

# HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, December 5, 2017

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

### **Committee Members:**

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

**Meeting Dates for Fall 2017:** Meeting time: 2PM-2:50 PM Meeting Place: BSS 508

August: ~~30~~

September: ~~13~~ and ~~27~~

October: ~~11~~ and ~~25~~

November: ~~8~~

December 6

### **Committee Meetings Reports:**

#### **November 8:**

- Committee did not meet.
- Included is a Summary of Financial Responsibility provided by Sandy Wieckowski

#### **October 25:**

- Committee did not meet.
- Had extensive email conversation in regards to the "Intent to Enroll" hold that has appeared in Student Center.
- Clarification was provided by VP Dawes via a forwarded email from Sandy Wieckowski.
- APC will follow up with an invitation to VP Dawes and others to discuss this at a future APC meeting.

**From:** Sandy Wieckowski [mailto:slw61@humboldt.edu]

**Sent:** Wednesday, October 25, 2017 9:38 AM

**To:** Douglas Dawes <Douglas.Dawes@humboldt.edu>

**Subject:** RE: Intend to Enroll - Online Application Question

Hi Doug,

This new agreement has been in the works for quite a while. It has been a recommendation of best business practice from the Chancellor's Office and NACUBO for at least 5 years.

There are several reasons for adding the agreement, besides it protecting the University from any lawsuits arising from the collection of outstanding debt, we have seen a large increase of students debt from unpaid fees.

We want to inform the student prior to registering, that they will have fee dues associated with registration. We want to be forthcoming and transparent about the cost of attending college. It is surprising how many student we have who register and then never attend and never drop classes.

They do not realize that they have to pay those fee, even though they never attended (Title 5, California Code of Regulations)

Second, there has been an increase of students not completing the semester, withdrawing officially or unofficially. When they fail to complete the semester and do not get satisfactory grades, we are required to pull back their financial aid and return it to the Department of Education.

If the student withdrawals during the semester, the same thing occurs, we are required to return a portion of their financial aid, then the student owes the University. Most students are unable to pay back the debt and we are forced to utilize outstanding collection agency who report the debt to the Credit Bureau. We have a total of 2632 students to whom we are actively collecting outstanding debt. This situation makes it very difficult on the student.

Finally, the agreement includes a portion from the Financial Aid Office about the academic responsibility of a student receiving financial aid. The Department of Education is in their final stages of negotiating a Financial Agreement for all recipients of financial aid.

We are just trying to be proactive and alerting students early about the financial requirements.

Thanks

Sandy Wieckowski

#### **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.

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## **Appointments and Elections Committee:**

Submitted by Katia Karadjova, AEC Chair

CNRS faculty Kerry Byrne was appointed by the Appointments and Elections Committee to serve on the HSU Advisory Committee on Sustainability. Her appointment begins immediately and the term will be decided at the first meeting of the committee.

Staff member Alex Gradine, Student Success Researcher for Academic Programs, was appointed by the Appointments and Elections Committee to serve a 1-year term on the University Policies Committee. His appointment begins immediately and concludes at the end of the spring 2018 semester.

The vast majority of current committee vacancies are for students.

Please let me know should you have any questions.

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## Constitution and Bylaws Committee:

Submitted by Michael Le, CBC Chair

Constitution and Bylaws Committee (CBC) Agenda

Monday, December 4, 2017 - 11:00-11:50am

Nelson Hall 119

### Members Present:

Joice Chang, Faculty (2016-2018)

Jeremy Shellhase, Faculty (2016-2018)

Mary Watson, Parliamentarian, Staff (2016-2018)

Michael Le, Staff Senator, Chair (2017-2018)

### Members Missing:

Leena Dallasheh, Faculty (2017-2019)

### Items

#### 1. Miscellaneous Business & Announcements

- a. Discussion about what happens if policy has gone missing. No action taken.
- b. New Student Member (Joseph McDonald) will apply to AS and will tentatively be confirmed in January pending approval.

#### 2. New Business

- a. Schedule Spring Meetings
  - i. Group voted 4/0/0 (1 missing) for Wednesdays 1-2pm.

#### 3. Old Business

- a. **Definition of “University Community” and “Campus Community” member as it relates to Standing and Ad-hoc committee meetings.**
  - i. **Description:** CBC has been asked for a Constitution and Bylaws Interpretation of who is included in the campus community and should be allowed to attend Senate Meetings.
  - ii. **Action:** CBC is going to research sunshine laws about public and nonpublic meeting types and report back at the next meeting
- b. **Adding Humboldt CFA President as a Voting member.**
  - i. **Description:** CBC discussed introducing a proposal to add CFA and Labor Council Representative as voting members of Senate.
  - ii. **Action:** CBC will discuss further actions with Faculty Affairs.

#### 4. Business on Hold

- a. **Improving communication of standing committee work.**

- i. **Description:** CBC discussed ideas for improving communication of standing and ad-hoc committee work. Committee will attempt a trial run with Mary Watson and Bella Grey to generate a Live 25 Calendar of Senate Activities.
  - ii. **Action:** No further action
- b. **Lecturer role in department- and college-level shared governance processes.**
  - i. **Description:** Committee discussed whether temporary faculty who meet General Faculty eligibility requirements should have guaranteed voting rights in college and departmental decision-making processes (with exception of personnel matters). Committee decided to end discussion of this matter.
  - ii. **Action:** Item discussed and will be removed from future agenda.
- c. **Gender Specific Language.**
  - i. **Description:** Committee would like to review the University Senate Constitution and Bylaws for gender-specific language.
  - ii. **Action:** CBC will review University Senate Constitution and Bylaws for gender-specific language and report back at the next meeting.
- d. **Tracking adherence to recent governing documents amendments and policies.**

**Committee reviewed this 2016-17 recommendation:**

  - i. **Description:** “With a new Senate Office ASC coming on board, it seems prudent for the CBC Chair to work closely with the Senate chair, the new ASC and the incoming parliamentarian to insure: (1) Standing committees are tracking and meeting the qualified quorum requirements that are now in effect. (2) Senate members are meeting the Senate Offices document posting deadlines without overburdening the new ASC. (3) The Senate office is meeting the deadline for Presidential notification of Senate actions. (4) The President and Provost are meeting the deadlines for feedback on Senate recommended policies.”
  - ii. The group briefly discussed the process for following through on passed resolutions, the process for meeting deadlines for submission of documents, and timeliness in responding to resolutions that go forward from the Senate. It was noted that any tracking would not be within the purview of the CBC Committee; this falls within the Senate Chair’s responsibility. CBC also briefly reviewed options for using Live25 to create a calendar that generates deadline notifications. Alderson will review this calendar.
  - iii. **Action:** Item has been resolved.

## Faculty Affairs Committee:

Submitted by George Wrenn, FAC Chair

Meetings are open to the campus community. The Committee meets every other Thursday at 2 p.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>.

November 30 Agenda and Meeting Notes

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

Members Absent: Renée Byrd, Mark Wilson

Guests: Travis Brunner, Steve Martin, Clint Rebik

Agenda:

- 1) Incentivizing course evaluation response rates (guests: Clint Rebik, Travis Brunner)
- 2) Faculty Affairs Review of Phase 2 Budget Reductions
- 3) Updates: TT density, assigned time, international faculty support

Meeting Notes:

- 1) Incentivizing course evaluation response rates (guests: Clint Rebik, Travis Brunner)
  - a. The Chair has requested institutional data on response rates from the Office of Institutional Effectiveness, including data by gender and college;
  - b. Rebik and Brunner were invited to discuss feasibility of releasing grades early for students who complete course evaluations. Rebik agreed to consult registrars at other CSUs with PeopleSoft to determine who is doing early release and how it is done.
- 2) Faculty Affairs Review of Phase 2 Budget Reductions
  - a. The Committee reviewed and revised a list of comment and questions for URPC regarding the Phase 2 reductions that directly affect the faculty (see below). Questions and comments have been developed in preparation for URPC's December 8<sup>th</sup> Open Forum. URPC has also been invited to attend an upcoming Faculty Affairs meeting to discuss the Phase 2 reductions.
- 3) Updates: TT density, assigned time, international faculty support
  - a. Assigned time: Mola shared a department chair assigned time formula based on the Sacramento State model, with calculations for CNRS departments (attached). The model indicates that all CNRS departments except Geology are undercompensated. Mola is working on a new formula that will factor in additional complexities such as facilities and graduate programs.
  - b. The remaining topics will be picked up at a future 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.

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.

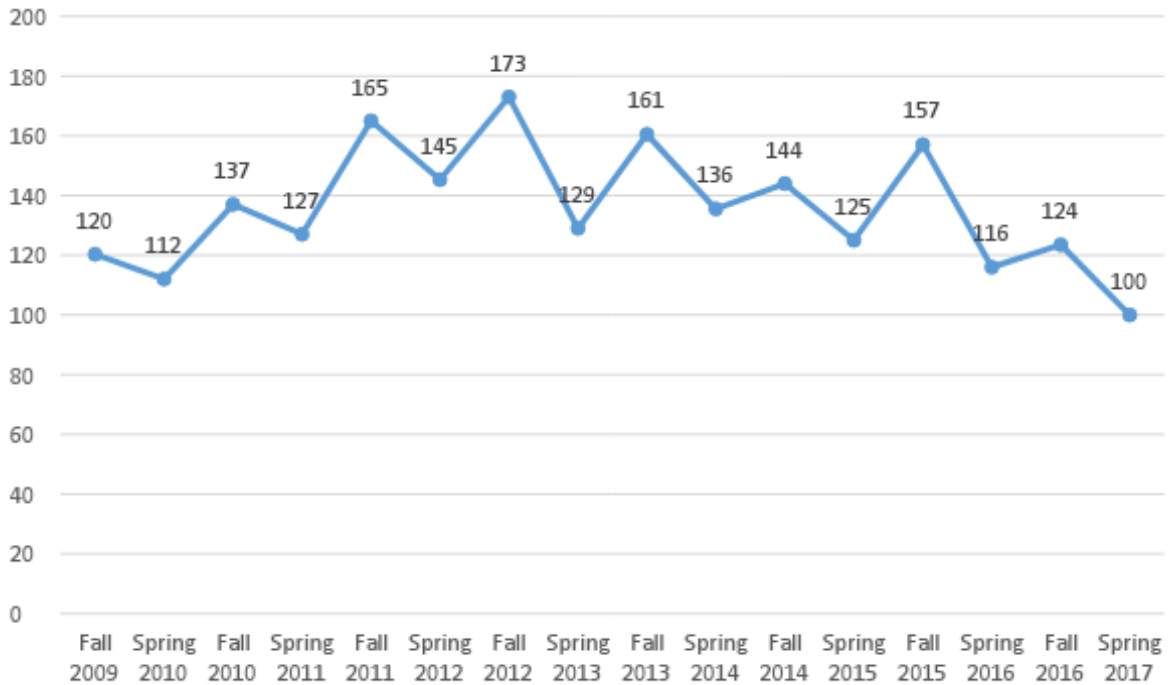
A GTA working a 2 WTU assignment is only required to work 5.3 hours/week under the Unit 11 agreements signed last year. This shifts more grading and laboratory prep work to the primary instructors of large courses. This increased work is an additional justification for not cutting large lecture assigned 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.

### Excess Enrollment Assigned Time, Fall 2009 - Spring 2017



#### 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](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.

Assigned Time Calculator - Sacramento Model															
Department	AT Support	Composite	Faculty				Students			Staff			Department	AT	Current
			Perm	Temp	Temp	50%	Majors	FTEs	35%	FTE	Head-	15%			
BIOL	1	94.62	22	8.1	12	44.62	996	694	35.00	8	11	15.00	BIOL	1	0.93
CHEM	0.6	39.48	9	9	11	24.09	142	317	9.39	3.5	4	6.01	CHEM	0.6	0.5
CS	0.4	16.46	4	1.6	4	8.91	184	124.9	6.40	0.5	1	1.15	CS	0.4	?
ENGR	0.6	35.42	10	2.95	9	21.24	300	138.1	9.11	2.5	4	5.07	ENGR	0.6	0.5
ESM	1	44.74	8	7.94	19	25.01	564	307.9	18.10	1	1	1.62	ESM	1	0.6
FISH	0.4	16.77	5	0.47	2	9.03	93	69.2	3.36	2.5	3	4.39	FISH	0.4	0.32
FWM	1	42.13	10	6.87	13	25.18	292	317.2	12.56	2.5	3	4.39	FWM	1	0.75
GEOL	0.4	18.69	6	0.51	1	10.25	96	100.5	4.05	2.5	3	4.39	GEOL	0.4	0.4
MATH	1	49.94	12	12.44	18	33.70	73	568.4	13.01	2	2	3.24	MATH	1	0.8
OCN	0.4	10.43	3	1.27	3	6.72	63	37.7	2.09	1	1	1.62	OCN	0.4	0.25
PHYX	0.4	18.18	5	3.08	3	11.00	71	144.6	4.41	1.5	2	2.77	PHYX	0.4	0.25
WLDF	0.6	33.53	8	3.64	5	16.90	354	156.6	10.62	3.5	4	6.01	WLDF	0.6	0.6
<b>Seven Measures:</b>		<b>Weighting of size measurements:</b>													
Faculty: 50%		Determine size factor for each measure based on following:													
Permanent faculty: 70%		Size Factor – measure for department/measure for largest department													
Temporary faculty: 30%		E.g., if the largest department had 34.5 FTEF Permanent faculty and the													
FTEF: 50%		department in question had 21, then its size factor for this measure was 21/34.5 = .609.													
Headcount: 50%		Compute Score (composite measure of department size) – Formula:													
Students: 35%															
Majors: 60%		50 (.7 x perm FTEF + .3 (.5 x # temp + .5 x FTEF temp))													
FTEs: 40%		+ 35 (.6 x majors + .4 x FTEs) +													
Staff: 15%		+ 15 (.5 x # staff + .5 x FTE staff)													
FTE: 50%															
Headcount: 50%		<b>Use score to standardize department chair support:</b>													
		<i>Score range</i>		<i>Time Base</i>											
		Less than 10		.4, AY											
		10-24		.4, AY											
		25-40		.6, 12-month											
		More than 48		1.0, 12-month [40-47 gap?]											

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## **University Policies Committee:**

Submitted by Justus Ortega, UPC Chair

### **Nov. 16<sup>th</sup> meeting**

UPC Attendees: Justus Ortega, John Meyer, Troy Lescher, Douglas Dawes, Randi Darnall Burke, Kimberly Comet, Mary Elise Conzelmann, Sabrina Zink, Kay Libolt, Michelle Anderson (Vacancy for staff representative)

- 1) Approve Minutes of October 19, 2017 – It was moved (J. Meyer) and seconded (J. Ortega) and unanimously carried to approve the October 19, 2017 minutes.
- 2) Justus announced that the Animal Policy was unanimously approved at Senate.
- 3) Justus reported that the President is keeping the existing Flag Policy.
- 4) Discuss Draft Food Policy – Clubs or groups want to sell products to raise money. UPC is looking into the application of the Cottage Food Law. HSU has to abide by CA State Law; cannot have students self-police. The Cottage Food Law identifies low risk foods. Currently, HSU allows prepackaged food and food prepared in a commercial kitchen. One member stated that allowing the sale of foods produced locally is central to social and environmental sustainability. After some research, one member found that six CSU campuses have more flexible food policies. Chico is one campus that allows baked goods made at home. At HSU, the County of Humboldt has oversight and enforcement of food preparation and sales. HSU accepts the liability. The Oh Snap food program has a professional chef and has no actual burners and is overseen by an HSU Staff member. Kim Comet will get in touch with the County to see if the rules have changed and talk to Chico about its food policy. If HSU allows home-cooked food, are we increasing our risk? Do we need additional staffing? Must practice due diligence.

When the Food Policy has reached its final draft, it will be circulated through AS and Staff Council.

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## **University Resources and Planning Committee:**

Submitted by Mark Rizzardi, URPC Co-Chair

The URPC met twice since the last Senate meeting.

During the 11/17/2017 URPC meeting, President Rossbacher briefed the committee about the Athletics budget situation. Amber Blakeslee provided a Powerpoint providing context and historical data for the Athletics budget. The President requested that the URPC provide input regarding the situation. In response to this request, the URPC asked the President and V.P.

Wruck a series of questions. After the President departed the URPC meeting, the URPC voted unanimously in favor on two motions:

1. URPC does not support the use of general funds to cover the current deficit in Athletics.
2. URPC recommends that a sustainable financial model for Athletics be developed by June 30<sup>th</sup> 2018, with student participation in the development of the model.

During the 12/01/2017 URPC meeting, the committee discussed employing the "fish bowl" format and potential topics for the Budget Planning Open Forum to be held 1-3pm Friday, 12/08/17 in Goodwin Forum. The URPC determined the following 9-10 topics for the small group discussions during the forum:

Phase 2	Description
1.4	Reduce assigned time for faculty
1.5 & 1.8	Increase class size (when possible) and Reduce WTUs by reducing the number of courses offered.
3.1	Developing a Strategic Enrollment Management plan to guide long-term recruitment and retention efforts
4.3	Explore partnerships and/or privatizing the Children's Center at current or other locations
4.5	Gain staff and budget efficiencies by reducing duplication of student support services / programming across the campus (including but not limited to Academic & Student Affairs)
5.2	Consolidate Auxiliary Organizations
6.1	Reduce overall travel costs and develop a more equitable travel structure across campus
6.5	Eliminate internal chargebacks and make cost of doing business activities a University Wide expense
4.1, 6.3, 6.4, 6.6	Organizational Redesign: Administration/management structure (Oct. 31st Open Forum suggestion); Integrate Student Financial Services & Financial Aid; Merge &/or co-locate departments, units, or existing functions; Administrative services redesign - shared services budget/financial support model; Explore position management strategies

The URPC welcomes input from the Senate on which other topics might be considered for discussion versus those listed above.

Depending upon time constraints, conversations will include: (1) Brainstorm or discuss ideas for cutting budget. (Oct. 31st Open Forum list provided), (2) Brainstorm what to stop (reduce cost by stopping a service, etc.)

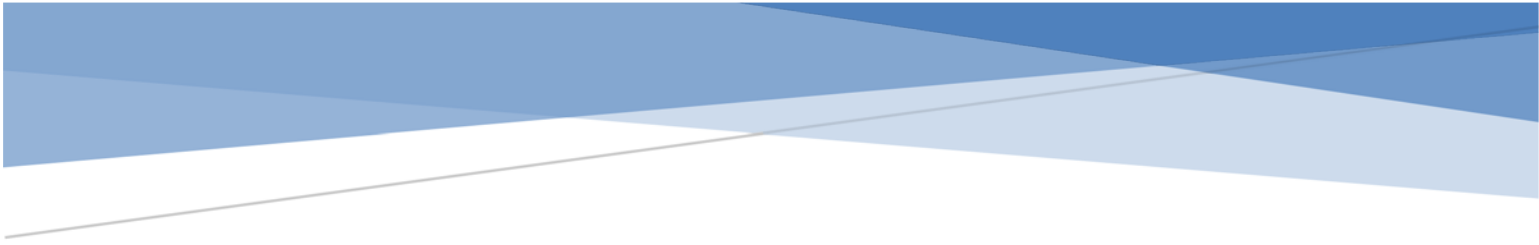
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## **Academic Senate CSU (ASCSU):**

Submitted by Mary Ann Creadon and Erick Eschker, ASCSU Representatives

Interim virtual meetings of committees of the ASCSU were held on Friday, December 1. The Chair's Report for these meetings included: formation of a Budget Sustainability Group to examine ways to avoid a tuition increase in 2018-19; plans to work together with the UC to legally fight provisions to tax tuition fee waivers of GTAs in the U.S. Senate's recently approved tax bill; and an announcement of the first in a series of 2-hour meetings between Chancellor's Office representatives and the ASCSU Executive Committee to repair the damaged relationship between the CO and ASCSU, to be held on Tuesday, December 5.

A number of memos and reports were provided to Senators in the last two weeks. These documents have been made available to HSU Senators.



FOR CONSIDERATION  
2018-19 TUITION  
PROPOSAL:  
PREPARED FOR THE  
CALIFORNIA STATE  
STUDENT ASSOCIATION  
November 21, 2017

*In accordance with the Working Families Student Fee Transparency and Accountability Act*



## Contents

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The California State University (CSU) is initiating consultation with the California State Student Association (CSSA) about a possible tuition increase as part of the 2018-19 operating budget. If approved, the increase would take effect in the 2018-19 academic year.

In keeping with the timeline and requirements of the *Working Families Student Fee Transparency and Accountability Act*, the following information is included for consideration and to begin conversations as part of the consultative process with the CSSA.

The *Working Families Student Fee Transparency and Accountability Act* is codified in Sections 66028 through 66028.6 of the California Education Code. The act requires the CSU to consult with the CSSA before any increases to mandatory systemwide tuition are considered by the Board of Trustees (Board) and to ensure transparency in the process. The following areas are addressed in this proposal:

- 1) The justification for a potential tuition increase including facts supporting the increase
- 2) A statement specifying the purposes for which revenue from the potential increase would be used
- 3) A description of efforts to mitigate the impact of any potential tuition increase on financially-needy students
- 4) The potential impact to students including but not limited to:
  - a. Changes to the minimum workload burden for all students
  - b. Institutional financial aid awards
  - c. Average student loan debt
- 5) Alternative proposals that could be considered in lieu of a potential tuition increase

To orient the reader, each section of this document is numbered and identified according to the five required pieces identified above.

In addition to this required information, the CSU also provides the following:

- Potential Systemwide Tuition and Fee Changes for the 2018-19 Academic Year
- Timeline

FOR CONSIDERATION 2018-19 TUITION PROPOSAL:  
PREPARED FOR THE CALIFORNIA STATE STUDENT ASSOCIATION

**1) JUSTIFICATION FOR A POTENTIAL TUITION INCREASE**

**Context**

Every graduate has his or her own success story, and all 3.4 million CSU alumni are contributing to California’s economic prosperity and social mobility. The CSU is widely acknowledged by policymakers and the public as one of the most important drivers of California’s economy and society. To ensure that the CSU can continue to fulfill this role—while maintaining diversity, academic quality and rigor—investment is needed.

Unfortunately, state investment in support of the CSU has moved from approximately 80 percent in the mid-1990s to closer to 55 percent by 2017-18, with the remaining revenue provided almost entirely by tuition and fees. In spite of this fiscal trend, the CSU has remained committed to providing all of its students a high-quality education and admitting qualified students from California’s high schools and community colleges.

The CSSA has been a dedicated partner advocating with the CSU for increased state investment. Over the last five years, these advocacy efforts have coincided with an important increase in state tax revenues, which recovered by \$39.1 billion between the low point of the recession and today. It was not until 2016-17 that the CSU eclipsed the prerecession state funding levels of 2007-08—despite serving 20,000 additional students annually.

Also over the past five years, the CSU consistently made operating budget requests that would reinvest in our most critical priority areas. However, only once in the last five years since the worst days of the recession has that request been fully funded. Put another way, the state did not fund a total of \$577.7 million of recurring funding requested by the CSU since the recovery began (see below figure).

<b>Fiscal Year</b>	<b>Governor's Budget</b>	<b>CSU Request</b>	<b>Final State Budget</b>	<b>Unfunded</b>
2013-14	\$125.1	\$371.9	\$125.1	\$246.8
2014-15	142.2	237.6	142.2	95.4
2015-16	119.5	216.6	216.5	0.1
2016-17	139.4	241.7	154.0	87.7
2017-18	157.2	324.9	177.2	147.7
2018-19	102.0	263.0		
2019-20	105.0			
<b>Total</b>	<b>\$890.4</b>	<b>\$1,655.7</b>	<b>\$815.0</b>	<b>\$577.7</b>

in millions

Going forward, based on information from the governor’s administration, the governor will likely propose a three percent general fund increase for the CSU. This is down from five percent or four percent proposals in each of the previous five years. This proposed increase represents an increase of \$102 million to the CSU operating budget for 2018-19, or roughly a one and a half percent to the total

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operating budget. This would be less than the projected rate of inflation, as reported this fall by the state Department of Finance.

The CSU anticipates limited new funding by the governor and it is one event in a confluence of events that has led to this proposed tuition increase. Other events—in particular, necessary obligations and new investments—coupled with state funding, are critical to sustain the capacity and maintain the quality of the student learning environment. Graduation Initiative 2025 commits to improving graduation rates and narrowing equity gaps over a multi-year period, but this can only be achieved by similarly investing funds over a multi-year period into new academic and support programs for students. This means investing in the people of the CSU with modest salary and benefit cost increases to keep up with inflation, as our faculty and staff are at the very core of serving our students academically and with essential academic and well-being support. Likewise, the state no longer pays for CSU infrastructure and deferred maintenance needs and thus require an ongoing portion of the annual CSU operating budget. Indeed, a safe, clean, functional, educationally-appropriate learning environment is critical to students, the faculty that teach them, and the staff that serve them. Minimal student enrollment growth is critical to build course capacity for new and ongoing students.

Students have regularly expressed their desire to improve their educational experiences and many student priorities have influenced and are aligned with CSU budget priorities. For example, the CSSA's 2017-18 Public Policy Agenda calls for an affordable, safe, inclusive, equitable, and supportive CSU educational experience. For that vision to come to fruition, it will require sustained, recurring investment in the university that, at a minimum, meets or slightly exceeds the rate of inflation. To put it another way, in order to balance all of the necessary investments and to more appropriately support the capacity and quality of the entire student learning environment, an operating budget increase of four percent—not one and a half percent as is currently signaled by Sacramento—is necessary.

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.

## 2018-19 CSU Operating Budget

Each September, the Board considers the CSU's preliminary operating budget request and identifies funding priority areas. A final operating budget request is brought before the Board in November for approval and is then submitted to the governor and legislature for their consideration.

At the November 7-8, 2017 Board of Trustees meeting, the Board approved a 2018-19 operating budget request to the state that identified five key priority areas that will require an additional \$263 million from the state. At this time, the CSU anticipates the governor will propose \$102 million in new funding to the CSU in his January budget proposal. Including other new revenue and efficiencies, this leaves a funding gap of \$161 million between anticipated revenue sources and the necessary investments at the university.

### *Board of Trustees Priorities:*

- I. *Graduation Initiative 2025:* The CSU is committed to improving the opportunities for the more timely graduation for all students, including doubling the four-year graduation rate from 19 percent to 40 percent and achieving a 70 percent six-year graduation rate. To meet these goals, the CSU will continue to invest in people, programs, technologies, and strategies that have demonstrated success in improving graduation rates, shortening time-to-degree, and eliminating achievement and equity gaps. Each campus has developed multi-year plans to reach their Graduation Initiative 2025 goals. These campus plans will require multi-year investments across the system in tenure-track faculty hiring, increased course-taking opportunities, enhanced advising and education plans, academic and student support including health and well-being, and leveraging data for campus decision-making. The 2018-19 fiscal year represents the second year of a 6-year, \$450 million investment plan in support of the many underlying elements of Graduation Initiative. Over the course of this second year of the Graduation Initiative 2025, campuses would spend incremental recurring funding on their local priorities to improve student success and completion.
- II. *Academic Facilities & Campus Infrastructure:* Leading-edge academic facilities support quality degree programs setting the stage for CSU graduates to be workforce ready and equipped to excel in their chosen field. CSU campuses have several of these academic and laboratory spaces, but a significant portion of CSU facilities are dated and need improvement. Specifically, fifty-two percent of all CSU buildings are more than forty years old and the systemwide deferred maintenance backlog for these and other facilities total approximately \$2 billion. While the CSU has maintained its buildings as best it could with available funding, the state historically funded most of the costs associated with the construction and maintenance of academic buildings and campus infrastructure. The state shifted this obligation to the CSU in 2014, making facilities and infrastructure a significant consideration when developing and implementing the CSU operating budget. Dedicating a portion of the CSU operating budget to facilities and infrastructure is essential to address the most pressing facility and infrastructure needs on campuses.

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- III. *Employee Compensation:* Central to the student experience is the ability to interact, learn from and be guided by outstanding faculty and staff. The CSU is proud of the thousands of its employees who are dedicated to students and their success. Modest compensation increases are a significant priority for the CSU to remain competitive to recruit and retain outstanding faculty, staff and administrators who are committed to students' well-being and academic success.
  
- IV. *Mandatory Costs:* Mandatory costs are the expenditures in the operating budget that increase annually due to inflation and other state, federal or statutory mandates that apply to the CSU and must be paid. These include increases in the cost of health care and retirement for employees, changes in state wage laws—including a multi-year incremental increase in the minimum wage—and the increased cost of operating and maintaining new facilities. Without funding for mandatory cost increases, campuses would have to make cuts and redirect resources from other program areas to meet these obligations.
  
- V. *Enrollment Growth:* The CSU confers the most baccalaureate degrees in the state and contributes to the California workforce in significant ways. Increased enrollment funding contributes to new sections of high-demand courses, hiring new tenure-track and temporary faculty, providing more academic and student support services, and bolstering overall institutional support and operation of the campus to serve existing and additional students. With a total student body of more than 480,000 students, the CSU continues to see increased demand from qualified applicants each year. New incremental funding would allow for growth in the average unit load for continuing students in support of graduation rate goals, and a steady number of new students admitted and served.

### **Possible Tuition Proposal for Consideration**

To ensure the university has all revenue options available to meet its 2018-19 priorities, the CSU must begin a conversation about a potential tuition increase. That process begins with this notification and its submittal to the CSSA.

In the coming months, consideration of this tuition proposal by the Board will align with the CSU's shared governance model and there will be appropriate consultation with, and feedback from, the CSSA and other CSU stakeholders. The CSU also will engage with the CSSA, Academic Senate and other stakeholders to collaboratively advocate for full funding of the CSU's operating budget request.

The state budget cycle is asynchronous from the planning decisions of the CSU, as well as the planning that current and potential students must undertake to prepare for the 2018-19 academic year. Specifically, the outcome of the 2018-19 budget cycle will not be known until June 2018. To provide students and families adequate time to plan and to ensure the CSU is in alignment with the law, the administration, the Board and all constituents must begin a conversation regarding tuition. It is anticipated that this consultation period will include an information item at the January 2018 Board meeting and an action item at the March 2018 Board meeting. The tuition increase would take effect during the 2018-19 academic year.

The potential tuition increase is \$228 per resident undergraduate student for the 2018-19 academic year. This would take the annual tuition price from \$5,742 per student to \$5,970. Coupled with potential tuition increases to teacher credential, graduate, and doctoral programs, the potential increase would generate approximately \$69.8 million in new net revenue in 2018-19 to support the Board's budget priorities described above. State University Grant (SUG) funding would grow by almost \$35 million to accommodate eligible students' additional need resulting from a tuition increase.

Separately, the CSU proposes a greater tuition increase for non-resident students than proposed for resident students. The potential non-resident tuition increase of \$30 per unit would change the per-unit semester price from \$396 to \$426 (\$20 per-unit quarter price from \$264 to \$284), or \$900 for a full-time undergraduate non-resident student for the 2018-19 academic year. For full-time non-resident students, this would increase the supplemental fee from \$11,880 to \$12,780. The potential increase would generate approximately \$20.7 million of new revenue in 2018-19.

[Note: Notwithstanding the differential dollar and tuition rates proposed by level of education, for simplicity and illustration purposes only, we use a potential \$228 increase and a potential annual tuition price of \$5,970 per resident undergraduate student throughout this proposal.]

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**2) PURPOSED USE OF INCREASED TUITION REVENUES**

The state general fund and student tuition and fees are the two primary revenue sources that support the educational endeavors of more than 480,000 CSU students. The current operating budget is made up of approximately 55 percent from state general funds and 45 percent from student tuition and fees.

State funding and tuition revenue support general operations of the university including instruction, academic support, student services, institutional support, operations and maintenance of academic facilities, and institutional financial aid.

The Board adopted an operating budget request for 2018-19 at its November 2017 meeting that would invest new resources in top priority areas described earlier and summarized below.

After this budget plan is submitted for the state’s consideration, it is the responsibility of the governor and legislature to determine the amount of state general fund for the CSU. Subject to final Board decisions, and subsequent action by the governor and legislature on the CSU budget, revenue generated by a tuition increase would be used to partially support the categories of incremental expenditures in the table below.

2018-19 Budget Plan	
<b>Incremental Expenditure Increases</b>	
	In Millions
Graduation Initiative 2025	\$75.0
Enrollment Growth: 3,641 FTES	39.9
Employee Compensation	122.1
Academic Facilities & Infrastructure Needs	15.0
Mandatory Costs	30.9
<b>Total</b>	<b>\$282.9</b>
<i>Other Inflationary Cost Increases</i>	17.4
<b>Anticipated Incremental Revenue Increases</b>	
General Fund:	
Governor’s Anticipated Funding Plan	\$102.0
Tuition Revenue:	
Tuition from Enrollment Growth	19.9
Potential Tuition Increase	69.8
<b>Total</b>	<b>\$191.7</b>
<i>Cost Avoidance, Efficiencies &amp; Program Reallocations</i>	17.4
<b>CSU Remaining Need</b>	<b>\$91.2</b>

### **3) and 4) POTENTIAL IMPACT TO STUDENTS AND MITIGATION OF IMPACT ON STUDENTS WITH FINANCIAL NEED**

The CSU remains committed to keeping costs as low as possible for students. More than 60 percent of all CSU undergraduates have their tuition fully covered by grants and waivers. Eighty percent of all CSU students receive some form of financial assistance. The CSU does not expect these percentages to change as the result of a modest tuition increase.

#### **State Grants and Waivers**

A student who receives a Cal Grant tuition award would not be affected by a potential tuition increase because the award amount for this state program is designed to pay the entire tuition cost. This would include students utilizing the California Dream Act Application. Similarly, a student who receives a state-mandated tuition fee waiver would not be affected by the potential tuition increase because these state programs are also designed to waive the entire cost of tuition.

#### **Institutional Grants**

The State University Grant (SUG) is available to undergraduates, teacher credential candidates, and graduate students. A student who receives a full SUG would not be affected by a potential tuition increase because this CSU-administered institutional aid program waives the entire tuition cost. For students who do not receive the maximum award to cover the full tuition cost and absent any other financial aid, SUG may cover the potential increase in tuition. However, individual SUG awards vary for each student. CSU doctoral programs and graduate business professional programs also offer need-based grant programs similar to SUG. As part of the potential tuition increase, SUG funding would grow by almost \$35 million to accommodate eligible students' additional need resulting from a tuition increase.

#### **Federal Aid**

The maximum full-time Pell Grant award for 2017-18 is \$5,920. Any changes to 2018-19 Pell award amounts are not known at this time. If tuition were increased by an additional \$228 per year, CSU tuition would be \$5,970, which means a resident undergraduate student who qualifies for the maximum Pell Grant award would have all but \$50 of the cost of tuition covered by this program. At the CSU, most resident students who are eligible for a full Pell Grant also qualify for the Cal Grant or SUG. For those students, the cost of tuition would still be fully covered by non-loan aid.

For those students who qualify for the Cal Grant or SUG, the Pell grant may be used for non-tuition expenses including campus-based fees, books, and other living expenses.

Pell Grant award amounts can vary based upon income and enrolled units. For students who do not receive the maximum award, and absent any other financial aid, the Pell Grant may partially cover the potential increase in tuition.

#### **Loans**

Loan programs can also be used to cover all tuition costs for a student. Based on CSU financial aid packaging policies in which grants and waivers are applied first, and loans second, it is unlikely that student loan debt would increase materially, if at all, in order to pay for a potential tuition increase.



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**Financial Aid Awareness**

The CSU will continue its commitment to informing students and families of the availability of financial aid. Each campus maintains a robust internet site that provides information to students and families. Campuses will continue to communicate with students on a regular basis with reminders and notices of key application periods and deadlines. Information will continue to be available via the admission application site (i.e., Cal State Apply) and calstate.edu. Campuses will also provide information as part of student outreach, the admission process, and orientation events as well as provide workshops both on and off campus to prospective and current students and their families.

**Employment**

CSU financial aid packaging policies do not include or establish a minimum workload expectation for students. A student may work to cover tuition and other college-related expenses and if he or she qualifies, can participate in the federal work-study programs for this purpose. For students who work to meet their full cost of attendance, at the minimum wage of \$11 per hour during the latter half of 2018 and at \$12 per hour during the front half of 2019, a resident undergraduate student would need to work approximately 25 additional hours per academic year— equivalent to less than 0.5 hour per week—to cover a \$228 increase in tuition (assuming taxes and other withholdings).

**Student Indebtedness**

While 49 percent of all CSU students graduate with some loan debt for college-related expenses, the amount of the debt is substantially lower than the California and national average, as shown in the table below.

AY 2014-15	Amount of Debt
National Average	\$30,100
California Average	\$22,191
<b>CSU Average</b>	<b>\$15,531</b>

Average indebtedness would increase only slightly if a student needs to borrow additional funds to cover the potential tuition increase. For example, if a student borrows an additional \$228 a year for four years of enrollment (total \$912), the anticipated monthly payment upon graduation would increase by approximately \$10.50, based on a maximum interest rate of 6.8 percent (currently 4.45 percent) and a standard 10-year repayment schedule. Based on similar terms and conditions, if a student borrowed an additional \$228 a year for six years of enrollment (total \$1,368), the anticipated monthly payment would increase by approximately \$15.75. With these changes included, average indebtedness at the CSU would continue to be significantly lower than the California average or national average.

## 5) ALTERNATIVES FOR ADDRESSING THE OPERATING BUDGET SHORTFALL

The CSU has four primary options as alternatives for addressing its fiscal priorities in the coming year. These options are not mutually exclusive and may be combined in varying proportions by the end of the budget process. In general, the four options are described below.

### **Option A: Increase state funding to cover the full operating budget request**

The CSU's first priority and commitment is to make the case with lawmakers that additional investment in the CSU is necessary and is in the best interest of the state and students. The CSU will work with partners across the system including students, faculty, staff, business, union leaders, alumni, and friends to make the case in Sacramento. With the historic gains made in four-year and six-year graduation rates, the success that campuses have had in providing students with opportunities to increase social mobility and the state's need for more college graduates, arguments for increased state funding have never been stronger. While additional state funding is the preferred option, the state allocation will not be known until a final budget agreement is reached in June 2018.

### **Option B: Increase tuition to partially cover the operating budget request while continuing to advocate for more state funding**

A potential tuition increase of \$228 per resident undergraduate student would take the annual tuition price from \$5,742 per student to \$5,970. Coupled with potential increases to non-resident tuition, as well as graduate, doctoral, and teacher credential programs, the potential tuition increase would generate approximately \$69.8 million of new revenue in 2018-19. While the funding raised from a potential tuition increase would not fully fund the operating budget request, it would allow for some investments to be made in critical areas, coupled with continued advocacy efforts in Option A to fully fund the operating budget request.

### **Option C: Cost Avoidance, Efficiencies & Program Reallocations**

Efforts by the Office of the Chancellor and every campus to identify and employ administrative efficiencies and effectiveness will continue to be a high priority. Each year, inflation and other price increases have an effect on each campus' bottom line. For the most part, annual operating budget requests address these types of increases on salaries and benefits through the mandatory costs category described above. However, in recent years, campuses have not received annual funding increases to cover inflationary costs in areas such as communications, information technology, contractual services, library subscriptions and instructional equipment. Chancellor's Office staff estimate that inflationary cost increases over the past five years exceeded \$46 million. It is anticipated that these costs will increase further by \$17.4 million for 2018-2019.

Above and beyond efforts to address regular inflationary pressures, the CSU will continue to pursue cost avoidance strategies and administrative efficiencies to be good stewards of state and tuition resources as well as address as many unfunded cost increases as possible. Campuses and the Chancellor's Office make decisions annually to redistribute budgets to cover increased

costs, pursue and implement efficiencies and cost sharing across the system, and reallocate from under-utilized programs to the most pressing needs of the campus and system.

However, it is important to manage expectations and dispel misconceptions about improved efficiency and effectiveness. Past successes have yielded, on average, savings of tens of millions of dollars per year, but remaining opportunities are marginal in value. As a result, any savings opportunities that could culminate in 2018-19 would not significantly narrow the \$161 million budget gap identified in the 2018-19 Operating Budget Request.

Additionally, CSU will continue to examine ongoing investments to ensure they are in line with the mission of the university so that the money invested in CSU by the state and students is spent thoughtfully and with student success at its core. For example, recently enacted law authorizes the CSU to invest in securities that yield a higher rate of return than fixed income securities. The Board established an investment advisory committee in November 2017 and the committee is developing a master investment policy as well as investment portfolios. The goal is to soon move a portion of CSU funds into those portfolios, earn a better rate of return, and use those returns on deferred maintenance or critical infrastructure needs, which is a key piece of student success. To do so then allows CSU to use more of the operating funds for direct academic offerings and support.

**Option D: In lieu of additional state funding or a potential tuition increase, reduce programs and services, both academic and non-academic**

The CSU's required financial obligations, along with critical priorities like the Graduation Initiative and enrollment growth, far exceed the amount of funding signaled from the governor's office for 2018-19. If advocacy efforts do not secure the full operating budget requests, and if tuition is not increased, many priority areas of the operating budget would be reduced or eliminated because campuses would have to redirect funding from existing programs, services and priorities to fund a portion of mandatory cost obligations and employee compensation increases. Fewer course sections would be available to students, average unit load would go down and less academic and student support services would be available.

**POTENTIAL SYSTEMWIDE TUITION AND FEE CHANGES FOR THE 2018-19 ACADEMIC YEAR**

**Undergraduate, Credential and Graduate Programs**

Table 1 shows the current and potential maximum tuition levels for undergraduate, credential, and graduate programs.

**Table 1: Undergraduate and Graduate Tuition Changes for the Academic Year**

	Current	Proposed	Change
<b>Undergraduate Programs</b>			
6.1 or more units	\$5,742	\$5,970	\$228
0 to 6.0	3,330	3,462	132
<b>Credential Programs</b>			
6.1 or more	6,660	\$6,924	264
0 to 6.0	3,864	4,014	150
<b>Graduate and Other Post-Baccalaureate Programs</b>			
6.1 or more	7,176	\$7,608	432
0 to 6.0	4,164	4,410	246

Summer rates would increase beginning with the summer 2019 term.

**Doctoral Programs**

The table below shows the current and potential maximum tuition rates for the three doctoral programs offered by the CSU.

**Table 2: Doctoral Program Tuition Per Academic Year**

	Current	Proposed	Change
Doctor of Education	\$11,838	\$12,546	\$708
Doctor of Nursing Practice	15,270	16,188	918
Doctor of Physical Therapy	17,196	18,228	1,032

Tuition for the Doctor of Physical Therapy program is mandated by state law (Education Code 66042.1) to be no higher than that of the University of California (UC).

The tuition for the Doctor of Education program is mandated by state law (Education Code 66040.5) to be no higher than the rate at the UC.

The law does not limit the tuition that may be assessed for the CSU Doctor of Nursing Practice program and does not link the CSU tuition and UC tuition and fees for doctoral nursing programs.

**Non-Resident Students**

Non-resident tuition is in addition to applicable systemwide tuition. Table 3 shows the current and potential maximum per semester and per quarter unit rates for non-resident students.

**Table 3: Non-Resident Tuition**

	<b>Current</b>	<b>Proposed</b>	<b>Change</b>
Semester Campus	\$396	\$426	\$30
Quarter Campus	264	284	20

**Graduate Business Professional Program**

The Graduate Business Professional Fee is in addition to applicable systemwide tuition. The Board resolution authorizing this fee requires that whenever the Board takes action to adjust tuition for graduate students, the same adjustment will be made to the Business Professional Fee. Table 4 shows the current and potential maximum per semester and per quarter unit rates.

**Table 4: Graduate Business Professional Fee**

	<b>Current</b>	<b>Proposed</b>	<b>Change</b>
Semester Campus	\$270	\$282	\$12
Quarter Campus	180	188	8

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**TIMELINE**

<b>Date</b>	<b>Action</b>
<b>Nov 21, 2017</b>	<i>California State Student Association</i> -- Provide tuition proposal to student representatives
<b>Nov 30, 2017</b>	<i>California State Student Association</i> -- Hold consultation meeting with student representatives to discuss tuition proposal
<b>Jan 30 – 31, 2018</b>	<i>Trustees</i> -- Information Item -- Hold public meeting to consider tuition proposal
<b>Mar 20 – 21, 2018</b>	<i>Trustees</i> -- Action Item -- Hold public meeting to consider adopting tuition proposal
<b>May 2018</b>	<i>Campuses</i> -- Implement tuition increase in billing statements for continuing students for the 2018-19 academic year (if adopted)
<b>June 2018</b>	Outcome of 2018-19 state budget process
<b>July 2018</b>	Campus allocations made based on final budget decisions and available resources
<b>Aug–Sept 2018</b>	Fall 2018 classes begin

All dates and actions align with requirements of the *Working Families Student Fee Transparency and Accountability Act*.

## Expanding Textbook Affordability Programs on your Campus and Requesting Additional State Funding Opportunities

**January 30, 2018 at Hyatt LAX**

The conference brings together higher education institutions who are implementing textbook affordability programs to support their students' success.

### **Keynote Speakers**

- Gerry Hanley, PhD, Assistant Vice Chancellor, Academic Technology Services, CSU Office of the Chancellor and Executive Director, MERLOT
- Mark McBride, Library Senior Strategist, Office of Library and Information Services (OLIS), SUNY System Administration
- Kaitlyn Vitez, Higher Education Advocate US PIRG (Public Interest Research Groups)

### **Topics**

- Updates and Strategies for Sustaining Textbook Affordability in California Higher Ed
- OER Services in SUNY: Access, Affordability, and Innovation
- How to Build Student Leadership around OER

### **Participants**

- OER and/or campus affordable course materials' coordinators
- Academic technology staff including instructional designers
- Librarians
- Student government senators and staff
- Bookstores
- Faculty developers

### **Registration**

<https://tinyurl.com/olc-2018-register>

Questions: [cool4ed@cdl.edu](mailto:cool4ed@cdl.edu)

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November 20, 2017

**C O D E D M E M O R A N D U M**

**ASA-2017-27**

TO: CSU Presidents

FROM: Eric G. Forbes   
Assistant Vice Chancellor

SUBJECT: Implementation Guidance for Executive Order 1110 - Assessment of Academic Preparation and Placement in First-Year General Education Written Communication and Mathematics/Quantitative Reasoning Courses

In accordance with Executive Order 1110, this coded memorandum provides guidance on the continued use of traditional assessment measures, the introduction of placement indicators based on the academic performance of students in high school and the Early Start Program. To provide consistent guidance to prospective CSU students and secondary schools, the following standards shall be applicable at each CSU campus. This memo establishes uniform placement practices at all CSU campuses.

Placement in courses that satisfy CSU General Education (GE) Mathematics/Quantitative Reasoning and Written Communication requirements will be based on four categories described below. For students demonstrating indicators near the placement thresholds, campuses may make exceptions to this placement guidance, based on information regarding the academic progression of students. These exceptions may include outcomes of directed self-placement exercises.

- **Category I: Has fulfilled the GE Subarea A2 or B4 requirement**
  - Student has met the CSU GE Breadth Subarea A2 and/or B4 requirement via Advanced Placement (AP) examination, International Baccalaureate (IB) examination or transferable course
- **Category II: Placement in a GE Subarea A2 or B4 course**
  - Student has met examination standards and/or multiple measures-informed standards
- **Category III: Recommend placement in a supported GE Subarea A2 or B4 course**
  - Based on new multiple measures, student needs additional academic support
  - Participation in the Early Start Program is recommended and may be highly advisable for some students, particularly STEM majors

**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



- ***Category IV: Require placement in a supported GE Subarea A2 or B4 course or the first term of an applicable stretch course***
  - Based on new multiple measures, student needs additional academic support
  - Participation in the Early Start Program is required

Executive Order 1110 provides for enrollment in appropriate college-level, baccalaureate credit-bearing courses that strengthen skills development to facilitate achieving the appropriate general education student learning outcomes. Such GE courses may include, but are not limited to, various forms of co-requisite or supplemental instruction. Campuses may also offer baccalaureate, elective credit co-requisite support courses. Instructional support may be in the form of mandatory recitation course components with no unit value, online services, courses that stretch across terms, as well as concurrent pre-baccalaureate units, with specified unit limitations. In no circumstance shall a sequence of courses (including those completed in the Early Start Program) leading to and satisfying the GE Subarea A2 or B4 requirement result in earning more than eight semester units of baccalaureate credit. Campus faculty shall be responsible for designing, developing and refining appropriate courses.

Consistent with Title 5 sections regarding total units required for baccalaureate degrees, notwithstanding approved exceptions, no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units. A campus must maintain an academic degree plan that allows for the completion of each of these degrees in 120 semester units. However, an individual student may complete more than 120 semester units.

Campuses are expected to offer sufficient sections of courses satisfying the GE Written Communication (Subarea A2) and GE Mathematics/Quantitative Reasoning (Subarea B4) requirements to accommodate the full demand for these courses across the first academic year.

### **Course Placement Indicators**

In close collaboration with appropriate committees, the CSU has prepared specific placement guidelines that match the categories with both traditional test measures and high school measures. These guidelines are represented as an attachment to this memo. These placement standards will be periodically reviewed by the Admission Advisory Council and will be subject to revision based on the assessment of CSU course outcomes. Specific course placement should be based on the evidence of highest achievement supplied by each student either in the form of traditional examination measures (ACT, SAT Reasoning, EAP/Smarter Balanced Assessment or successor examinations) or in the form of grades earned in high school courses. While there are four categories, there may also be also variations in placement given differences in student degree objectives.

Because final grades from the senior year of high school enrollment may not be fully reported by the time course selection occurs, all official and self-reported academic records may be considered for placement. Consistent with CSU admissions and records procedures, self-reported academic records will be subject to validation using official transcript records or official sources such as the California College Guidance Initiative, upon receipt.

Students, such as veterans, international students or re-entry students, for whom comparable academic records or examinations are not available, should be assessed utilizing all available

academic information. Campuses may employ campus-based assessment tools to provide additional measures for placement in written communication and mathematics/ quantitative reasoning courses for these student populations as well placement in higher-level or major preparation courses (i.e. Business Calculus, Calculus for Life Sciences, Linear Algebra) for all students.

### **Advisement**

Campuses are expected to offer sufficient sections of courses satisfying the GE Written Communication (Subarea A2) and GE Quantitative Reasoning/Mathematics (Subarea B4) requirements to accommodate the full demand for these courses across the first academic year. Students who are not successful in completing these courses but satisfy all other campus academic eligibility requirements will be required to enroll in these courses in their second academic year.

As campuses develop new courses that fulfill CSU GE Mathematics/Quantitative Reasoning requirements and align more closely with student degree objectives, campuses will need to develop strategies to assist students identified as undecided or undeclared in the selection of appropriate mathematics/quantitative reasoning courses.

The Office of the Chancellor will deliver CMS/Peoplesoft processes to classify new students based on the four new placement categories, organize campus majors by required mathematics pathways and respond to systemwide reporting requirements. Campuses should utilize the four new placement categories in the development of capacity projections for future enrollment. Capacity models using the new categories and fall 2016 new student enrollment have been provided to each campus.

### **The CSU Early Start Program**

In summer 2018, the Early Start Program will largely proceed as established under Executive Order 1048. However, determination of student participation in the Early Start Program will be subject to new assessment and placement guidance, including the use of academic performance indicators from high school. Campuses may elect to pilot a limited number of courses that fully comply with Executive Order 1110 for destination students only. All campuses must offer traditional Early Start Program courses in order to support both destination and service students.

The 2019 Early Start Program will be responsive to the written communication and mathematics/quantitative reasoning curriculum developed by faculty for the 2018-19 academic year. Participation in the Early Start Program shall be required for students identified above as Category IV and encouraged for students identified as Category III. Campuses will be expected to offer sufficient class sections of courses satisfying the written communication and mathematics/quantitative reasoning general education requirements in the Early Start Program to match demand for both destination and service students. Consistent with past practice, the Early Start Program should work in collaboration with existing Summer Bridge Programs.

International (F-visa) students and nonresident students remain exempt from participation in the Early Start Program. Students so exempted should be provided additional academic support, as needed, in order to be successful in both written communication and mathematics/quantitative reasoning courses in their first academic year.

Determination of good academic standing or satisfactory academic progress shall not be based solely upon Early Start Program enrollment. No student shall be academically disqualified based upon enrollment in the Early Start Program.

While students requiring skills development in both written communication and mathematics/quantitative reasoning shall be required to enroll in only one subject area during the Early Start Program, they may elect to enroll in both. All Early Start Program course enrollments, including these elective decisions, will follow the Early Start Program fee schedule and applicable financial aid support.

Early Start Program courses offered at any CSU campus will have a common fee. The fee shall be \$182 per unit plus \$2 in other mandatory fees. This fee may be adjusted commensurate with changes in state university tuition. Campus parking and course instruction materials may also be charged. Qualifying students who apply for financial aid via the Free Application for Federal Student Aid or the California Dream Application will be eligible for a waiver of the per unit fee. Criteria for such fee waivers shall be distributed annually to campuses by the Office of the Chancellor.

To assist campus faculty, staff and administrators in the implementation of new approaches to the Early Start Program, regular progress updates and Frequently Asked Questions (FAQ) resources will be maintained online at [www.calstate.edu/acadaff/earlystart](http://www.calstate.edu/acadaff/earlystart). Questions regarding the Early Start Program or other elements of this memorandum may be directed to Eric Forbes, Assistant Vice Chancellor, Student Academic Services, at (562) 951-4744 or [eforbes@calstate.edu](mailto:eforbes@calstate.edu).

EGF/jc

Attachment

- c: Dr. Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs  
CSU Provosts/Vice Presidents for Academic Affairs  
CSU Vice Presidents for Student Affairs  
Dr. Christine Miller, Chair, Academic Senate of CSU  
Associate Vice Presidents for Academic Affairs  
Mr. Nathan Evans, Chief of Staff, Academic and Student Affairs

## CSU Placement of First Year Students Based on Academic Preparation

Written Communication							
Placement Category	Placement Group	Major Path Options	Academic Preparation - High School Coursework	OR	Pre-Existing CSU Standards	Early Start	First Year Placement
Category I	Has Fulfilled GE A2 Requirement	All Majors	N/A		<ul style="list-style-type: none"> <li>• A score of 3 or above on the College Board Advanced Placement (AP) Language and Composition test, <b>OR</b></li> <li>• A score of 3 or above on the College Board AP Composition and Literature test, <b>OR</b></li> <li>• Completion and transfer to CSU of a college course that satisfies the GE Area A2 requirement in written communication in the English language, provided such a course was completed with a grade of C- or better</li> </ul>	Not Required	Next level English course per major requirements
Category II	Placement in a GE A2 Course	All Majors	<ul style="list-style-type: none"> <li>• Weighted HS GPA greater than 3.3, <b>OR</b></li> <li>• Weighted HS GPA greater than 3.0 <b>AND</b> completed an approved senior year-long English course/an AP, IB, ERWC, or Honors English course or 5+ years of English</li> </ul>		<ul style="list-style-type: none"> <li>• NEW SAT: A score of 550 or above on the evidence-based reading and writing section of the College Board SAT Reasoning Test, <b>OR</b></li> <li>• OLD SAT: A score of 500 or above on the critical reading section, <b>OR</b></li> <li>• A score of 22 or above on the ACT English Test, <b>OR</b></li> <li>• A result of "Standard Exceeded: Ready for CSU or participating CCC college-level coursework in English" on the EAP Smarter Balanced Assessment exam, <b>OR</b></li> <li>• Completion of a 12th grade approved English course with a grade of C- or better <b>AND</b> any one of the following:                             <ul style="list-style-type: none"> <li>a. NEW SAT: A score between 510-540 on the evidence-based reading and writing section</li> <li>b. OLD SAT: A score between 460-490 on the critical reading section</li> <li>c. A score of 19-21 on the English portion of the ACT test</li> <li>d. A result of "Standard Met: Conditionally Ready for CSU or participating CCC college-level coursework in English" on the EAP Smarter Balanced Assessment</li> </ul> </li> </ul>	Not Required	GE A2 course
Category III	Placement in a Supported GE A2 Course <i>(Does not meet any criteria in rows above)</i>	All Majors	<ul style="list-style-type: none"> <li>• Weighted HS GPA greater than 3.0 <b>AND</b> 4+ years of HS English, <b>OR</b></li> <li>• Conditional SAT/ACT score (see a-c below) <b>AND</b> 4+ years of HS English                             <ul style="list-style-type: none"> <li>a. NEW SAT: A score between 510-540 on the evidence-based reading and writing section</li> <li>b. OLD SAT: A score between 460-490 on the critical reading section</li> <li>c. A score of 19-21 on the English portion of the ACT test</li> </ul> </li> </ul>		Does not meet any criteria in rows above	Recommended but not required	GE A2 course with supported instruction

## CSU Placement of First Year Students Based on Academic Preparation

Written Communication						
<b>Category IV</b>	<b>Placement in a Supported GE A2 Course and Early Start</b> <i>(Does not meet any criteria in rows above)</i>	All Majors	Does not meet any criteria in rows above	Does not meet any criteria in rows above	Required	GE A2 course with supported instruction

### CSU Placement of First Year Students Based on Academic Preparation

Mathematics/Quantitative Reasoning							
Placement Categories	Placement Group	Major Path Options	Academic Preparation - High School Coursework	OR	Pre-Existing CSU Standards	Early Start	First Year Placement
Category I	Has Fulfilled GE B4 Requirement	All Majors	N/A		<ul style="list-style-type: none"> <li>• A score of 3 or above on the College Board AP Calculus AB or Calculus BC test, <b>OR</b></li> <li>• A score of 3 or above on the College Board AP Statistics test, <b>OR</b></li> <li>• A score of 4 or above on the International Baccalaureate (IB) mathematics HL test, <b>OR</b></li> <li>• Completion and transfer to CSU of a college course that satisfies the GE Area B4 requirement in Mathematics/quantitative reasoning, provided such a course was completed with a grade of C- or better</li> </ul>	Not Required	Next level math course per major requirements
Category II	Placement in a GE B4 Course	Non-STEM and Undecided/Undeclared	<ul style="list-style-type: none"> <li>• Weighted HS Math GPA greater than or equal 3.0 plus completed an approved senior year course or 5+ years of Math or Quantitative Reasoning, <b>OR</b></li> <li>• EAP Smarter Balanced Assessment Tier 3 and 4+ years of Math or Quantitative Reasoning, <b>OR</b></li> <li>• Weighted HS GPA greater than or equal 3.7, <b>OR</b></li> <li>• Weighted HS GPA greater than or equal 3.5 plus 4+ years of Math or Quantitative Reasoning</li> </ul>		<ul style="list-style-type: none"> <li>• NEW SAT: A score of 570 or above on the mathematics section of the new SAT test, <b>OR</b></li> <li>• OLD SAT: A score of 550 or above on the mathematics section of the old SAT Reasoning Test, <b>OR</b></li> <li>• SAT SUBJECT TEST: A score of 550 or above on the SAT Subject Test in Mathematics (level 1 or level 2), <b>OR</b></li> <li>• A score of 23 or above on the ACT Mathematics Test, <b>OR</b></li> <li>• A result of "Standard Exceeded: Ready for CSU or participating CCC college-level coursework in mathematics" on the EAP Smarter Balanced Assessment exam, <b>OR</b></li> <li>• Completion of a 12th grade course beyond Algebra 2 with grade of C- or better AND any one of the following:                             <ul style="list-style-type: none"> <li>a. NEW SAT: A score between 520-560 on the mathematics section of the SAT</li> <li>b. OLD SAT: A score between 490-540 on the mathematics portion of the SAT Reasoning Test</li> <li>c. A score between 20-22 on the mathematics portion of the ACT test</li> <li>d. A result of "Standard Met: Conditionally Ready for CSU or participating CCC college-level coursework in mathematics" on the EAP Smarter Balanced Assessment exam</li> </ul> </li> </ul>	Not Required	GE B4 course

## CSU Placement of First Year Students Based on Academic Preparation

Mathematics/Quantitative Reasoning						
Category II	<b>Placement in a STEM Math Course</b>	STEM and Pre-STEM	<ul style="list-style-type: none"> <li>• Weighted HS Math GPA greater than or equal 3.5 plus completed an approved senior year course or 5+ years of Math or Quantitative Reasoning, <b>OR</b></li> <li>• Weighted HS GPA greater than or equal 3.7</li> </ul>	<ul style="list-style-type: none"> <li>• NEW SAT: A score of 570 or above on the mathematics section of the new SAT test, <b>OR</b></li> <li>• OLD SAT: A score of 550 or above on the mathematics section of the old SAT Reasoning Test, <b>OR</b></li> <li>• SAT SUBJECT TEST: A score of 550 or above on the SAT Subject Test in Mathematics (level 1 or level 2), <b>OR</b></li> <li>• A score of 23 or above on the ACT Mathematics Test, <b>OR</b></li> <li>• A result of "Standard Exceeded: Ready for CSU or participating CCC college-level coursework in mathematics" on the EAP Smarter Balanced Assessment exam, <b>OR</b></li> <li>• Completion of a 12th grade course beyond Algebra 2 with grade of C- or better AND any one of the following:                             <ul style="list-style-type: none"> <li>a. NEW SAT: A score between 520-560 on the mathematics section of the SAT</li> <li>b. OLD SAT: A score between 490-540 on the mathematics portion of the SAT Reasoning Test</li> <li>c. A score between 20-22 on the mathematics portion of the ACT test</li> <li>d. A result of "Standard Met: Conditionally Ready for CSU or participating CCC college-level coursework in mathematics" on the EAP Smarter Balanced Assessment exam</li> </ul> </li> </ul>	Not Required	STEM-level math course
Category III.	<b>Placement in a Supported GE B4 Course</b> <i>(Does not meet any criteria in rows above)</i>	Non-STEM and Undecided/Undeclared	<ul style="list-style-type: none"> <li>• Weighted HS Math GPA greater than or equal 3.3, <b>OR</b></li> <li>• Weighted HS GPA greater than or equal 3.0</li> </ul>	Does not meet any criteria in rows above	Recommended but not required	GE B4 course with supported instruction
	<b>Placement in a Supported STEM Math Course</b> <i>(Does not meet any criteria in rows above)</i>	STEM and Pre-STEM	<ul style="list-style-type: none"> <li>• Weighted HS Math GPA greater than or equal 3.3</li> </ul>	Does not meet any criteria in rows above	Recommended but not required	STEM-level math course with supported instruction
Category IV.	<b>Placement in a GE B4 Course or STEM course with support and Early Start</b> <i>(Does not meet any criteria in rows above)</i>	All Majors	Does not meet any criteria in rows above	Does not meet any criteria in rows above	Required	GE B4 or STEM-level math course with supported instruction

# THE CALIFORNIA STATE UNIVERSITY

## OFFICE OF THE CHANCELLOR



BAKERSFIELD

December 1, 2017

CHANNEL ISLANDS

CHICO

Dr. Horace Mitchell  
President

DOMINGUEZ HILLS

California State University, Bakersfield  
9001 Stockdale Highway  
Bakersfield, California 93311

EAST BAY

FRESNO

Dear President Mitchell:

FULLERTON

In your capacity as the chair of the former *California State University Task Force on the Advancement of Ethnic Studies*, I am sending you the attached status report on campus responses to the Task Force recommendations. While this is by no means an exhaustive list, the report includes many of the actions campuses have taken in response to the July 2016 Task Force report.

HUMBOLDT

LONG BEACH

LOS ANGELES

In the pages of this status report, you will see examples of our campuses' commitment to growing and strengthening ethnic studies to ensure students, faculty and the larger campus community benefit from these important programs. From 2015-16 to 2016-17, the number of faculty hires in ethnic studies departments and disciplines systemwide more than doubled, and more students are enrolling in ethnic studies courses and pursuing majors in these fields.

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

Building on this progress, I look forward to the work left to be done to further strengthen ethnic studies on all of our campuses. As the CSU commitment to inclusive excellence is unwavering, so too must be our commitment to ethnic studies.

SACRAMENTO

SAN BERNARDINO

Sincerely,

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

Timothy P. White  
Chancellor

SAN LUIS OBISPO

c: CSU Ethnic Studies Council  
CSU Presidents  
CSU Provosts

SAN MARCOS

SONOMA

Dr. Christine Miller, Chair, Academic Senate CSU

STANISLAUS

Ms. Maggie White, President, California State Student Association



# Status Report on Campus Responses to Recommendations by the CSU Task Force on the Advancement of Ethnic Studies

November 2017



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In July 2016, the *California State University Task Force on the Advancement of Ethnic Studies* delivered its report to Chancellor Timothy P. White. Chaired by CSU Bakersfield President Horace Mitchell, the task force comprised students, faculty and administrators. The final report is available at [www.calstate.edu/AcadAff/ethnicstudiesreport.pdf](http://www.calstate.edu/AcadAff/ethnicstudiesreport.pdf).

Chancellor White shared the Task Force’s report with the CSU community and directed each campus to study the report and use the Task Force’s recommendations to guide their efforts to further align campus priorities and culture with the mission of the CSU, so that this institution can better meet the needs of our students, California and society in general. During their annual summer conferences in 2017, each CSU president discussed with the Chancellor the on-campus programmatic and staffing actions that are being undertaken in response to the Task Force’s important work.

We are pleased to report that our campuses are putting into practice many of the Task Force’s recommendations as they work to affirm and grow ethnic studies at the CSU. This is not to say that our work is done. Quite to the contrary, as the report notes, ethnic studies in higher education faces myriad challenges, some (but not all) of which are financial in nature. We must – and will – continue to work together to remove obstacles to CSU’s mission to prepare students to live and work in a global, pluralistic society so that they may enrich and contribute to California’s schools, economy, culture and future.

## **Areas of Action**

The following areas of action – representing common threads in campus responses – illustrate the engagement, innovation and inclusive excellence of the CSU community.

### *Increasing access to ethnic studies courses*

Campuses have hired additional faculty in ethnic studies programs to develop and teach new courses and additional course sections. At some campuses, general education programming or campus graduation requirements have been redesigned to include an emphasis on ethnic studies. At others, courses offered by ethnic studies departments have been redesigned to ensure availability to students earlier in their education. These efforts will result in more student awareness – earlier in their college years – of ethnic studies curricula and the opportunity to enroll in these courses.

### *Utilizing ethnic studies programs as a gateway to deepening the educational experience*

These initiatives recognize that learning encompasses far more than the classroom, and therefore include efforts to enhance academic advising to highlight opportunities associated with ethnic studies, such as hosting academic seminars and skill development workshops. It also includes efforts to ensure classroom learning integrates high-impact practices that best support students. For example, campuses have organized their own ethnic studies events to share best practices and facilitate a national dialogue.

*Strengthening connections between ethnic studies programs and the wider community*

These initiatives have the dual benefit of expanding the audience for ethnic studies programming and providing expert instruction to CSU students. California's Assembly Bill 2016, signed into law in September 2016, introduces new ethnic studies curricula in California public schools and has provided many opportunities for local collaboration. For example, several campus ethnic studies programs now work closely with local school districts and community colleges to assist in the development of their ethnic studies courses. In addition, campuses look to community experts to assist in developing new CSU course curricula.

*Integrating ethnic studies programs in the larger picture of campus climate and culture*

Many campuses are expanding ethnic studies programming with the goal of reaching a larger segment of the campus community, as part of an ongoing commitment to the mission and values of the CSU. Without exception, all CSU campuses are committed to ensuring that the values of diversity, inclusion and fairness predominate in the fabric of our community and are reinforced at every opportunity among and between our students, faculty and staff. To that end, campuses also work with community leaders in a proactive manner to address potential campus climate issues before they arise.

Organized by recommendation of the Task Force, the following lists represent campus actions specific to ethnic studies programming. While these lists provide a thorough overview, they are in no way exhaustive – either in the campuses participating in each action or in listing all the ways campuses have advanced ethnic studies since July 2016. Nor does this status report include the many actions taken prior to July 2016.

**Recommendation 1: Ethnic Studies General Education (GE) Requirement—Make ethnic studies a GE requirement throughout the CSU system**

As was referenced in Chancellor White’s letter accompanying the Task Force report, the recommendations were expected to inform – but not constrain – the regular planning process of each campus. While ethnic studies has not been made a GE requirement throughout the CSU system, the report’s recommendations are informing campus actions. Campuses are ensuring ethnic studies courses are well represented in GE categories, incorporating themes and language from the Task Force report into GE policy and strengthening graduation requirements that include ethnic studies courses.

<i>Action</i>	<i>Campuses</i>
Redesigned GE program around themes that will provide sustainability for the ethnic studies programs	Chico East Bay Fresno Los Angeles San Bernardino Stanislaus
Incorporated language from the ethnic studies report into mission-centered themes in the new GE Course Characteristics policy	Channel Islands Pomona
Strengthened race and ethnicity graduation requirement	Channel Islands East Bay Los Angeles Pomona San Diego
Embedded ethnic studies throughout virtually all of the GE categories	Chico East Bay Los Angeles Northridge Sacramento
Increased number of courses from ethnic studies departments that are included in the GE curriculum	Dominguez Hills East Bay Fullerton Los Angeles Pomona San Francisco San José

Campus overlaid with existing GE requirements	East Bay Pomona Sonoma
Ethnic studies courses have heavy representation in two GE areas; campus is exploring adding new ethnic studies course offerings that would fulfill the GE A1 Oral Communication requirement	Dominguez Hills Fullerton Pomona Stanislaus

**Recommendation 2: Essential Hiring–Increase and maintain regular and consistent hiring in ethnic studies in order to ensure its vital sustainment and strategic growth**

Since the release of the Task Force report, the CSU has increased the number of faculty hires in ethnic studies departments and disciplines. Systemwide, the university hired 11 faculty in ethnic studies in 2015. In 2017, that figure more than doubled, with 23 faculty hired. This highlights the important and expanding role of ethnic studies in the CSU.

<i>Action</i>	<i>Campuses</i>
Hired tenure-track faculty in the Chicana/o or Latina/o studies area	Bakersfield Channel Islands Chico Fresno Long Beach Los Angeles Monterey Bay Northridge Pomona Sacramento San Bernardino San Diego San Francisco
Hired tenure-track faculty in the Africana, Pan-African or African American studies area	East Bay Fresno Fullerton Long Beach Los Angeles Sacramento
Hired tenure-track faculty in the American Indian or Native American studies area	Fresno Humboldt Long Beach Los Angeles San Diego
Hired tenure-track faculty in the Pacific Islander, Asian and Asian American studies area	Long Beach Los Angeles Monterey Bay San Francisco San José

Hired tenure-track faculty into a Department of Ethnic Studies or related field (not specific to the areas listed above)	East Bay Northridge San Diego San Marcos
Hired tenure-track faculty into a Department of Gender Studies, Department of Women Studies or LGBTQA area of study	Fresno Fullerton Los Angeles Northridge Sacramento San Bernardino San Diego San Marcos
Created an additional lecturer position in any of the areas listed above	Bakersfield Channel Islands Dominguez Hills Los Angeles San Luis Obispo San Marcos
Hired a chair, coordinator or academic administrator position in any of the areas listed above	Bakersfield Chico Dominguez Hills East Bay Fresno Long Beach Los Angeles Northridge San Luis Obispo San Marcos
Pending or planned tenure-track faculty or academic administrator hire in any of the study areas listed above	Bakersfield Chico Dominguez Hills Fresno Los Angeles Northridge Sacramento San Bernardino San José San Marcos Stanislaus

**Recommendation 3: Curriculum Development–Support curricular development in ways that strengthen ethnic studies departments and programs, increase enrollment and open access to a wider range of students curricular options.**

Across the CSU, the number of undergraduate students pursuing majors in ethnic studies disciplines increased between fall 2016 and fall 2017. The Full-Time Equivalent Students (FTES) for ethnic studies similarly increased from college year 2015-16 to 2016-17. Degrees conferred in ethnic studies disciplines also rose between college years 2015-16 and 2016-17. Charts are included as an appendix. These increases can be partially attributed to the actions campuses have taken to strengthen ethnic studies departments and programs and to increased course offerings.

<i>Action</i>	<i>Campuses</i>
New or increased course offerings in ethnic studies or related study areas	Bakersfield Chico Dominguez Hills East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Northridge Pomona Sacramento San Bernardino San Diego San Francisco San José San Luis Obispo Sonoma Stanislaus
New or increased course offerings in gender studies or related study areas	Bakersfield East Bay Fresno Los Angeles Pomona Northridge
Established a new department of ethnic studies or of an area related to ethnic studies	Los Angeles San Francisco San Marcos

Established a new department of gender studies or of an area related to gender studies	Fullerton Los Angeles
Elevated ethnic studies or related study area to a major	Chico East Bay San José San Marcos
Created a new master's degree program, minor or certificate in ethnic studies or related study area	East Bay Long Beach Los Angeles San Diego
Created a new master's degree program, minor or certificate in gender studies or related study area	San Luis Obispo
Planned new college, department, master's degree, major, minor, certificate or course of or within ethnic studies or in a related study area	Bakersfield Chico Dominguez Hills Fresno Long Beach Los Angeles Sacramento San Diego San Francisco San José Stanislaus
Planned new department, major, minor, certificate or course of or within gender studies or in a related study area	Chico San Luis Obispo



**Recommendation 4: Advising Support–Revise and strengthen advising practices on and off campus and on on-line systems to reflect the university’s valuing ethnic studies as vital to its educational mission.**

The CSU has been working to strengthen advising services for all students. As part of these efforts, campuses are taking steps to improve the integration of ethnic studies in advising services. In doing so, campuses are working to ensure that students taking these courses have the support they need and that all students are aware of ethnic studies course offerings.

<i>Action</i>	<i>Campuses</i>
Included ethnic studies faculty in development of advising tools	Channel Islands East Bay Fullerton Humboldt Long Beach Los Angeles Pomona Sacramento
Provided training for all advisors on the history and contributions of ethnic studies	Bakersfield East Bay Fullerton Long Beach Los Angeles Pomona
Allocated faculty reassigned time to provide additional support for students in ethnic studies	Channel Islands Fresno Long Beach Los Angeles Northridge San Bernardino
Hired staff advisers and/or graduate assistants who can assist with advising in ethnic studies	Fullerton Los Angeles Pomona Sacramento San Francisco

Created extracurricular or co-curricular groups for students of ethnic studies to support their peers	Bakersfield Channel Islands Chico East Bay Long Beach Los Angeles Northridge Pomona Sacramento San José San Luis Obispo Stanislaus
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**Recommendation 5: Campus Climate—Aid in fostering and creating a climate conducive to reaffirming ethnic studies’ central role in diversity and equity initiatives as they relate to people of color.**

The CSU educates the most ethnically diverse student body in the nation and is committed to fostering a campus climate that is inclusive of all students. Ethnic studies courses are critical in this endeavor. Campuses are working to increase the visibility of ethnic studies among the larger campus community to ensure an inclusive environment that is welcoming for all students.

<i>Action</i>	<i>Campuses</i>
Formed an interdisciplinary group of faculty (or faculty and administrators) to advance ethnic studies on campus	Bakersfield Fullerton Long Beach Los Angeles Monterey Bay Sacramento
Increased visibility of the ethnic studies program through extracurricular and co-curricular events	Channel Islands Chico Dominguez Hills East Bay Fullerton Long Beach Northridge Pomona Sacramento Stanislaus
Expanded ethnic studies extracurricular and co-curricular programming to the larger campus community	Bakersfield Channel Islands Dominguez Hills East Bay Fullerton Long Beach Los Angeles Northridge Pomona Sacramento San Luis Obispo
Featured the contributions of ethnic studies in student orientation and other campus promotional materials	Channel Islands East Bay Long Beach Los Angeles Pomona

**Recommendation 6: Community Engagement—Strengthen and expand initiatives on community engagement and partnerships.**

All CSU campuses have strong community partnerships, often with long histories of engagement. Following the Task Force report, campuses worked to strengthen and expand these partnerships to provide a richer academic experience for students in ethnic studies programs and to bring ethnic studies curricula to the larger community.

<i>Action</i>	<i>Campuses</i>
Successfully pursued a federal minority-serving institution grant (including Hispanic-Serving Institutions and Asian American and Native American Pacific Islander-Serving Institutions programs)	Channel Islands Chico Dominguez Hills East Bay Humboldt Long Beach Monterey Bay Northridge Pomona Sacramento San Francisco San José San Marcos Sonoma
Built or expanded an outreach, curricular-development or co-instructional program that connects with PK-14 schools and colleges	Bakersfield Channel Islands Chico Dominguez Hills East Bay Fullerton Long Beach Los Angeles Monterey Bay Northridge Pomona San José San Marcos

<p>Forged or strengthened relationships with tribal governments and organizations that advocate for communities of color</p>	<p>Channel Islands  Chico  Dominguez Hills  East Bay  Fresno  Fullerton  Long Beach  Los Angeles  Monterey Bay  Pomona  Sacramento  San Diego  San José  San Luis Obispo  San Marcos  Sonoma  Stanislaus</p>
<p>Hosted national or regional conferences on ethnic studies</p>	<p>Long Beach  Pomona  Sacramento  San Diego  San Francisco</p>

**Recommendation 7: Best Practices—Build on and expand best practices of both ethnic studies and the various universities of CSU, incentivizing the embrace and use of these practices through providing and supporting appropriate resources, policies and programmatic initiatives.**

As part of Graduation Initiative 2025, the CSU is implementing high-impact practices aimed at strengthening student success and closing equity and achievement gaps. Campuses are utilizing these best practices within ethnic studies, to ensure students receive the highest quality education and learn the skills they need to be successful in the future.

<i>Action</i>	<i>Campuses</i>
Allocated dedicated funding to ethnic studies programs to implement high-impact practices	East Bay Fresno Fullerton Long Beach Los Angeles Sacramento San Francisco Stanislaus
Conducted cross-institutional symposia on ethnic studies to share best practices and engage in collaborative initiatives	Channel Islands Los Angeles Sacramento
Conducted cross-departmental workshops on ethnic studies to share best practices and engage in collaborative initiatives	Channel Islands Long Beach Sacramento San Luis Obispo
Engaged ethnic studies in student writing skills development, professional skills development and career placement initiatives	Channel Islands Fresno Long Beach Northridge San Diego San Bernardino Stanislaus

<p>Provided international learning experiences to broaden student exposure to multicultural interactions and instill global cultural proficiencies</p>	<p>Cal Maritime  Channel Islands  Chico  Dominguez Hills  East Bay  Fresno  Fullerton  Long Beach  Los Angeles  Monterey Bay  Pomona  Sacramento  San José</p>
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**Recommendation 8: CSU-ESC Collaboration—Establish a formal relationship with the CSU-wide Ethnic Studies Council in CSU’s ongoing effort to advance ethnic studies and realize its mission.**

As previously noted, in their 2017 annual summer conferences, each CSU president discussed with the Chancellor the on-campus programmatic and staffing actions that are being undertaken in response to the Task Force’s important work. Most campuses did not indicate whether formal relationships had been established with the CSU-wide Ethnic Studies Council. However, several campuses referenced the engagement of faculty in the Ethnic Studies Council. For example, ethnic studies faculty from California State University, Stanislaus are actively involved in the Ethnic Studies Council, and the campus will be hosting a conference in 2018. California State University, Los Angeles supports the continued leadership of the campus’ Pan-African studies chair on the Ethnic Studies Council, as well as the involvement of other chairs and the new Office of the Vice Provost for Diversity and Student Engagement. Opportunities remain open for campuses to directly engage with the CSU-wide Ethnic Studies Council.



**Recommendation 9: Further Study—Conduct systemwide and campus level 360° diversity/equity assessment examining the unique challenges and contributions of ethnic studies, its related academic and campus life initiatives and future promises.**

While this status report provides a snapshot of campuses’ activities to grow and strengthen ethnic studies, more work remains. Campuses are making long-term investments and participating in campus assessments aimed at ensuring ethnic studies are woven seamlessly into students’ college experiences now and in the future.

<i>Action</i>	<i>Campuses</i>
Hired a senior administrator (or established a group of experts) focused on issues of diversity, equity and inclusion	Bakersfield Channel Islands East Bay Fullerton Humboldt Los Angeles Monterey Bay Northridge Pomona Sacramento San Francisco San José San Luis Obispo San Marcos
Participated in either an internal or external assessment focused on the climate for diversity and ethnic studies, including institutional practices, curricula development and co-curricular diversity activities	Channel Islands Chico Dominguez Hills East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Monterey Bay Pomona Sacramento San Francisco San José San Marcos
Planned a 360° diversity/equity assessment examining the unique challenges and contributions of ethnic studies to be conducted in the next year	Channel Islands Los Angeles Northridge Pomona Sacramento

**Recommendation 10: Continued Moratorium–In order to encourage and create the climate for continued growth and advancement of ethnic studies in the CSU, maintain the moratorium on any adverse changes to ethnic studies departments and programs during the period of the review, discussion and response to this report.**

Campuses have honored the moratorium on adverse changes to ethnic studies departments and programs. Chancellor White’s letter that accompanied the Ethic Studies Task Force report provides a system response to this recommendation. Below is an excerpt from that communication.

*The second set of recommendations (Recommendations 10.1-10.3) focus on maintaining the moratorium that has been in place for the past 2-1/2 years with respect to changes in ethnic studies programs and departments, particularly faculty reductions. I accept the task force recommendations to maintain the moratorium during AY 2016-17 for review, discussion and response to the report, and lift the moratorium effective July 2017. I also expect that any campus decisions regarding the status and administrative design of ethnic studies departments and programs will take the report’s contents into consideration. But the ethnic studies report should not constrain the regular academic planning process of each campus, rather it should be one factor that informs the planning.*

## **Conclusion**

This status report is a snapshot of many of the numerous actions that CSU campuses are taking to implement the recommendations of the Task Force and strengthen ethnic studies. Ethnic studies courses, programs and departments are – and will always be – an integral component of the CSU’s public mission to ensure every student has the opportunity for a high quality and inclusive academic experience.

The California State University remains deeply committed to ethnic studies and looks forward to finding creative and effective ways to develop further these programs throughout the system.

## Appendix

### *Ethnic Studies Fall Term Enrollment - Headcount of Majors*

Source: Enrollment Reporting System Students - ERSS

<b>Ethnic Studies Category</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
African American Studies/Africana Studies/Pan African Studies/Black Studies	196	219
Asian American Studies	130	111
Chicana/o Studies or Latina/o Studies	531	565
Native American Studies/American Indian Studies/Indigenous Peoples Studies	26	35
Ethnic Studies	681	728
<b>Grand Total</b>	<b>1,564</b>	<b>1,658</b>

### *Ethnic Studies College Year Course Enrollment, FTES*

Sources: Enrollment Reporting System Student (ERSS) and Academic Planning Database (APDB)

<b>Ethnic Studies Category</b>	<b>2015-16</b>	<b>2016-17</b>
African American Studies/Africana Studies/Pan African Studies/Black Studies	1,385.7	1,448.7
Asian American Studies	1,016.9	1,051.1
Chicana/o Studies or Latina/o Studies	3,319.2	3,220.5
Native American Studies/American Indian Studies/Indigenous People Studies	579.1	739.1
Ethnic Studies	2,759.5	3,047.5
<b>Grand Total</b>	<b>9,060.5</b>	<b>9,506.9</b>

### *Ethnic Studies Degrees Granted*

Source: Enrollment Reporting System Degree - ERSD - with Multi-Majors Included

<b>Ethnic Studies Category</b>	<b>2015-16</b>	<b>2016-17</b>
African American Studies/Africana Studies/Pan African Studies/Black Studies	73	80
Asian American Studies	42	60
Chicana/o Studies or Latina/o Studies	230	234
Native American Studies/American Indian Studies/Indigenous Peoples Studies	14	15
Ethnic Studies	270	296
<b>Grand Total</b>	<b>629</b>	<b>685</b>