



University Budget Committee

Jeff Wilson, CFO & Vice President, Co-Chair

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University Budget Committee Meeting Minutes

Meeting Date: Thursday, February 26, 2026, via Zoom

Voting Members present: Robert Keith Collins, Jennifer Daly, Brandon Foley, Michael Goldman, David Hellman, Mari Hulick, Alex Hwu, Jeff Jackanicz, Crystal Kam, Irina Okhremtchouk, Mary Menees, Dylan Mooney, Jamillah Moore, Daniel Paz Gabriner, Alesha Sohler, Genie Stowers, Amy Sueyoshi, Jackson Wilson, Jeff Wilson

Non-voting Members present: Deborah Elia, Christine Hintermann, Chanda Jensen, Katie Lynch, Cesar Mozo, Tammie Ridgell, Michael Scott, David Schachman, Jamil Sheared, Elena Stoian, Venesia Thompson-Ramsay

Members Absent: Emiliano Balistreri, Shivani Bokka, Brad Erickson, Ashkan Forouhi, Tim Jenkins, Lynn Mahoney, Alaric Trousdale

Guest presenters: Lori Beth Way, Ingrid Williams

Meeting coordination: Nancy Ganner, Mona Sagapolutele

Accompanying presentation can be found here: [UBC Presentation Feb. 26, 2026](#)

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UBC co-chairs called the meeting to order at approximately 10:04 A.M.

### Agenda topic – Welcome from Co-Chairs and Agenda review

- Co-chairs welcomed committee members and guests.
- **Jeff Wilson** mentioned advocacy activities and legislative hearings happening in Sacramento that should lead to news regarding the CSU request for state funding, to be announced likely at March UBC.
- **Amy Sueyoshi** mentioned the three points of CSU advocacy for Sacramento: support of the Governor's budget as proposed in January, one-time funds for deferred maintenance, and to include CSU on the affordable housing bond.
- Reminded of ways to contact UBC including office hours.

### Agenda topics – Member roll call, Meeting Minutes approval

- Quorum established.
- Minutes approved as submitted.

### Agenda topic – President's Remarks

- (President was unable to attend this meeting).

### Agenda topic – Institutional Resilience update (IRC/Huron): Administrative

- **Jeff Wilson** introduced the presentation noting Institutional Resilience/Huron Project was conducted in 2025 and overviews were provided at August 28<sup>th</sup> UBC meeting, with promised updates in Spring.
- (see slides)
- No questions received.

## Agenda topic – Institutional Resilience update (IRC/Huron): Academic Affairs

- **Amy Sueyoshi and Michael Scott** introduced the presentation.
- (see slides)
- **David Hellman** expressed skepticism about Huron and information they provided, requesting more transparency about processes and funding behind them. Added he looked at their website with surprise at the sources of their data; doesn't know why the Chancellor's Office (CO) chose to spend so much on outside feedback and it may need to be investigated by state legislature.
- **Amy Sueyoshi** clarified Huron recommendations were not used as a template for moving forward – they relied on Academic Senate's Institutional Review Committee's (IRC) recommendations. Huron was used as a reference on how to monetize changes. Ex: athletics: Huron calculated savings that could come from a change in athletics, but SFSU convened a committee with representatives from athletics to figure out the best way forward that could align with those potential savings. Explained this is how they applied Huron's work and it was not the guiding force of what the campus chose to do.
- **Jeff Wilson** added he is also skeptical of consultants as well but after four years of trying, SFSU had not been successful at resizing its operations with declining enrollment and resources, and when they reached out to the CO for help this is what they offered. Stated Huron has implemented this process at universities across the country with varying degrees of success, and SFSU made decisions on which of the recommendations to lean into.
- **David Hellman** asked if there was any critical review of the framework.
- **Amy Sueyoshi** replied it was an iterative process with the advisory committee, who asked about the calculations, how the data was used, etc.
- **Michael Goldman** asked if Michael Scott could explain the basis for saying SFSU's enrollment could bottom out in '28-'29; how reliable that is, demographics behind it and if it's expected to go back up.
- **Michael Scott** responded they're using a model developed years ago by the former Asst Vice Chancellor for Institutional Research at the CO, proven to be very effective that takes years of enrollment data and shows 3-year predictions. Assumptions used would bring est. 400 more FTES of freshmen next year so some growth is anticipated while looking at the targets and factoring in summer programs - a healthy summer program needs to be maintained.
- **Katie Lynch** clarified they're working off prior projections in planning the budget for next year and are closely monitoring application volume and early accepted admission offers for Fall 2026. They received an influx of dollars to invest in strategic enrollment management initiatives from the CO for earmarked pre-approved projects with projections as presented at UBC, based on maintaining the status quo. With this investment and designated strategies, the question is how to turn the tide and how quickly the campus can stabilize. The priority is stabilizing by not losing more students and increasing incoming students. At March UBC, she will give a post-census enrollment update and continue to look at the data to see if projections should be modified.
- Continued that at the same time, there are legislative conversations happening about enrollment growth within the CSU and if the other campuses that traditionally over-enroll students are given the green light to have the enrollment dollars associated with increasing enrollments. It's unpredictable what their waitlist activity will be over the summer so even if SFSU's enrollment looks strong, giving more funds to SDSU or CLULB, students will go there instead. This is all very volatile as some conditions are outside SFSU's control while trying everything to stabilize enrollment.

- **Michael Scott** emphasized resources still need to be maintained as enrollment stabilizes. As SFSU resizes, colleges and departments can break down silos and share resources such as computer labs vs. having to maintain one in every department.
- **Jackson Wilson** commented on David's statements about Huron adding they didn't do an improper job but there may have been gaps in the information they had and the available information, including assigned time. This may have led to limitations in their findings and some of them, in the academic affairs world, have implications for average cost which need to be further explored with more information around assigned time. This was clearly a gap in their analysis.
- Also asked Michael Scott about average class size and SFR (Student to Faculty Ratio) which are sometimes used interchangeably or strategically, and which is more appropriate to use for the best metric to measure in moving forward.
- **Michael Scott** confirmed the SFR has increased and they haven't yet calculated the data for Spring, as census was just completed. Enrollment for Spring is down about 6.4% at the undergraduate level, up 2% at the graduate level. There were 13.7% less sections of lectures and though fewer classes are being offered, students aren't dropping at the same rate so SFR is going up. Confirmed they received pushback about class size, but cap and what actually filled was very different, which provides opportunities. Average unit load went up this year compared to last Spring and there were less complaints about getting into classes. Increasing the caps helps to make sure there is availability.
- **Mari Hulick** agreed with Michael Scott's statement about breaking down college silos. Noting Katie's comments about other campuses attracting students away from SFSU, stressed the need to understand why and the clear reasons students come to SFSU. The cost of living in San Jose can be more expensive than San Francisco so it can't be cost, although San Diego is cheaper. This campus needs to be a destination; SFSU still needs that overall vision.
- **Katie Lynch** shared an upcoming Enrollment Forum on March 18<sup>th</sup> where they'll be talking about the new iteration of the strategic enrollment management plan and moving forward. Craig Relyea, AVP for Marketing Communications will talk about new messaging pillars, how SFSU attracts students, a student retention presentation and the financial risk of losing students that do enroll. There's also a financial impact on both the recruitment and retention side, but hopefully the Enrollment Forum will help give a sense of the direction SFSU is headed.
- **Mari Hulick** remarked academic leadership needs to be involved in the vision and thanked enrollment management for their hard work.
- **Julie Chronister** asked where she might find the SFR equation.
- **Michael Scott** noticed there's a lot of focus on the Huron report but he hasn't been using it for planning, as the report also identified/recommended things that were obvious. For the SFR formula, it's listed on the [institutional research site](#): a full-time student is 12 units for grad, 15 for undergrad. It looks at a faculty member at how many FTES they teach; undergrad and grad have to be calculated differently.
- **Amy Sueyoshi** offered the formula can be sent it out to the deans.
- **Katie Murphy** asked how Academic Affairs defines natural attrition of staff and if there's been a percentage observed over the years. Also asked how temporary and permanent reassignments in Academic Affairs are determined.
- **Michael Scott** replied attrition can be attributed to many different reasons employees leave campus. Advised reassignments are done in consultation with HR.

- **Ingrid Williams** acknowledged having a prior conversation with Katie on the topic; based on the CBA, a temporary assignment can be extended for up to 18 months as needs are determined. If there is a need for permanent reassignment it's determined after 6 months, based on needs from all areas. Some reassignments are within the same classification and some at higher classification so there may need to be adjustment within the 6 months.
- **Katie Murphy** asked if staff members can talk with administration about potential moves.
- **Ingrid Williams** advised there's nothing preventing any employee from coming to HR to discuss a possible reassignment to determine if there is a need in a particular area that person might be able to fill, whether on a temporary basis or permanent basis.
- **Amy Sueyoshi** added some employees have attended her Office Hours who expressed they'd be interested in reassignment as their time may be currently underutilized.
- **Ingrid C. Williams** added some employees have expressed to her they may not have enough work also, and there is plenty of work that needs to be done right now as the campus is amidst change. Welcomes anyone to reach out to her who may be interested in possible reassignment.
- **Ryan Howell** asked about faculty redeployment and his understanding it's been within colleges - asked if there have been any across colleges.
- **Michael Scott** confirmed the School of the Environment redeployed faculty from different colleges into CoSE a while ago but recently it's been within the colleges. .
- **Amy Sueyoshi** explained there are two types of faculty redeployment: one is about offering courses, such as sending GEAR students to a different college, and faculty members who want to be in a different college. Some moves have not been finalized but there is some cross-college action happening.
- **Ryan Howell** acknowledged the different terms for faculty reassignment/faculty redeployment and asked about faculty who want to remain housed in their department but want to teach outside that department/college if there's a need: could they be deployed on a temporary basis or per semester as enrollment changes, and how much could that save financially.
- **Amy Sueyoshi** said that would be welcomed and has happened before: a faculty in Criminal Justice transferred to Race and Resistance Studies and is teaching more students because classes are larger in that department. There are also some who temporarily teach classes in a different department/college. It saves because a lecturer doesn't have to be hired, but there are other variables to the savings as well.
- **Michael Scott** saving the cost of a lecturer, with benefits, is roughly \$11,500.
- **Ryan Howell** explained he's asking as the chair of psychology and they may want to consider this as cost-saving structure, to remove any barriers for those who would be interested on a temporary basis to teach across colleges in order to prevent other kinds of detrimental cost-saving measures.
- **Amy Sueyoshi** agreed and as there are no administrative barriers, encourages faculty who may not have enough students in their department to consider teaching classes in high demand or GenEd. The receiving departments are encouraged to be welcoming and consider those who may be qualified to teach in their department. Many have training/experience in areas outside their current department that could teach in areas of high need.
- **Mari Hulick** was glad to hear there are no administrative barriers as some have been told to work things out within their own department/college, and this is an opportunity to work together and helps to break down silos to begin to change those conversations.
- No further questions received.

## Agenda topic – Institutional Resilience update (IRC/Huron): Student Retention

- **Katie Lynch, Lori Beth Way and Michael Scott** provided an update on student retention efforts.
- (see slides)
- **David Hellman** noted the slide about workforce-aligned programs and asked what efforts are being made to support programs that may not be as workforce aligned. Colleges like CoES and CLCA have many programs like that and is concerned about strategies to support those programs. Shared his example as someone with a liberal studies degree but found his way as a librarian.
- **Lori Beth Way** shared that programs have always been workforce-aligned but they're seeing an application decrease in some areas and where other majors, such as history, many go onto law. Emphasized there is value in the liberal arts, humanities and the value of the arts is still alive and strong at SFSU. It doesn't mean getting rid of these degrees but perhaps adding to them: there are many certificates coming out so those can be applied. The connection to careers needs to be made clearer.
- **Amy Sueyoshi** shared an example of a music major redirecting efforts towards digital music production vs. the focus years ago on conservatory-type programs. Departments can adjust themselves to find a natural flow into careers, adjusting at the curricular level to consider career pathways.
- **Danny Paz Gabriner** asked about the funding for enrollment from the CO: how much it was, if it's been fully allocated and if there's room for additional project ideas.
- **Katie Lynch** shared the funding came from different allocations, legislatively-designated for 5 of the CSU's that are traditionally under-target at \$1M per campus. With fierce advocacy from President Mahoney and VP Wilson, they secured just over \$2M for strategic enrollment management efforts with good faith results shown. As for new ideas, hundreds of people contributed to the Strategic Enrollment Management Plan with 44 separate work groups so there isn't a need for new projects at this time.
- **Chanda Jensen** commented Division of Student Life is leveraging data and using predictive analytics with data they haven't known how to harness in a way to help uplift the students and community.
- **Rob Collins** noted the Step to College program was suspended and wondered what implications might be on retention, and, what roles are envisioned for faculty in this retention effort.
- **Katie Lynch** reminded the faculty/student connection is one of the most impactful things on student retention, even outside the classroom. It makes all the difference in the student experience.
- With great efforts made over the years through the Graduate College of Education and the College of Ethnic Studies with the Step to College programs, they've provided a lot of opportunity for students within local high school systems to gain access to college-level coursework. Very few Step to College students have enrolled at SFSU but they've gone onto different institutions. Enrollment Management is working with a local foundation to restart a dual enrollment program, where high school students would take college-level coursework at SFSU. It's grant-funded so the financial pressure is not on the campus. It will build on the successes of Step to College but will create a true enrollment pipeline to SFSU where students will feel like they're in community, identify with their peers, and ultimately be retained at higher level rates. It's akin to the Metro Student Success Program and those connections will set them up for further success. This is all part of overall strategic enrollment management plan strategy.
- **Lori Beth Way** acknowledged working with faculty on retention has been part of the SSGI plan since 2017 and each college has their own student success plan focused on retention efforts. Students often share the reason they stay is due to their connection with their faculty, who they see regularly. Students love their faculty and it comes back as one of their favorite things about being at SFSU, so it's important to leverage this to get them to stay.

- **Irina Okhremtchouk** asked about high attrition rates from admitted, admission and graduation and if there have been any institutional efforts in a return campaign. At her former institution a return campaign was successful, driven by efforts between Faculty Affairs and Student Services.
- **Katie Lynch** referred to re-enrollment efforts have been successfully for several years; they bring back more than 20% of the students contacted. They've also expanded the amount of time a student can be out before they have to reapply for admission, for a broader base of students to return. Additionally, they've streamlined the reapplication process with a "welcome back" form and modified the website to help students determine which pathway back is best. They're partnered with a nonprofit called Inside Track, and are doing digital and phone outreach to students, They're are also coaching those with "some college" to come back. So many efforts have been made simultaneously over several years.
- No further questions received.

#### Agenda topic – Introduction to Pouring Rights

- **Jeff Wilson and Tammie Ridgell** introduced the presentation mentioning there have been requests for information about pouring rights at SFSU, definition, history on campus and potential for alternative revenue.
- No questions received – deferred to Public Forum.

#### Agenda topic – Voluntary Separation Incentive Program (VSIP) update

- **Ingrid Williams** presented an update on the VSIP program for tenured and tenure-track (T/TT) faculty.
- (see slides)
- No questions received – deferred to Public Forum.

#### Agenda topic – Public Forum

- **Jackson Wilson** commented that pouring rights turned into a national issue but in the decade since SFSU explored this, one of the indicators of change was the survey done by Athletics where 83% of the student respondents said pouring rights should be explored. Asked if there was a CSU-wide pouring rights agreement or if it's done per campus.
- **Jeff Wilson** acknowledged there's a little of both; there are existing agreements in the CSU but it would need to be appropriate for SFSU, which is why it needs to go through shared governance processes to make sure whatever is decided suits the campus.
- **Mari Hulick** asked what the VSIP ramifications are if it doesn't produce intended numbers.
- **Amy Sueyoshi** replied there's no specific number as there's so much happening in terms of the state budget but in general, the VSIP is being offered to mitigate faculty layoffs.
- **Michael Scott** advised they need as many to apply as can be afforded as there are several years of enrollment decline ahead before it stabilizes. Approx. 95% of the campus budget is people, and this term it has been difficult to continue to cut lecturers and manage classes with the lecturers left.
- **Mari Hulick** asked if there was a full report on the last VSIP.
- **Amy Sueyoshi** said she has that – can be presented next time.
- **Michael Goldman** asked about pouring rights and where the proceeds would go, and if there are companies other than Coke and Pepsi that offer this.

- **Jeff Wilson** advised part of the shared governance process to determine how those funds would be allocated, and there are other companies besides Coke, Pepsi, Red Bull, etc. but an RFI would be done to find other interested companies.
- **Danny Paz Gabriner** asked about pouring rights' potential revenue.
- **Tammie Ridgell** replied the RFI would determine but there's a wide spectrum from under to over \$1M.
- **Mary Menees** asked about VSIP and potential to include FERP faculty if the numbers aren't met.
- **Ingrid C. Williams** explained VSIP means someone is separating from the university so FERP is not an option at this point.
- **Frederik Green** acknowledged the point made about the student/faculty connection, expressing concern that the coming 4:4 teaching load and higher class caps could mean less time spent with students outside of class and office hours. Faculty may prioritize their limited time to focus on research. Suggested working this into the RSCA mechanism to acknowledge extra service outside the classroom.
- This also connects to comments about the university's long-term vision and what to do with programs that no longer attract enough students with the discontinuances happening. Agrees degrees need to align better with jobs and workplace preparedness but classics such as languages, anthropology and others could lose the infrastructure. Suggested pulling programs into suspension to give time to find a way to reintegrate the intellectual and curricular infrastructure into a new master plan.
- **Amy Sueyoshi** clarified it's not the intent to discontinue, as suspensions are also recommended. Reiterated this is faculty/department-initiated planning and there's pressure on resources, but if a program becomes popular it will need investment. This happened with Computer Science and even women's volleyball when it came back (and won the championship). SFSU needs to modify what it does for the current moment to help it change again. Remarked core disciplines need to be part of an educational experience, but might be too rigid for an economy that's changing as rapidly as it is now.
- **Katie Murphy** expressed concern about pouring rights and impact on student and community health; if there are partnerships that can be done in tandem to alleviate some of those impacts.
- **Amy Sueyoshi** responded pouring rights are on many campuses and about 75% are healthy drinks like electrolytes or similar. This is something they'll continue to explore.
- **Aaron White** asked about timeline for any potential non-mitigated layoffs (due to VSIP outcomes).
- **Amy Sueyoshi** responded its unknown yet, as VSIP applicants can decide later – up until the day the first payment is dispersed or June 1 - to rescind. Along with the state budget being in flux, there's no estimated timeline but SFSU would follow the guidelines for notification according to the CBA.
- No further questions received.

**Co-Chairs adjourned the meeting approximately 12:00 PM.**

- Next UBC meeting: Thursday, March 19, 2026 from 10:00 AM – 12:00 PM via Zoom

-end (nrg)

**From the Chat:**

From Deborah Curtis to Everyone: Education Undergraduate Majors is Step to College—The Dual Enrollment Program which has been suspended.

From Lori Beth Way to Everyone: Speech and Hearing Sciences is also a undergraduate major with students in GCoE.

From Ron Marzke to Everyone: This slide is actual enrollment, not course cap

From Katie Murphy to Everyone: How is Academic Affairs defining "natural" attrition?

From co-chair Amy Sueyoshi to Everyone: Jackson's weekly Senate report details some of our new curriculum in certificates in particular.

From Member Mari Hulick (she/her) to Everyone: @Member David Hellman, excellent questions about a questionable organization

From Bob Bonner to Everyone: The legitimacy of consultants has come up recently at Sac State regarding their consultants regarding their new football moves

From Aaron White to Everyone: So we're spending millions of dollars on consulting as a little treat

From Member Dylan Mooney to Everyone: Exactly!

From Member Dylan Mooney to Everyone: I agree with Jeff!

From Member, Mary Menees to Everyone: Thank you, Jeff!

From Matt Itelson to Everyone: Replying to "The legitimacy of consultants has come up recently...": Stingers Up!

From Bob Bonner to Everyone: Replying to "The legitimacy of consultants has come up recently...": Sac State's FBS move has undergone scrutiny: Everything you need to know – The State Hornet  
<https://share.google/zqplFSaDTJFCw91M1>

From Ryan Howell, Chair PSY to Everyone: @Member Michael Scott can that model be applied at the department level and if so can departments have those projections?

From Chris Bettinger to Everyone: While I do think that estimate is reasonable, population predictions from CA dept. of finance don't really support it. Youth population should bottom out closer to 2040 than 2030.  
<https://dof.ca.gov/Forecasting/Demographics/population-pyramid/>

From Lori Beth Way to Everyone: Replying to "While I do think that estimate is reasonable, popu...": That is accurate, but we're hoping to start to attract a higher percentage of those graduating students with the work we are doing now.

From Chris Bettinger to Everyone: Replying to "While I do think that estimate is reasonable, popu...": Yes. That's smart and perfectly plausible.

From Bob Bonner to Everyone: Replying to "While I do think that estimate is reasonable, popu...": UC applications for fall 2026 surge to highest level ever <https://share.google/pGcj8fwnkeqIzRAhr>

From co-chair Amy Sueyoshi to Everyone: Replying to "While I do think that estimate is reasonable, popu...": Yes Bob, the UC's are preparing for enrollment cliff and admitting more students than previously. This obviously impacts the CSU and our campus specifically.

From Isabel Seiden to Everyone: Replying to "While I do think that estimate is reasonable, popu...":

From Member Christine Hintermann to Everyone: Replying to "While I do think that estimate is reasonable, popu...": Also another factor is CC offering more BA/BS.

From Lori Beth Way to Everyone: Average unit load went up = students on average were taking more units this semester

From Theresa Roeder (she/her) to Everyone: Replying to "While I do think that estimate is reasonable, popu...": gift link [Chronicle Article on UC Admissions](#)

From Kenzie Anne Harris to Everyone: Replying to "Average unit load went up = students on average we...": is there a correlation with graduating seniors? BECA seniors are taking more classes so they don't have to come back in fall for 1 or 2 classes

From Tony Robbins to Everyone: VERY TRUE

From Isabel Seiden to Everyone: Replying to "While I do think that estimate is reasonable, popu...": Thanks, Theresa!

From Nereida Moussa to Everyone: Replying to "While I do think that estimate is reasonable, popu...": @Isabel Seiden, you can also access SF chronicle articles through the SFSU library

From Nereida Moussa to Everyone: Replying to "While I do think that estimate is reasonable, popu...": [Chronicle article on UC admissions](#)

From Bob Bonner to Everyone: Replying to "While I do think that estimate is reasonable, popu...": Ah, sorry. The TL;DR is that we are becoming stuck in the middle as Katie and Amy have pointed out. UC's have an incentive to increase their enrollment and their applications are also increasing.

From Nereida Moussa to Everyone: Thanks, Mari. Also it's important to highlight what other resources our campus offers. how robust our professional development and post-grad career support is

From Member Mari Hulick (she/her) to Everyone: @Julie Chronister (she/her) SFSU It would be nice to use the standard ratio formula.

From co-chair Amy Sueyoshi to Everyone: Replying to "Thanks, Mari. Also it's important to highlight wha...": This is super important!

From Jace Allen to Everyone: How do you calculate the faculty member's FTEF?

From Jace Allen to Everyone: Replying to "How do you calculate the faculty member's FTEF?": TT - regardless of how many WTU they actually teach?

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": The assumption is that all TT faculty are supposed to teach 12 WTU, so the SFR assumes that, even if you are teaching far less.

From Jace Allen to Everyone: Replying to "How do you calculate the faculty member's FTEF?": But I've received information from sources that the only actual instructional WTU would be included.

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": So if you are teaching 6 WTU, two undergrad classes of 60 students each, then you are teaching 24 FTES and your individual SFR is 30.

From Julie Chronister (she/her) SFSU to Everyone: Replying to "How do you calculate the faculty member's FTEF?": Thank you!!!

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": SFR is not a measure of the average class size you teach... it is strictly a measure of resource allocation.

From Member Mari Hulick (she/her) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": @Katie Murphy thank you for the excellent questions.

From Jace Allen to Everyone: Replying to "How do you calculate the faculty member's FTEF?": Are you calculating that example as a TT or a non-TT faculty? Is that a 3-unit course? Is it LEC or ACT?

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": My example above was specifically for TT faculty. For LF, you divide their FTES they teach divided by their timebase.

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": My example above was specifically for a TT faculty teaching 120 students in 6 WTU.

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": The formulas are:  $SFR_{TT} = FTES/0.8$ .  $SFR_{LF} = FTES/(time\ base)$ .

From Jace Allen to Everyone: Replying to "How do you calculate the faculty member's FTEF?": So  $SFR = FTEF / FTEF \dots 30 = ((120*6)/15) / 6/12$  ?

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": Yes... but  $FTEF = (\#number\ TT) * 0.8 + FTEF\_LF$  (based off actual timebase).

From Jace Allen to Everyone: Replying to "How do you calculate the faculty member's FTEF?": You said that the faculty is only teaching 6 WTU, not 12. So regardless of the WTU they are actually teaching, it is just divided by 0.8. How is assigned time factored in? FERP faculty?

From Julie Chronister (she/her) SFSU to Everyone: Replying to "How do you calculate the faculty member's FTEF?": I think my confusion has been there appears to be two ways to determine SFR: Student-to-Faculty Ratios at Course Level and then SFR at the Faculty level. In the IR information, it is these two SFR metrics:

1. Student-to-Faculty Ratios (SFRs) at Faculty Level
2. Student-to-Faculty Ratios (SFRs) at Course Level

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": FERP faculty, multiply by their effective timebase. For TT, it does not matter how many actual WTU they teach, they are assumed to be teaching 12 WTU for a 0.8 timebase. Assigned time is NOT factored. If you have assigned time, you still are counted as 0.8 timebase for the purposes of SFR. It is not a measure of your average class sizes, it is strictly about resource allocation. Assigned time makes you more expensive from a teaching point of view.

From Member Danny Paz Gabriner to Everyone: Replying to "How do you calculate the faculty member's FTEF?": @Julie Chronister (she/her) SFSU There are more than 2 ways, but these two ways are on the current IR website and their calculations are explained below. There may also at times be other ways to compare class size or student / faculty ratio, so its important as you are pointing out to at least label what is being reported.

From Bob Bonner to Everyone: Removing cognitive and/or structural barriers will be helpful when we shift to 12 WTUs

From Julie Chronister (she/her) SFSU to Everyone: Replying to "How do you calculate the faculty member's FTEF?": The SFR at the faculty level is typically much lower than the SFR at the course level.

From Laura Lisy-Wagner to Everyone: History should always be a high-demand major... :)

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": For the record, the formulas I've been talking about are the ones used by the Chancellor's Office with the specific purpose of resource allocation, not pedagogy or workload.

From Member Jackson Wilson (he, him, his) to Everyone: The new Faculty Initiated Tenure Line Transfer policy: <https://sfsu.policystat.com/?lt=kojTPJM9mpZT5mzF3M-KuX&next=%2Fpolicy%2F19998843%2Flatest%2F>

From co-chair Amy Sueyoshi to Everyone: Replying to "History should always be a high-demand major... :)": Indeed!

From Chris Bettinger to Everyone: Replying to "How do you calculate the faculty member's FTEF?": I don't know if this is the case anymore, but in the past we have had difficulty tracking assigned time. To the extent that it was not tracked, it lowered SFR by elevating FTEF.

From Jace Allen to Everyone: Replying to "How do you calculate the faculty member's FTEF?": That is my understanding as well. Thus is that why they are deemed more expensive as a resource?

From Ryan Howell, Chair PSY to Everyone: Replying to "The new Faculty Initiated Tenure Line Transfer pol...": I appreciate this. I am less interested in permanent T/TT transfers and more interested in temporary teaching across colleges.

From co-chair Amy Sueyoshi to Everyone: Replying to "The new Faculty Initiated Tenure Line Transfer pol...": yes absolutely!

From Nancy Ganner to Everyone: We'll be back 11:05am

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": Jace, yes, from a resource point of view, a TT faculty teaching two 3-WTU lecture courses plus assigned time is far more expensive than a TT faculty teaching four 3-WTU lecture courses. The Chancellor's Office formula doesn't care about assigned time or research or RSCA.. it is simply about cost of pushing undergraduates through the pipeline.

From Member Jackson Wilson (he, him, his) to Everyone: Replying to "The new Faculty Initiated Tenure Line Transfer pol...": Understood @Ryan Howell, Chair PSY. I agree that this is different than what you were discussing. There is faculty redeployment (faculty temporarily teaching outside of their home department), transfer of T/TT lines (the policy above), and then restructuring (e.g., the example of the School of Environment that Michael Scott gave). These are three different mechanisms for faculty teaching assignments to change units.

From Jace Allen to Everyone: Replying to "How do you calculate the faculty member's FTEF?": From my resources (I've been asking these questions for months), the Chancellor's Office defines FTEF as "Full-Time Equivalent Faculty (FTEF) identifies the fractions of faculty positions used to teach the FTES. This number

excludes faculty time not used for teaching, such as department chair administrative time." Would that not change the result of the FTEF calculation so that it is not always 0.8?

From Member Michael Scott to Everyone: I want to clarify a misconception outlined in the chat. Assigned time and Reimbursed release time is factored in for the SFR calculation. As outlined on the IR SFR page: \*  
General Fund FTEF=Total faculty appointment - Administrative fraction - Other support fraction.

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": I don't think that is correct, Jace. FTEF counts TT faculty as 0.8. Full stop. Whether they 1 class, two classes, 3 classes, or 4 classes, whether they teach 3 WTU and have 9 units assigned time, or they teach 12 WTU. All TT faculty simply count as 0.8.

From Member Michael Scott to Everyone: If someone is full time T/TT their FTEF = 1.0 - 0.2 for service - FTE of any other appointment

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": Ahhh... it does exclude Chairs timebase.

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": So, yes, Chair's do get multiplied by their fraction for being faculty, excluding the fraction for being chair. But for regular TT faculty, assigned time is not accounted for.

From Chris Bettinger to Everyone: Replying to "If someone is full time T/TT their FTEF = 1.0 - 0...": Yes, and I think the campus is now doing a better job of tracking that time. However, I think this is where the rub with the CO comes is, no? Your predecessor could never get the numbers here to agree with those from the CO and the thought was that this was due to assigned time.

From Christina Sabee (she/they) to Everyone: Replying to "If someone is full time T/TT their FTEF = 1.0 - 0...": I know we are moving to 12 WTU/semester in Spring 27, but for now, for those of us that get 3 WTU of research time, is that also subtracted in the equation?

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": I am a 60% Chair, so for the CO formula, I am a 40% instructional faculty, so I get counted 40% of 0.8. Actual administration fractions are accounted for, but not assigned time for RSCA or extra service for general TT faculty.

From Bob Calhoun (he/him) to Everyone: Do we have numbers on how many drop out entirely, and how many transfer to other CSUs or even UCs?

From Ryan Howell, Chair PSY to Everyone: Replying to "The new Faculty Initiated Tenure Line Transfer pol...": Agreed @Member Jackson Wilson (he, him, his) Personally, I would love to see more strategy around

faculty teaching outside their home college based on their background and skills. And, @Member Michael Scott I would love to know the savings this was more normative.

From Leyla Ozsen to Everyone: These are great ways to keep current students and attract more once the word spreads out the current students are happy

From Member Michael Scott to Everyone: Replying to "If someone is full time T/TT their FTEF = 1.0 - 0....": I've been trying to improve reporting for Assigned time but the recording is done at the department level. I'm still seeing problems. For example, one department didn't record the RSCA release for faculty for fall

From Member Danny Paz Gabriner to Everyone: Replying to "The new Faculty Initiated Tenure Line Transfer pol...": I agree finding faculty that can teach outside of home department could allow so much more flexibility. Is there any way to survey or gather this information so it could be better utilized?

From Leyla Ozsen to Everyone: The value of higher education is being questioned and the AI is making prospective students and their parents question higher education even more. Can they get jobs upon graduation with AI possibly taking over entry level jobs?

From Leyla Ozsen to Everyone: The retention plan looks great in quelling these concerns.

From Lori Beth Way to Everyone: Thank you!

From Member Jackson Wilson (he, him, his) to Everyone: Replying to "If someone is full time T/TT their FTEF = 1.0 - 0....": What needs to occur to increase the quality of our assigned time data to the level that it can be transparent?

From Jennifer Waller to Everyone: Replying to "The value of higher education is being questioned ...": AI will redefine entry level jobs.

From Nereida Moussa to Everyone: Replying to "The value of higher education is being questioned ...": I think part of our responsibility is to teach students how to keep themselves relevant in the face of new emerging technology. rather than fight it - how are we preparing our students for the reality of AI adoption?

From Leyla Ozsen to Everyone: Replying to "The value of higher education is being questioned ...": Yes, we need to demonstrate we are preparing them for the redefined entry level jobs

From Jace Allen to Everyone: Replying to "If someone is full time T/TT their FTEF = 1.0 - 0....": As Joe has been saying is there a distinction between types of non-instructional leaves that maybe mudding the waters?

From co-chair Amy Sueyoshi to Everyone: Replying to "The value of higher education is being questioned ...": Great questions! We are working towards better preparing our students to enter a workforce informed

by AI's entry. There are some areas that will never be replaced by AI, entry level jobs that require interpersonal skills! We hope to better promote the value of these degrees that promote better interpersonal skills.

From Leyla Ozsen to Everyone: Replying to "The value of higher education is being questioned ...": communication skills

From Christina Sabee (she/they) to Everyone: Replying to "The value of higher education is being questioned ...": Turns out we have a few degrees for that!!

From Jennifer Waller to Everyone: Replying to "The value of higher education is being questioned ...": Clear and rational writing skills are also key.

From Jace Allen to Everyone: Replying to "How do you calculate the faculty member's FTEF?": Michael Scott's chat has stepped into the chat saying that those do factor in? I'm really trying to nail down how the University and the CO office is doing it so we can have mirroring processes.

From Jace Allen to Everyone: Replying to "If someone is full time T/TT their FTEF = 1.0 - 0....": @Member Jackson Wilson (he, him, his) We try to account of it in tandem with our scheduling processes, but that is only within our processes.

From Nereida Moussa to Everyone: Shout out to the deans that are bringing alumni to campus to speak to students on their careers! This is so important for students to explore potential avenues they hadn't considered

From Jennifer Waller to Everyone: Replying to "The value of higher education is being questioned ...": Along with comfort with surfing new tech as it is rolled out.

From liz brown to Everyone: Replying to "Shout out to the deans that are bringing alumni to...": Amazing CHSS event last night with alum who just gushed about how much they loved their experience at SFSU.

From Lori Beth Way to Everyone: This is one-time money that Katie is talking about

From Nereida Moussa to Everyone: Replying to "Shout out to the deans that are bringing alumni to...": 11 alumni present! so great

From co-chair Amy Sueyoshi to Everyone: Replying to "Shout out to the deans that are bringing alumni to...": @liz brown Have your students post on IG and TikTok! They are their peer influencers.

From Member Mari Hulick (she/her) to Everyone: Replying to "Shout out to the deans that are bringing alumni to...": @liz brown These are the type of things our Marketing department need to put front and center in our messaging.

From Jane DeWitt to Everyone: Rewrite PLOs to be phrased in terms of post graduation skills - career or grad school or the next step in the trajectory. Add skill statements to course syllabi that students could add to their resume - At the end of this course, you can put this on your resume...

From Jennifer Waller to Everyone: Replying to "Rewrite PLOs to be phrased in terms of post gradua...": The community colleges in San Mateo have been doing a cross class portfolio for many years.

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": I saw that. I am able to reproduce my department's SFR as reported in the IR website not counting any assigned time for TT. If I include assigned time for RSCA, my numbers do not match the IR website. I do not think the IR website is reducing TT faculty timebase by the assigned time for RSCA or being Associate Chair or other college/department-level assigned time.

From Leyla Ozsen to Everyone: Replying to "Rewrite PLOs to be phrased in terms of post gradua...": Can you elaborate on that @Jennifer Waller ? That sounds interesting

From Jace Allen to Everyone: Replying to "How do you calculate the faculty member's FTEF?": That is valuable insight. That may explain where my data deviates so starkly.

From Corrine Cheung to Everyone: will those high school student pay for student health fee or other fees?

From co-chair Amy Sueyoshi to Everyone: Replying to "will those high school student pay for student hea...": No they pay no fees!

From Corrine Cheung to Everyone: Replying to "will those high school student pay for student hea...": thank you

From Susanna Jones to Everyone: As a retention effort, a cross collab team are planning a big registration party for late April, after all students reg date has opened. We would love if faculty come out and be part of the party. This is faculty connecting to current students and we can grow us connecting with prospective students too.

From Jennifer Waller to Everyone: Replying to "Rewrite PLOs to be phrased in terms of post gradua...": Basically setting up what would be a "course" in Canvas/WebSmart where students are guided to post career/goal specific work starting from the beginning of their time at the college. When I was there it was made available to use as representative work.

From Nereida Moussa to Everyone: 100%, Lori! Whenever we interact with alumni, they ask if faculty will\* be at the events

From Jennifer Waller to Everyone: Replying to "Rewrite PLOs to be phrased in terms of post gradua...": My sister is a professor at Canada and can provide more specific information if you want, you can email me at [jwaller@sfsu.edu](mailto:jwaller@sfsu.edu)

From Nereida Moussa to Everyone: Replying to "As a retention effort, a cross collab team are pla...": Would love to hear more about this, Susanna. Maybe we can involve alumni too?

From Lori Beth Way to Everyone: We do return campaigns every semester and yield 20% each time.

From Jennifer Waller to Everyone: Replying to "100%, Lori! Whenever we interact with alumni, they...": Philosophy students love when our faculty participate!

From Katie Murphy to Everyone: How much of a factor is on-campus student employment in recruiting/retaining undergraduates? Does it vary based on how well the on-campus job connects to a career path?

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": Michael Scott did say external RRT is accounted for... I do hope that is the case, and I need to recheck my calculations if my results get loser if I do include reduction in teaching because of externally funded RRT - it should! Because RRT simply shifts teaching from TT to LF and should cause a change in the SFR, so it should be included. If a TT faculty reduces 3 WTU because of a buy-out, that gets shifted to +3WTU teaching for a LF.

From Craig Relyea to Everyone: Replying to "Shout out to the deans that are bringing alumni to...": @Member Mari Hulick (she/her) - SMC is constantly mining and amplifying positive stories through our various channels, and we're incorporating more student-created and peer-to-peer content to increase engagement.

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "How do you calculate the faculty member's FTEF?": That should be "shouldn't cause a change in SFR"

From Bibiana Del Toro to Everyone: <https://registrar.sfsu.edu/reenroll> :)

From co-chair Amy Sueyoshi to Everyone: Replying to "How much of a factor is on-campus student employe...": on-campus jobs are a high impact practice!

From Member Rob K Collins to Everyone: Questions to consider: Will this new approach be a nuanced as Step to College, especially in the appeal to local students of color? It was mentioned that Step to College will be built upon. Would you all please expand on how this might occur?

From Member Rob K Collins to Everyone: Replying to "Questions to consider: Will this new approach be a...": ..."as nuanced as"

From Time Tantai Ubungen to Everyone: Replying to "As a retention effort, a cross collab team are pla...": Do you have more information on this that we can share with our colleagues? Perhaps a webpage, a flyer, or an email?

From Member Katie Lynch (she/her/hers) to Everyone: Replying to "Questions to consider: Will this new approach be a...": Our efforts will focus on students who may not otherwise have the opportunity to take college level coursework. We are working closely with SFUSD to identify classes and high schools to focus on... all in tandem with CCSF so that we aren't in competition with one another.

From Nancy Ganner to Everyone: we welcome all-topic questions during the public forum, which hopefully we can begin by about 11:50am. Please feel free to post your questions in Chat and perhaps can be answered after the meeting

From Jace Allen to Everyone: Replying to "How do you calculate the faculty member's FTEF?": At the department level, right? But not at an individual faculty SFR level? You are right, shifting to different faculty may not change SFR at a higher grouping level, but would on the individual faculty level - if that is something worth tracking. Department/College level info may be more important/useful.

From Hamid Ghaemmaghami to Everyone: We have a student drop out rate of 50%.. what is the drop out/retention rate for other CSU campuses?

From Member Danny Paz Gabriner to Everyone: Replying to "We have a student drop out rate of 50%.. what is t...":

[https://tableau.calstate.edu/views/GraduationRatesPopulationPyramidPrototype\\_liveversion/SummaryDetails?iframeSizedToWindow=true&%3Aembed=y&%3Adisplay\\_count=no&%3AshowAppBanner=false&%3AshowVizHome=no](https://tableau.calstate.edu/views/GraduationRatesPopulationPyramidPrototype_liveversion/SummaryDetails?iframeSizedToWindow=true&%3Aembed=y&%3Adisplay_count=no&%3AshowAppBanner=false&%3AshowVizHome=no)

From Member Danny Paz Gabriner to Everyone: Replying to "We have a student drop out rate of 50%.. what is t...": Pretty useful tool to see rates at our campus as well as elsewhere.

From co-chair Amy Sueyoshi to Everyone: Replying to "We have a student drop out rate of 50%.. what is t...": The last time I checked our grad rates are in the bottom third of all CSU's. You can see updated data on the CSU dashboard for campus comparisons.

From Gabriela Segovia-McGahan (Administrative Analyst/Specialist) to Everyone: Will all the links shared in chat be compiled and shared in email later?

From co-chair Amy Sueyoshi to Everyone: Replying to "We have a student drop out rate of 50%.. what is t...": <https://www.calstate.edu/data-center/student-success-strategic-initiatives/Pages/student-success-dashboards.aspx>

From Nancy Ganner to Everyone: Replying to "Will all the links shared in chat be compiled and ...": yes

From Kenzie Anne Harris to Everyone: some BECA data: 17% of our total declared students did not enroll in classes this semester. we are looking at what we can do to keep our students fall > spring, but so many of them just disappear and stop answering email

From Sandra Henao to Everyone: Replying to "Shout out to the deans that are bringing alumni to...":  
@Craig Relyea - the LFCoB held a TikTok Challenge to motivate students to create TikTok videos sharing "why they love the LFCoB": <https://cob.sfsu.edu/tiktok-challenge>. We promoted the winners' videos (with thousands of views!) across all our comm channels - this is our webpage: <https://cob.sfsu.edu/2024-tiktok-challenge-winners>

From Jennifer Waller to Everyone: How many VSIPs are there now?

From co-chair Amy Sueyoshi to Everyone: Replying to "How many VSIPs are there now?": Stay tuned! Ingrid will update us (I think).

From Vance Vredenburg Chair Biology to Everyone: Can faculty accept VSIP and then begin as FERP in the following year?

From Member Mari Hulick (she/her) to Everyone: Replying to "Shout out to the deans that are bringing alumni to...": Nice! What were the prizes?

From Sandra Henao to Everyone: Replying to "Shout out to the deans that are bringing alumni to...": merchandise at different values - see the first link for details

From Julia Miyaoka to Everyone: How many faculty are eligible for the VSIP program?

From Nancy Ganner to Everyone: Anyone can attend the CalPERS Retirement presentation via Zoom next week Friday, Mar. 6 from 9:30 AM - 12:00 PM: RSVP here  
([https://sfsu.co1.qualtrics.com/jfe/form/SV\\_3BNfq1uGzZDwyeg](https://sfsu.co1.qualtrics.com/jfe/form/SV_3BNfq1uGzZDwyeg))

From Joe Barranco (PHYS/ASTR) to Everyone: Replying to "Can faculty accept VSIP and then begin as FERP in ...": No. They need to actually "separate."

From Susanna Jones to Everyone: Apologies for my capitalist question: How much revenue do "pouring rights" typically generate?

From Kenzie Anne Harris to Everyone: Replying to "Can faculty accept VSIP and then begin as FERP in ...": No. VSIP = full retirement; FERP = half-ish teaching load, still employed

From Catherine Kim to Everyone: [workforce@sfsu.edu](mailto:workforce@sfsu.edu) (for VSIP questions)

From Craig Relyea to Everyone: Replying to "Shout out to the deans that are bringing alumni to...":

@Sandra Henao - thank you Sandra, I'll make sure our social staff is aware and can amplify.

From Catherine Kim to Everyone: VSIP virtual drop in hours Friday, February 27, from 11:30 a.m. – 1:30 p.m., Wednesday, March 4, from 10:30 a.m. – 1:00 p.m., Monday, March 9, from 12:00 p.m. – 2:00 p.m., Zoom link (same for all

sessions):<https://sfsu.zoom.us/j/86038467685?pwd=JpSyTADkESANo91Y6S4WEgANDm2abC.1>

From Sandra Henao to Everyone: Replying to "Shout out to the deans that are bringing alumni to...":

@Craig Relyea - it was a year ago so no need to promote it now. just wanted to share the idea.

From Ryan Howell, Chair PSY to Everyone: What do the financial models show for different VSIP numbers?

From Vance Vredenburg Chair Biology to Everyone: If you don't get enough VSIPs, would you consider allowing VSIP for folks who want to start FERP?

From Lori Beth Way to Everyone: Ingrid gave the report. The slides should be on the UBC website.

From Craig Relyea to Everyone: Replying to "Shout out to the deans that are bringing alumni to...":

@Sandra Henao - thanks again, now that we have an official SFSU TikTok channel let's find time to talk further.

From Member Mari Hulick (she/her) to Everyone: Replying to "Ingrid gave the report. The slides should be on th...": Do you remember when that was? I just don't recall seeing all of the numbers - cost, efficacy, etc

From Member Alesha Sohler (She/Her) to Everyone: Is there a range based on estimated salary costs that equates to a number that we need to hit in terms of VSIP. I understand that we cannot have a final, hard number as salary range differs, but in terms of what we can afford and the crossroads of salary cost..

From Nancy Ganner to Everyone: Tomorrow's UBC Office Hours welcomes your questions and your UBC member-rep can bring it forward for UBC consideration. Drop-in! Tomorrow, Friday, Feb. 27, 11am - 12pm via Zoom with your staff and faculty peers. Email [ubc@sfsu.edu](mailto:ubc@sfsu.edu) and I'll send you the zoom link to the staff or faculty office hour.

From Susanna Jones to Everyone: Thanks for the question, DPG

From Member Danny Paz Gabriner to Everyone: @Member Mari Hulick (she/her) Voluntary Separation Incentive Program Update 5.16.24.pdf

From Nancy Ganner to Everyone: Replying to "Ingrid gave the report. The slides should be on th...":

Sept/Oct 2025 VSIP was presented at UBC (from the last VSIP)

From Lori Beth Way to Everyone: Replying to "Ingrid gave the report. The slides should be on th...": Slides are below

From Member Michael Scott to Everyone: Replying to "Is there a range based on estimated salary costs t...": We don't know our budget this year let alone next year or the year after that. Given our enormous enrollment drop, we need as many T/TT to participate as possible

From Member Danny Paz Gabriner to Everyone: Replying to "Ingrid gave the report. The slides should be on th...": Voluntary Separation Incentive Program Clarification 10.24.24.pdf

From Theresa Roeder (she/her) to Everyone: @Frederik Green, he/him (SFSU) same!!!

From Ryan Howell, Chair PSY to Everyone: Yes @Frederik Green, he/him (SFSU) I think we are missing the mark if we only focus on Coke vs. Pepsi.

From Member Mari Hulick (she/her) to Everyone: Replying to "@Member Mari Hulick (she/her) Voluntary Separation...": Thanks, Danny. This I recall. But we never got an analysis of the efficacy of the program. What did it do for the overall budget reduction needs?

From Luis De Paz Fernandez (He/His) to Everyone: Our students love our faculty & staff!

From Singing Chen to Everyone: invisible labor - needs to be acknowledge or it will disappear

From Michael Anderson to Everyone: Thanks Fred!

From Member Mari Hulick (she/her) to Everyone: @Frederik Green, he/him (SFSU) Excellent comments as always.

From William Carduner to Everyone: I understand that we are talking about retention, but I feel like I haven't heard much about how to increase the raw number of students that are coming to SF State every semester. Lots of young people still want college educations. Who are the students who traditionally come to SF State, and are we still actively reaching out to these students to encourage them to come here?

From Member Alesha Sohler (She/Her) to Everyone: We also already have the drinks, this would just make sure we got paid by them

From Member Katie Lynch (she/her/hers) to Everyone: @William, we have extensive efforts underway for recruiting new students. Please join us for the 3/18 Enrollment Forum (link will be shared with campus soon) to learn more. This presentation was to focus on Retention efforts. It can not be underscored enough that we lose close to half of those we bring in.

From Zuzana Janko to Everyone: There is another effect of eliminating these programs permanently. Students hear this and word spreads and they are worried and thinking about will their program be next.

The way you discuss this should take the contagion effect into account. I have had students come in my office asking how are the budget cuts impacting our department. We may not attract future students if they believe we are not doing well enough to even be around (if all they hear is that programs are shutting down).

From Julia Miyaoka to Everyone: One practical step we can take to reduce salary costs is to promote existing voluntary workload reduction programs such as the preretirement reduction in time base (PRTB), reduced FERP time base (below the standard 50%), and partial leaves without pay. Many faculty appear unaware of these options

From Katie Murphy to Everyone: Replying to "We also already have the drinks, this would just m...": Could we also get paid to sell toothpaste?

From Member- Jennifer Daly to Everyone: Replying to "One practical step we can take to reduce salary co...": Benefits are a significant portion of the cost and the benefits don't really reduce with a lower time base.

From Member Christine Hintermann to Everyone: Replying to "We also already have the drinks, this would just m...": @Katie Murphy Nothing wrong with wanting healthy teeth

From Member David Hellman to Everyone: It's always good to keep your CV up to date

From Member Mari Hulick (she/her) to Everyone: I have to run. Goodbye

From Member Rob K Collins to Everyone: Thank you!

From Lena Song to Everyone: Thank you!