantitative Reasoning

Executive Vice Chancellor Blanchard's letter of October 6, 2017 to Chair Miller provides a comprehensive response to the *Quantitative Reasoning Task Force Report* recommendations including most of the specific areas raised in this resolution.

In particular it notes that the "recommended 'foundational' and 'baccalaureate' quantitative reasoning definitions were not adopted because they are not appropriate for GE policy." However, the letter also notes that "the definition for subarea B4 reflects concepts in the recommended definition appearing on page 9 of the QRTF Report. Key outcomes included "applying concepts," "reasoning quantitatively," "communicating," "solving problems," for example." The definition in EO 1100 (revised) reads in part, "through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems."

The resolution refers to the guiding notes we share with California Community College colleagues to assist them in planning and advising. The guiding notes do not represent a policy document and do not set standards for CSU campuses.

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

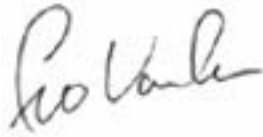
Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

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As indicated in our April 13, 2016 response, we support the recommendation of a fourth year high school math course in quantitative reason. The discussions necessary to implement this recommendation continue.

Sincerely,

A handwritten signature in black ink, appearing to read "Leo Van Cleve". The signature is written in a cursive style with a large initial "L".

Leo Van Cleve
Assistant Vice Chancellor
International, Off-Campus Programs, Liaison to the ASCSU

c: Dr. Timothy P. White, Chancellor
Dr. Loren J. Blanchard, Executive Vice Chancellor, Academic and Student Affairs
Mr. Steve Relyea, Executive Vice Chancellor & Chief Financial Officer
Mr. Garrett P. Ashley, Vice Chancellor, University Relations and Advancement
Ms. Melissa Bard, Vice Chancellor, Human Resources

Administrative Affairs:

Submitted by Douglas Dawes, Interim Vice President of Administrative Affairs

Facilities

- Facilities will be presenting a draft of the Campus Space Management Policy Implementation guidelines to URPC shortly
- Working with Housing and Health Center on space needs, potential new housing and health center within one structure
- Determining alternatives for temporary relocation space for Theater Arts and Library retrofits. Currently looking at the campus field east of SBS building.

Procurement

- Concur project will be on hold until central IT resources can be freed, the estimate date for available IT resources is between March and June to pick back up with the project from an IT perspective
- Qualifying Moving and Relocation expenses incurred after 12/31/17 are no longer tax-free
- ProCard Training, the training must be completed for both cardholders and approvers; there is no test, the training takes less than 10 minutes

Risk Management

- More and more employees are reaching out and asking to review risk management procedures before they embark on a project or activity. This a positive indicator of the inclusion and acceptance of risk management procedures on campus.

President's Office:

Submitted by Lisa Rossbacher, President, Humboldt State University

Dear colleagues –

The CSU Board of Trustees will be meeting in Long Beach on January 30-31, 2018 (a rare schedule that does not conflict with HSU's University Senate meeting). The agenda includes several topics of interest, including a report on philanthropy in the CSU, state and federal legislative agendas for the CSU, and information about revisions of physical master plans at several campuses. However, the most interesting items are about the CSU's current budget situation and the system's strategies for addressing the potential budget shortfall in 2018-19.

Here is an excerpt from the agenda item for the Trustees' Committee of Finance, which provides an overview that is relevant to our budget discussions here at HSU:

CSU Board of Trustees Agenda -

COMMITTEE ON FINANCE
2018-2019 Operating Budget and Consideration of Expenditure and Revenue Options

Summary

The purpose for this item and subsequent presentation is to provide the trustees with the latest developments on the state and the California State University (CSU) budget plans for 2018-2019 and to consider CSU expenditure and revenue options. In short, state tax revenue is expected to grow over the next two years, but the governor's budget proposal from earlier this month did not match the previous funding commitment made to the CSU. Specifically, the governor's administration proposed a \$92.1 million increase, \$10 million less than indicated in May 2017. As a result, a budget gap of \$171 million exists between the trustees' budget request and the governor's proposal.

Consequently, the CSU is concurrently taking two significant approaches. The CSU's first priority and commitment is to make the case with state leaders that additional investment in the CSU is in the best interest of the state and students. The result is outside CSU's control with state leaders making the final decision. The other approach is to use CSU-controlled strategies—a potential tuition increase and a potential reduction to academic and non-academic programs and services. These two are not desirable strategies. However, it may be necessary to make use of these strategies to balance the CSU budget plan and to ensure that gains in student success and student access, realized since the end of the Great Recession, do not stall or diminish.

To provide additional context, the agenda materials also state:

The state's continued limited and incremental investment will result in a significant difference between the CSU's proposed operating budget increase of \$282.9 million—based on clearly identified university, student and state needs—and the governor's likely proposal. Without new, ongoing investment, course-taking opportunities for students will stall or diminish, faculty and staff salaries will stagnate leading to more difficulty in recruiting and retaining highly capable individuals, facilities will degrade, and the overall educational experience will ebb.

In other campus activities, the senior leadership of the University, including the Cabinet and academic deans and associate vice presidents, joined me earlier this month in a half-day workshop on understanding – and combatting – microaggressions. The opportunity to participate in this session will be available more widely this semester, and I hope that everyone will have the opportunity to engage in this opportunity to continue making our campus a more inclusive and welcoming place.

As always, I am available to answer questions.