



COMMITTEE ON BUDGET AND RESOURCE ALLOCATION

MEETING DATE: Wednesday, April 14, 2021, 2-4pm via Zoom

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DRAFT MINUTES

Members Present: Jeffra Bussmann, Paul Carpenter (Chair), Dennis Chester, Monique Cornelius, Eric Haas, David Fencsik, Rafael Hernandez, Michael Lee, Brian Perry, Glen Taylor, Jing-Wen Yang (Secretary)

Guests: Ed Inch

1. Approval of the agenda (Brian/Dennis 2:03p.m.)
2. Approval of [3/24/21](#) minutes (Glen/Dennis 2:03 p.m.)
3. **Reports:**
 - a. Report of the Chair
 - i. Today is the last meeting of the semester
 - b. Report of the Presidential Appointees
 - i. Monique
 1. Projected budget 2021-2022: The Governor is going to restore the \$99 budget cut (\$9.7 apply to CSUEB). Projected enrollment for 2021-2022 7.5% short for CA residents. Working on the draft and will receive a final budget in June or early July.
 - ii. Rafael
 1. Projection on enrollment for 2021-2022 is down by 7.5% for CA residents due to global pandemic and generation change.
 2. College A2E2 committee will start the review for the remainder of the month
 3. Pencil budget is out: 3.5% increase to each lead department within Academic Affairs

Q (Dennis): Is enrollment down due to the UC system not requiring standard testing this year?

A: That may not be the key factor. Two years ago changes in application fee may have changed the application behavior

Q (Paul): If there is a restoration of the budget, is there a possibility of having more recruitment effort?

A: The restoration of the budget applies to the future year, which may not be useful for recruitment efforts this year. We already had a sense that we were in competition with our peer institutions. We also have seen the change in applying to two schools over three. Students would want information that is accurate and timely. This should be where we try to get our resources into.

c. Report of ITAC member (did not go over)

4. New Business:

- a. Review of how [COBRA's 19-20 Statement of Budget Priorities](#) was used to inform the budget process. Budget discussions underway for 21-22 in light of the pandemic. w/*Provost and Vice President Academic Affairs, Ed Inch (2:45pm time certain)*
 - i. The following are a summary of ongoing budget priorities from Academic Affairs:
 1. Focus on enrollment, i.e., we have to have capacity for our students to ensure that they are able to get their courses in a timely way that allow them to finish their degree
 2. Success in student outcomes and learning support: advising, tutoring, SI, learning devices, student scholarship, grant for faculty professional development to help bridge equity gaps
 3. Research, scholarship and creative activity: workload pilot will continue next year to provide more research released time, fund faculty support grants in faculty learning communities, research travel, week of scholarship
 4. Efforts in creating more inclusive and welcoming campus: fund DEI (diversity, equity and inclusion) initiative, culture week, diversity fellows, DELO, diversity advocate
 5. Fund issues related to sustainability and climate, including the entire office, the director, supporting staff, sustainability ambassadors, climate action fellow, professional development around sustainability issues
 6. Provide strategic reinvestment for new programs and centers, grant on supporting new ideas, innovation and entrepreneurship,
 - ii. Statement of Budget Priorities has two sections, action priority items and process priority items. Below are related to the action priority items:
 1. *Faculty must be given an opportunity to learn more about how budgeting operations on campus take place - we recommend a mechanism such as an annual open forum on the budget where faculty and other members of the campus community can ask budget-related questions to the administration*

Expand the capacity of a department chair, talk about budgeting process during Provost office hours; work extensively with college deans and staff about budgeting process

Q (Dennis): Possibility of having asynchronous town hall meetings so faculty can send in written questions?

A: like the idea

2. *Faculty and staff are central to the operation and success of the university. Therefore, maintaining positions, and recruiting, and retaining employees must receive the highest resource priority. Specifically, campus leadership must clarify how decisions are made regarding the number of new faculty lines to be available in each year.*

First we have to understand what our budget capacity is. Based on the January budget, enrollment projections and level of attrition, we come up with the resources that we can have. We then talk to college deans about their faculty and staff position needs so that they can meet their target.

When there is an increase in students' enrollment, there is a greater need for resources in that area. Areas that have improved equity or have clear equity plans get preference. Effectiveness of an area is also another factor to determine resource allocation.

3. *As the budget is driven by tuition and fee revenue, student recruitment and retention are critical. We must refine our enrollment strategy and continue to address retention and graduation initiatives around GI2025.*

Last summer we finished a strategic enrollment plan for equitable student success. Majority of resources are around retention and ensuring capacity for students in their courses.

A challenge is on "waitlist". We have funds to support students to get a seat in the class. Any required class should not have a waitlist. Focus on first time students and transfer students and ensure they have a seat in required classes to graduate on time. Ideally it is better to have capacities rather than having a shortage. Every year a student has to wait, on average it costs the student \$15,000 to \$20,000.

Q (Paul): Is there a way to speed up the process so that there is a shorter gap between identifying needs for faculty and actually hiring a new faculty?

A: In order to have a 3-3 teaching load and hit 75% increase in the budget envelope, some of other priorities may be stressed.

4. *Faculty concerns regarding workload and reassigned time need to be given careful consideration. The revised pilot scheme to support faculty scholarship needs to be carefully evaluated.*

Reassigned time is done by each college. Has observed each college has done a good job of fairly allocating reassigned time.

Institutionalized policy: 1) allow reassigned time for probationary faculty in their sixth year; 2) add additional WTU for associate professors engaging in research activity.

Q (Paul): A typical breakdown of current workload is 80% teaching and the other 20% allocated among service, advising and research. Do you see any changes in this allocation of workload percentage given the emphasis on the scholarship component?

A: This is how the CBA agreement is set up; you are required 24 WTU in the classroom, 3 WTU in advising service, and 3 WTU in research. You may find more information about how to prioritize each item in the RTP document. Each college or department may also have its own weight on each item to reward tenure and promotion but it is not the norm here.

Q (Paul): If the fundamental principle is to align budget with the mission, do you see the need to have a wider conversation related to workload and budget?

A: The mission of university is still on teaching. The amount of teaching by tenure-track faculty has decreased and by lecturers has increased. With 15,000 students and its WTU from these students, it is just a matter of who is teaching. Teaching is still a priority for this school.

5. *In order to incentivize the development of innovative revenue generating programming, our campus must prioritize a review of the current cost recovery formulas for self-support and the transfer of revenue generated through self-support back to entities that developed the programming*

Even at full funding from the state and from our students, we probably cannot do everything we want without alternative sources of funding.

Self-support program needs to pay to cover the registrar, students affairs and services.

It is appropriate to charge salaries of those who work in the summer to self-support programs to be able to be functioning in summer.

Concern about cost recovery model: \$10 million goes extension for service rendered. \$3.5 million goes to Academic Affairs, various units

get a third, and one-third goes to each college. Currently self-support program has a huge amount of reserve, over \$10 million. These funds have more restrictions than state funds. Would like to see it spent to support faculty and students.

Q (Michael): Why students taking summer class need to have their headcount as self-support, not stateside? They are still using state resources.

A: The biggest expense of summer sessions is paying faculty and staff. The residuals from the summer sessions can then be used to reinvest in any way to improve and support programs or to create new programs for students. They can also be used to enhance the qualifications of their faculty or to hire people to be able to continue the program. Students in an academic year may not see the benefits, except the expertise of their faculty in the work of developing those courses. They may benefit from the growth of that program. Long term success in a program is largely dependent on ongoing assessment, redevelopment and redesign.

6. *To ensure the university stays at the forefront of higher education initiatives, faculty and staff professional development needs to be appropriately supported.*

Biggest use of self-support money is to support research, including conference travel or field trips.

Enhancing faculty capacity through research line, through taking students to do field work, etc.

7. *The committee is concerned about the long-term consequences of the need to defer facility maintenance due to budgetary constraints as it is undermining the university's core education, research, and community service missions. It should be a priority to develop a plan to address the backlog of deferred maintenance.*

Refer to Debbie Chaw.

iii. Below are related to process priority items

1. *The teaching mission of the university should receive the highest priority. Fund allocations must prioritize and safeguard all those programs and services directly related to student learning and welfare. Allocations that can alleviate student costs for textbooks, for example, should be included early in the process.*

Worried that students cannot graduate on time if they cannot get a course they need to graduate. Low-income students may not be able to graduate on time if they do not have grant aid arrived on time.

We give students device vouchers to support students learning.

We do allocate funds for a course that needs to be added to cover the waitlist. The colleges are now fully funded to their target; if they go past the target, there is money instantly available for them, because of this priority. Colleges also receive additional release time for faculty research if they have additional enrollment.

2. *Given our position in the densely populated SF Bay Area, housing concerns are of great importance to students, faculty, and staff. COBRA believes administration leadership must prioritize this issue at the start of any high-level examination of CSUEB accounts.*

We have a list of alumni working in real estate that can help new faculty with housing issues. Cityview Apartment is making itself more appropriate for faculty and staff. Work with City of Hayward to identify areas that are suitable for faculty and staff. Identify a pool of candidates that may be more likely to join university despite the housing price.

Michael: Create a mechanism to allow faculty to finance housing purchases similar to sustainability revolving loan funds (first-in last-out; get two years to pay it back; interest free). Need to have a Housing Advisory Committee.

3. *As Global Citizens, we recognize the importance of climate change as a pressing concern. In its decision-making, the university must make this issue a priority early in the funding process by considering and implementing recommendations made by the Climate Action Task Force or other recommended climate-related structural changes.*

Fund various efforts in promoting sustainability; development of curriculum around sustainability and way that will infuse students with an education so that they can advocate sustainability post graduation; fund research on sustainability; moving forward with the solar panel project; sustainability officer Jilian Buckholz has been a good advocate across divisions; solar and EV charging and enhancing green fund

4. *As the CORE building moves forward, thoughtful and intentional fiscal planning that engages the university community needs to be undertaken to ensure the appropriate services for student and faculty success are put in place and adequately funded.*

Library has done a good job on this.

- iv. 2021-2022 budget
 - 1. The CSU system has asked the state to restore the budget cut in GI 2025 from last year.
 - 2. Budget looks promising going forward
 - 3. May run into trouble with student retention: if a student drops out for a semester because he/she does not have classes to take, the chance for him/her to come back is low. Last year retention rate was 78%; it is better than last few years but is still lower than the rate ten years ago, which was 80%. It is important once we have them, we keep them. Even if they have to step out for a while, we need to make sure that we have good outreach services which we are putting in place to help those students know that they always have a pathway back to us.
 - 4. Promising self-support program. If we have robust self-support programs, we can hire faculty and staff on those funds as long as we have a good annual income to be able to support those endeavors.

b. COBRA Reports

- i. [Sustainability](#)
- ii. Budget report summaries
- iii. BEC9 [report](#)
 - 1. Some feedback from contact with the Dean of each college on technology requirements for teaching
 - 2. Heard back from the library, CBE, College of Science. Still waiting for the College of Education and more from CLASS.
- iv. Will have a report summarizing the presentation of Debbie Chaw and Maureen Pasag
- v. Will have a report summarizing Provost Inch's presentation today

5. Old Business Items:

- a. [COBRA1 20-21 Statement of Budget Priorities](#)
 - i. Add an overarching item related to research, scholarship and creative activity in the statement.
 - ii. Under diversity, equity and inclusion, we put a more general statement about supporting centers rather than the identified three centers.
 - iii. The Academic Senate passed yesterday with some changes and moved on. Hopefully we can roll back to this next year and get feedback and recap on its implementation.
- b. Technology requirements for teaching
 - i. [20-21 BEC 9](#): Referral to COBRA and ITAC (discussed in 4b (iii))

6. Discussion:

- a. Revision of COBRA standing rules and purview.
- b. Items for consideration for 21-22 – themes to pursue
 - i. Incorporating carbon budget effort in the future?
This past year we may have some items done towards this effort: (1) A memo cosigned by COBRA and Committee on Sustainability to the President Sandeen

on climate action work; and (2) A memo to Debbie Chaw on the specific line item in the budget for the Climate Action Plan

Q (Glen): Is it possible to come up with a budget with X number of tons of CO2 a year? We can make major decisions along this line and improve our carbon position.

- c. Working with all the standing committees.
 - d. End of year report
7. Adjournment (Michael/Brian 3:53 p.m.)