



**California State University, Stanislaus
University Budget Advisory Committee**

May 31, 2012 – 11-12:30pm
South Dining

Transcription

Russ: Well I think its okay that everyone could just get started. I know it's a crazy time of year for everyone, but our students will not be here today either, because Mehran told me. I mean they were glad to just I guess [Inaudible] and unfortunately he's gone. I think our other student-

Frank: Oh, the other student.

Clarissa: Taylor.

Russ: Taylor.

Russ: Yea, will also not be here. I will give people the option since we have it with future meetings to Skype in if they let me know ahead of time. So, if people let me know ahead of time then I'll do my best to get technology in place to Skype it. If they want, if they want to just talk on the telephone, sometimes people are actually better, more comfortable just talking on the telephone. I'll do that too. It's not a case of we'll just try to do whatever feels most comfortable to anybody and go from there. A lot communication has gone in the last few days. In fact, I was able to attend the morning first graduation because there's a conference call-- oh there's Kailey.

Hi Kailey.

Russ: Thank you for coming.

Yea, thanks for coming.

Kailey: I'm sorry, I'm moving into my house.

Russ: Oh, you're welcome. Just don't worry about it. We're glad to have you.

Kailey: Thanks.

Russ: I was just saying I didn't know if the students would be here because technically you're free and clear.

Kailey: Tomorrow, one more day.

Russ: Okay, got one more day. I owe my soul to the company store right. [Laughter] As I was saying I had this conference call on Thursday morning and what's occurring is of course the chatter about whether the taxes

won't pass or will pass whatever. But the reality is we were told and I'm telling you and I'm sharing with you the allocation table, which shows our new allocation based on the most current information we have. And this is including the additional 50 million dollars worth of trigger cut monies. So, as you can see we're-- we actually did not get a proportional cut on the 50 million. So, we got a little less so I'm appreciative of that given the fact that you already were close to 5 million and so we, we are appreciative of it when we've got a 328,000 dollar cut for the additional 50 million. So, you have that. That's the first document.

Nice and steady.

[Inaudible background comment]

Russ: Oh I think if you take let's see 50 million, 2.2 is what we normally get. So, this is less than that.

That's on that sheet?

Russ: Huh?

That's on that sheet?

Russ: It's on this sheet, this top-- this sheet right here. Go down to the bottom. This was our original here, just for the 200 million. And you go across this is the additional amount for the 50 million. It's been proportional, thank goodness.

It could have been 1.1 million.

Russ: Yea. It's 1.1, yea it's actually, so it was great.

Who's picking up the slack Russ?

Russ: Oh, the bigger campuses are. If you look, if you go up there you'll see that some of the bigger campuses are taking a bigger hit. So--

Jim: Wow, I bet you they were howling.

Russ: Oh they were howling.

They got more money to you know--

Russ: So,

Jim: That's a big number though.

Russ: That's a big number no matter how you cut it.

Sure is.

Right.

Russ: So anyway that's what I wanted to tell you is this is the most current that I have from the chancellor's office in the way of communication about what is going to happen, in the way of the trigger cut. Obviously, everyone is concerned about how to do this mid year, because you really effectively double this, so I have-- we are in a different path, remember, I mean everybody here is on a different path. The vice presidents are instructed to do what they can to begin to save money now. That means before fall. That means looking at positions. That means looking at-- means looking really hard at the schedule, our provost and so we really-- we can do a lot to help ourselves if we take action now. If we take action now come November we won't have as many impacts on people per say. So, I know what that means fully in terms of the pressures on us to take more students and to indicate more students. That reminds me I need to talk to the vice chancellor for academic repairs.

Jim: Okay.

Russ: So, we are doing what we can to hold everything kind of at bay and so I just wanted you to know this is the sort of thing I would get. Now, I'll get a formal, a more formal allocation when we get our tables and everything that show the projections of our release and whatever. But that's what I have as of today to give you.

Thank you.

Russ: So, I've asked Michelle Legg my budget officer to, to-- David I'll give you this if you want to share if you want to look at that with John and then at the end of the time you can keep it as an update to the website.

David: [Inaudible]

Russ: You have it in electronic form. It will come to you in electronic form. Okay, so that's the new allocation table. That's what we're looking to. I asked Michelle, the budget officer from the campus to prepare a new revised sources and uses for the campus and this is the second sheet, this sheet right here. So, if I can call your attention to that for a few moments.

[Shuffling papers]

Russ: What we have is I think the-- you can see here with all the clicks and takes a net change of about five million one hundred thousand that comes as a result of some other allocation changes, but we didn't get a-- didn't get a deeper reduction in our fees, but this is all preliminary numbers. So, I just want you to understand that I'm giving you these to be as current and as transparent as I can about what I'm getting, but you know numbers about projected revenues when we haven't even started the semester, numbers about projected actions on the part of the state and legislature when we don't have a budget are very preliminary and I just want you to be aware. So, this projects that we have about a five million dollar hit, additional reduction and what we're saying is that we will cover just about a million dollars of that in reserves and kind of scraping the barrel to get that down to about four million. But, these

are without any additions of expense. In other words if somebody says to me I have to do this or do that or hire this position or fill that position, new-- it's not new now. It's already in the budget. And this is-- this does not cover that so this is a budget cut for somebody, a budget cut for everybody actually. So, I just want you to be aware of how this works, but you know have a current update on this sources and uses. Our planning target of 5 million, I think this is still valid. This is well within that planning target of 5 million. I'm not going to suggest that we somehow up it by any amount given that the units have done a lot of thinking about what that means to do a five million dollar cut. And so I don't want to send this back into the process again to you know really accomplish another 100 thousand dollars. I just don't think that's an appropriate action for people to take. We can serve our time better by doing other things. I think what we have to do and I'm probably like all of you, waiting for some recommendations from the holistic review committee, I don't know what will be forthcoming from there. I'm kind of looking forward to sort of an assessment to where we are, our classes the end of the year and honestly the provost and I have not sat down and talked over the-- you know what that looks like. As soon as we have I-- we both will share that with you and with the campus. So, just timing is everything right now. So, any questions about these charts or about where we are? I hope no one has left the campus that thinks we don't have to make a budget cut because we do, the numbers are there.

Frank: So, so Russ just to reiterate--

Russ: Yes.

Frank: So, if the tax, the governor's tax plan passes in November, your estimation will this change? Will this be worse?

Russ: It might.

Russ: It might.

Russ: It might. And that's why you plan for the worst but pray for the best. You know, that's what I do. That's rule number one for budgeting, plan for the worst but pay for the best. I think realistically Frank you'll know more in another few weeks. If we get a budget plan like we had last year, being very honest in this room. If we get a budget like last year that's based on less than tangible revenues, then I would say you know I don't think there's any way to predict. A lot of the current thinking of the May revise is that there was going to be a killing on the Facebook offering. That has not materialized. So, there's an assumption of about two billion dollars right there that went down the drain.

Now, they must have got something from it right?

Russ: No, I think the price has actually stabilized below the original asking, which surprises me. It usually doesn't but they were counting on a two billion dollar tax benefit from this, but right now I don't think they're going to achieve that. That will all come out in the wash. That will come out in the basis of where the stock prices are later in the year and so on. That's two billion right there, so I think-- I don't want

to hold out hope unnecessarily to say you know we won't have to do this. I think we will have to do this. My only worry right now is that we won't have to do more. And that you know, my mental target is around 300 to 350 million to both the CSU and UC--

Frank: Will the UC also get it?

Russ: The UC will get the same hit this year. After this year, I don't know. They're going to get tuition increases though so, I think they will get tuition increases. I'm not sure we will. So, that's-- but nobody said that. These are just kind of-- took us to the five million that's-- I said, "You know you're kind of crazy", but I think we're now really close to that five million and we're pushing up from there.

Frank: And then just so I can explain this correctly--

Russ: Um huh.

So I understand. So, we were looking at two-- we were planning eventually in your first column for two hundred million. So, that would have been 4.6, we figured five million out of our campus. So, then we read where it was going to be pumped up to 250, which we kind of just took that 2.2 percent. We found well that's going to be another million, million and a half--

Russ: Yea.

But then--

Russ: We didn't quite get that.

But then-- and that's why we're-- that's a very good thing.

Russ: Yea.

Frank: So, then at that point then that's the target we're looking at. Therefore nine, so you're figuring five, a little bit over five--

Russ: I'm taking acting lessons. [Laughter] Because I want to go to the chancellor's office and appropriately cry and carry on and I don't know Jim you want to take a test.

Russ: You probably don't have to act. [Laughter]

Frank: You're a natural Russ. You're a natural. That would be-- that crying and carrying on. Ah, gee. Yea, so thank you I just wanted to make sure I--

Russ: No, that's fine. I want to make sure everybody-- to have what I have on this-- it's still in-- you know there's a lot of work that's got to be done to get from where we are to an ultimate cut and, and--

Frank: And the CEO adjusted these, these figures. So, was it?

Russ: This is the attachment to it, just a transmittal cover. I didn't want to waste paper. I was dying to look at it. There's really nothing in it. It says this is your allocation, that's what it says.

Frank: Thank you, Russ.

Russ: Okay, any other questions about the sources and uses or about the allocation table?

Clarissa: I have a question.

Russ: Sure.

Clarissa: Under the 1213 general fund based budget change on that column, on the CO memo from February 12th.

Russ: Um huh.

Clarissa: I'm looking at the line financial aid and it says 2.5 and some change. So, that's an increase and is that comprised of the Pell Grant and the SUG?

Russ: Um huh.

Clarissa: But we don't realize that, that money into our general fund, right? So, as I'm reading this, this isn't really a revenue source for us because it's disbursed back to the student accounts?

Russ: Correct.

Clarissa: Okay.

Russ: Yea, and I think I explained this, maybe at one time but it really bears communication again. The reality again, look at 2007 just a few years ago in terms of the impact to financial aid. It was 7 million and now it's close to 20 million, 18 million pushing on the door of 19. So, this is the reality that you know when you say our budget's total, if you look at it hasn't changed all that much, but the proportions have changed dramatically as to what we actually see. So, that's where the rub is coming and that's why sometimes when you see the numbers, oh look at your budget, it's pretty flat. Your numbers are pretty flat. In reality the proportions of where the money is going and where it's coming from is changing. Also, I think that if you look at the two lines in terms of general fund and state university tuition and fees in 2007 versus 2012 or 13, I think you see we've hit the tipping point, which is that tuition now actually is greater than, is a greater revenue source than general fund allocation. That's significant for us because we have no research per se. We are a tuition based, tuition dependant institution. The whole CSU is, unlike the UC where tuition, research and other forms of revenue make up a bigger component of the total budget. So, I think that those two things are really significant. So, we got more in tuition but you know you can see the amount that's going out financially.

Russ, is one of the reason financial aid went up so much because tuition has gone up?

Russ: Yes, they are directly proportioned, so there's no mystery. But for us the total budget is staying pretty flat.

Now does this include federal financial aid or is this just--

Russ: No this is just state. This is state. If I had a federal on it, it would be even worse.

Because Pell is in its own category?

Russ: It's in its own category.

Okay.

Russ: Darryl should have that.

Do you have a copy?

Yea.

Well, he's got to serve.

Russ: Yea, well I plan for him to be there. And I thought he would sit right there too, so that's good. Exactly--

You can see what he's doing. [Laughter]

I'm glad you're doing it.

I'm glad you're unpredictable.

Russ: Okay, so, everybody okay with what's--

Thank you both, yea.

Thank you.

Russ: Okay, now in-- I actually heard this twice in the-- in the last trustee's meeting, which I attended on behalf of the president. I did hear this presentation. The system has a system wide budget advisory committee and they called a meeting of that committee just last week. And we presented a document that was presented at the trustee meeting and so I've given you a copy of it. That's this document. What I wanted to give you was sort of this overview because this is what the system is thinking. Okay, there's-- this is the kind of things that they're discussing. I know it's a big document and you know my assessment is not to make us go in and analyze and you know try to revise or discuss this, but to give it to you as background material to see the-- first of all the way their recommendations are, they're fairly strategic. They don't talk about you know a particular campus or a particular area of the campus. They talk about some generic recommendations in terms of working

on ways to reduce administration, okay. Everybody believes that's an important goal to work on and so it's a recommendation that's-- and they do it through a number of suggestions. One is a recommendation to share administrative functions duplicated across the system. So, I raise this because there may be food for thought in terms of this for recommendations that should go forward to our new president and so on or that we may want to ponder as a committee to say these are things we should think about to or not this but that. But my point is that these are really high level strategic kinds of changes and that's what I've always looked for in the ways of recommendations coming out of UBAC to do the same kinds of things, because other than that, it doesn't get too helpful. If they were to single out campuses it would be really unproductive because assessments made might not be too, too well. There are some pretty dramatic things there like closure of campuses. And then-- and I think you know I always say never say never. Right now it's a very costly contemplation but I think at the point where they are and the point where the trustees seem to be it is a contemplation that nevertheless has to be made. Whether it-- and that's one that's hugely strategic because it sets the stage for the future of the CSU and different times as well as the near term projected times of additional difficulty of financial trauma. All these things about revenue, you know changing tuition rates, tiering tuition, all of these things will have to be sorted through the legislature and sorted through a lot of conversation with 21:35 the governor. And they all have value certainly, but they all have limitations and so on in terms of you know Sacramento not turning around and saying, "Oh, yea if you're going to do that fine. That will be a zero sum game because I'm going to cut your budget much more." And that is an option that they have exercised and that's the whole concept behind fee buyout you know. They have the option of buying out the tuition increase with additional state revenue. Well, the reverse of that is also true. You increase the tuition; I'll take away your state revenue. Yes?

Clarissa: I think because I-- thank you both for setting up the webinar for the state university budget advisory committee. I think I anticipated seeing a greater, more diversity and greater bust to the revenue generation suggestions. I was disappointed at that high of a level, and I understand there are roles, advocates and administrators are two fold, but to see most of the revenue generation come from ideas that they'd be raised through tuition only, I just anticipated other strategies or other partnerships that the CSU might explore, especially with that large of leveraging that we could do potentially.

Russ: I don't disagree with that. Any other comments about that? How many others-- how many saw that? Did anybody see that?

Jim: That's in the report.

Russ: Yea. Okay so--

Daryle: Was there every any discussion system wide about looking at, where were the busiest-- I mean how were primary business really you could say ten months out of the year? I mean has any thought been given to really changing how we do our business? So that would be a reduction,

a significant reduction if we went to-- across the board except where you needed to have essential people working to a 10-12 kind of a setup. It's a you know-- and I was just curious.

Russ: Not in this forum, but in other forums that I have been in there have been discussions about that and I think to the degree where people are really not functioning in the summer or in the winter intercession. You know, that's possibly true. I think from you know from the standpoint of administration the summer is actually some of our busiest time.

Daryle: That's true.

Russ: Because there's all the financial closing and so on.

Daryle: Right.

Russ: With the closings we do over the course of the summer and I don't think-- I know like-- I only know from some of the administrative units, facilities is wildly busy because that's the only time they have where there's potential classrooms available to do work on.

Daryle: Sure. That would be essential.

Russ: Yea, so I think that, that one of the things that I recommended to vice presidents as they look forward to fall is that we have that freedom and flexibility to do that. We have the freedom and flexibility. It involves conversation, expression and things like that, but some reality checks on which people can best fit in that model. The health center for example has quite a number of 1012 employees and that's a carry over from what we didn't have, healthcare provided in the summer. So, we beefed it back up but not fully to the level you know it is in the fall or the spring. So, I think that's a great suggestion and its maybe one that this committee might want to make; that down the road when we get to making recommendations, to look to see if there is an opportunity not only this year, but this is an ongoing problem. These are base budget cuts and I say it recognizing the impact of it. It's just something that we probably should look at, but, no not in this meeting. One that we thought about and talked about is discontinuation of programs. That's what we're talking about with a holistic program review.

Daryle: Among other things.

Russ: Among many other things that will result in clarity and savings and understanding. You know, I think that did get a fair amount of conversation and I think it is a system wide issue that will have to have some kind of conversation around it. And I think just like any other issue this is really tough to get your arms around. Yes? And that one is, excuse me Darryl for just a second. This next one specialization of campuses goes along with that program and this continues because what they were talking about was having areas of specialization and discontinuing programs in other places. And have students go to sort of Mecca's or sites yea to do that. So--

Jim: Russ, I don't think the holistic program is going to recommend discontinuing specific programs. Do you Darryl? Based on--

[Inaudible background discussion]

Darryl: Not by June that's my feeling.

Jim: I think they'll recommend some criteria to use and to continue that process of identifying possible programs in the fall, that may happen, but they're not going to give us programs right now. I don't think.

Russ: That's going to be problematic from the standpoint of how-- of the work that we have ahead of us. This is a big number. Anyway, larger class sizes and talking about those in this group. That is a conversation we have had on the committee and perhaps has been had in the academic community. I'm not going to comment but I think the system is paying very close attention to these numbers and what we do and what everyone does in ways, it doesn't take a whole lot across the system to actually cover a lot of the shortfall, just as it doesn't take a whole lot of change in the administration to cover a big chunk of the short [Inaudible] I'm sorry. It's page 10.

Clarissa: Are you suggesting-- I'm sorry-- are you suggesting that the money we get from the chancellor's office could be like college of the arts, you know it's a small class size among other classes too; I don't mean to single you out. But that we would get monies from the chancellor's office at a higher rate for those types of offerings.

Russ: No, we wouldn't but that would be--

Clarissa: That would be nice.

Russ: That would be-- that would be-- that's a nice thought.

Clarissa: It's a nice optimistic way of looking at it.

Russ: It's a great way to think about it, but not likely. No, what I'm suggesting is that it's more teaching for less or the same dollars. We're already in a whole. I mean it's a sense, if you take the numbers of your 1996 dollars, not accounting for inflation and you have a 100,000 more students you've got a situation where you've already raised by default. You've already raised it by a census, so this is one that works in that direction, yea.

Clarissa: So, I guess on page seven when they talked about the high tuition in programs that's something that would be a long term on page seven.

Russ: Yea.

Clarissa: Issue, because of legislation right. It would have to be conversed with with legislators, yea. Our tuition is set by them, remember. And the trustees, but we talked about--

Jim: Well we could with Visa, and we did it with the MBA.

Russ: But the trustees have to approve it.

Jim: Yea, the trustees do, but I don't think the legislature has to.

Russ: No, no.

Clarissa: How long does that take?

Russ: It's one meeting.

Jim: That one took five years.

Clarissa: Oh.

Russ: That's all.

Clarissa: That took some work.

Russ: And these are just a more private-- yes Darryl?

Darryl: No I don't want to-- finish--

Russ: No, I'm done.

Darryl: So two things, you know I, I wonder about the context in which they talked about more students here, larger class sizes because I think it's-- I think it can be misleading to think that you know you're going to be able to just increase class sizes and faculty are going to be able to deliver viable programs that were designed for 25 students, 18 students, maybe 30 students you know and still have the same success. So, I worry about that. The other thing you know its, we're dealing with this model that goes back, I don't know how many, the original structure of the system and how it was funded, and of course, that doesn't exist anymore. We've got the tuition here. It's even-- I know the increases have been large over the last few years, but it is still an extremely reasonable tuition. We don't get the funding. We're going to have to revisit fee structures, because-- and not just because of the immediate situation that we're faced with the budget, because that's really what we needed to be doing all along because programs-- and some more so than others that's the only way you can sustain them these days with statewide funding going the way of the dinosaur. And so, but now my understanding is that to get-- you have to have that-- I mean there are processes in place I know to get fees approved. We've got some pretty restrictive things in place, vis a vie you know fee structures. But if you have the support on your particular campus and, of course, the justification to have structures in place for programs that those things should resonate down to Long Beach. But we need to, and I don't think this isn't pointing the finger at anybody, but I don't think on this campus we really looked at that, taken a hard look at that. And strategically I tried to put those kinds of things in place where we could put them you know for programs. And I know for potential students they see it well as you know it's another fee, something else I have to pay. And that's true, but in

terms of sustaining these programs it's not just in the apply areas. I mean just as a case in point you can have an area that, I mean you know you may bring in fees, you could bring in fees for one specific area, maybe over 300 hundred you know to half a million dollars in terms of fees generated, appropriate and justified fees you know for the delivery of certain preventive courses. And we're held back here because of the restrictions that are in place. But those things we've got to figure out a way to change them or to get the information or the message to the board of trustees and the folks, the powers that be down in Long Beach and so on, because I mean I don't see any other way to be able to get the funding support that we need, you know going forward. These other things you talk about program discontinuance and all these things, even though I know you, you voice a little disappointment about that, but probably the likelihood of potential programs by the 15th, even if we did have a list because of the processes in place, that's not going to happen overnight anyway. So, anyway I just wanted to say that.

Russ: Okay. I knew you guys were a dead heat.

Clarissa: I know. I should have started-- she lives in a higher elevation. [Laughter]

Becky: I wanted to talk about-- to see if this committee would be interested in maybe discussing some system wide recommendations that if the president would want to put through I think we do see that their hands are tied in almost every which way I mean with fee structures.

There is one way that's not--

Becky: And let's talk about that one. [Laughter]

Becky: I don't-- I just thought I'd throw that idea out there because I think we need to start having conversations that are outside of our campus in order to get any-- we don't have any power here to do it.

Daryle: We need to take some action I think.

Russ: Well I think you know we can certainly discuss them. I'm delighted to carry them forward. I mean you're talking about a number of items at the system wide level. That meeting was designed to get people thinking and they asked for suggestions. So, there's a time, the time is right for communicating. I just have to be very honest with you, having sat through eight hours with the current board, there is really no appetite for anything that smacks a fee increase against politics. In fact, it's really anti--

Daryle: Politics.

Russ: And I'm not saying that's right or wrong, I'm just simply saying that's what is. Mark?

Mark: Well I was going to ask for clarification Becky you were talking about discussing system wide recommendations that we would recommend that the president recommend that our campus supports those.

Becky: For just-- maybe say here's an idea, board of trustees, because I don't think we ever have an opportunity to ever do that and we never have taken that opportunity and I just thought I'd throw it out there.

Russ: The answer is absolutely this committee can you know-- I mean those areas of recommendations I think they can make any recommendations you want. You know going through these lists, of course, I don't know if you had one on that or you wanted to--

[Inaudible]

Russ: Oh go ahead.

Clarissa: I guess my concern is that it's really the equity piece and this goes back to our mission of access. I think if we begin looking at higher fees and I'm glad the board of trustees isn't going straight necessarily to foresee increases but yet in here that's what they're citing. But as a campus here I wouldn't be in favor right away of-- of looking at additional fees because even if it's only a 20 dollar, 50 dollar fee here, I mean we're going to begin to price certain degree programs, or certain academic programs as opportunities for certain types of socioeconomic levels. And no longer-- financially distribution has changed. The maximum you can take out is 5500. Well, there's a difference there in proportion with what they need to pay and so financially it doesn't necessarily always cover full fee. And so there are fee deadlines and whatever that difference is then the student has to pay that up front. And so, I think for our demographic and in our area I'd be concerned and it's on my mind if we begin to add additional fees for academic opportunities. 37:31

Russ: Okay, anybody else?

[Inaudible comments]

Russ: Across the country.

Julia: No in our system as far as additional fees. Yea, that's what I'm kind of wondering.

Daryle: Russ: I'm sorry.

Jim: Well, you know what a lot of campuses have an 80 dollar or so student success fee, which they use to fund advising. I mean, we could use that in a big way because we're hurting in advising I believe.

Becky: Yea, I, I--

Russ: I mean that's funny. I think they got them to the chancellor's office at a time when the mood was different.

Okay.

Russ: And I honestly feel that is one of the flaws of the system. We want to know that there are campuses who, they're all in different conditions.

Becky: Right.

Russ: And I think if a fee is appropriate for something as generic as student advising and student success, it ought to be made generic, it ought to be across the board.

Jim: Or at least--

Russ: Be allowed to charge it.

Jim: Exactly. Where you know, we'll we're not in the mood lately so none of those anymore. And you know if the timing-- if your timing wasn't right well tough luck.

Russ: Some have a technology fee. Yea, well we should have that too.

We have a lot of fees.

Russ: And other stuff. A lot of fees are a different classification of fees. They were group four fees.

Clarissa: There's like certain activity fees.

Russ: Certain fees must be approved by the chancellor and those are the ones that we're talking about here.

Darryl: Course fees, specific to the course because they are severe-- there have been severe limitations. Interestingly enough, depending on who's been in certain offices you know in this campus, when we had-- you know the organization has changed now, but the [Inaudible] so things might get passed that office to the actual student committee that reviews them, maybe not based on their interpretation with what's going on and what's been put in place down in Long Beach. For instance, we got some fees approved for the music program that under that previous leadership we would not have been able to get approved. We wouldn't-- because they wouldn't have gotten out of that office. So, it's not consistent I don't think. I guess it should be-- and you said as much. 40:05

Russ: Yea, I mean its-- course fees are a very delicate subject because it's not even the chancellor that supports fees. So the LAL has looked at course fees.

Daryle: Who?

Russ: The LAL has looked at course fees and has said you guys are doing defacto tuition increases.

Daryle: Well--

Russ: There's very strict requirements-- there are very strict requirements around the language associated with course fees, sure. That doesn't mean that different interpretations don't result in different actions. But, that's a fee that does get-- the students actually weigh in heavily on that.

Daryle: Oh, yea, yea.

Darryl: And students have been in my-- and this is anecdotal of course, I don't have any data for this. But you know in my queries as I've had conversations with students about expectations, and maybe this speaks a little bit to Clarissa's concern, they understand that. And you know today nobody really wants to pay more for something that they can keep the price down. Well, of course, but generally speaking the students know that okay, this is what I'm going to get, then I understand why that's justified and why there should be a fee attached to this course and this program.

Russ: Yea, in effect the pressure that we're feeling I think is the same pressure that community colleges are feeling. The issue in the community colleges today in California the costs are very low. The problem is you can't get any courses. The costs are extremely low, but you can't get courses. We are fast moving in that direction. So, we stay in line with our target, our improved target. Their-- and that's what they have to do, they're mandated to do. And then yea you can get in but you can't get what you need to move forward. So, that's the dilemma I think of the CSU and a lot of these are designed to try to attack that. One that was talked about, Becky I'm sorry. I didn't see you--

Becky: No that's okay.

Russ: Well, go ahead.

Becky: I wanted to ask you when, what year did the chancellor's office last revisit how our financial aid is structured?

Russ: A week ago.

Becky: And were there any changes that were dynamic or were--

Russ: The changes in SUG requirement have to meet again, not only trustee approved but legislation approved. And they were talking about reducing the amount of SUG from a third to some other number, if not permanently, at least on an interim basis until other resources fill in the gap. So, but that's a long standing number, 33 percent. And you know they talked about reductions in enrollment too. You know I think reductions in enrollment are clearly going to be a way of the future. We may get with some. It wouldn't matter to us. We can't stop people from coming here. We cannot literally stop them if they meet the requirements. So, it creates a huge problem for us. The only way we could stop them is to be somehow impacted or if they have some system wide mandate to allow us to put them on waiting lists or to somehow give them conditional admits or do something that would prevent them from being matriculated in some way.

Jim: So, we admit them and we don't have enough classes to provide.

Russ: And that's the dilemma.

Becky: False advertisement.

Russ: And I raised that issue and I know Jim knows this because I've been very vocal about it to you know not hurt our students and to express the problem that we have as an institution that's caught in the middle. Because we have no-- we have rules on the way the system admits students that prevent us from saying, "You can't come." We wanted 700 we got 1000, but you're only funding this many and the difference doesn't make it up. And in fact, you telling me that if I go too far over, you're going to penalize me. So, we're in caught in many ways in this squeeze. So, I think that's the part that's very challenging for us, but you know are we-- we're in a different place at Stanislaus then we've probably ever been, and that is staring down the throat of an impaction type of environment. Can we do it? I don't know? You know, should we do it, probably ought to talk about it, because we are stuck otherwise. Yes, Frank and then--

Frank: I just had a question this, the AB-1501, the middle class scholarship, have you had any comment-- it passed-- it went to the assembly yesterday and now it's just waiting for senate. Have you heard anything about that--

Russ: No.

Frank: From our angle because it talked about slashing fees and funding education another way and I'm just curious if they had mentioned anything to you guys.

Russ: You didn't say which way.

Frank: That's kind of funny. I'm just reading about it. I got an email on it about the middle class scholarship and it actually lays it out here, and I'm just curious. It made it to the assembly and it has a trader bill on where the funding is going to come from. So, I'm just curious if CSU has made any comments on that that you guys are aware of.

Russ: I don't think that's a bill the support.

Frank: Do you know about it?

Russ: But, I can't remember. Mark and then I'm sorry--

Mark: She's just got a comment. I'll let her say it.

Taylor: Our ASI on this campaign has created a resolution I believe in support of it and ASI as a whole is in support of it. And you like you said it mentions where the revenues will come from, it's like a tax, loop hole that they want to shut off what have you. And basically it impacts a couple 100 thousands students from the CSU. Because if you're family

makes less than 100 thousand dollars a year, then you'll qualify and it should, should help basically the demographic that Clarissa had mentioned that can't afford this. The increases, so even though it is a low price tuition fee, there are still people who can't pay it even though to some it looks low. Because I'm sure everyone here has heard the stories of students that had to drop out due to increasing fees. So, I think that's why the students will never support more fee increases. And I think it tends more to this area because we are kind of at different demographic than a lot of the other schools, especially [Inaudible] So--

Frank: Thank you.

So, we are we still fairly confident about 6715?

Russ: That's all we have and it may go lower.

Well, I mean as being able to hit that within the--

Russ: Oh my gosh yes. We're over. 47:22

But I mean we're not going to be too far beyond it.

Russ: No, I'm not--

Mark: And then the other question I had was just about I think the summer classes. I guess in the first session they decided what was going and what wasn't. Do we or when will we have a good idea about how much revenue we're going to generate or excess I guess in the summer.

Russ: I think we're working on it. I don't know if we have the numbers in yet.

Jim: Probably end of next week I think we'll have an idea about that.

Mark: Yea, okay thanks.

[Inaudible comments]

Russ: We did have conversations with summer session. We are working through the formula for really determining full casting of summer, which is what we're supposed to do my mandate. We are doing that and I think as soon as we can have that nailed down this community will see it. So, I'm hoping in the next week or two maybe we can have something to go back on. You think we'll be at that point Michelle?

[Inaudible comments]

Russ: It might be a little longer. Alright, well maybe we can get some preliminary peak at it or something. I'll see what we can do. But that's--

Jim: Are you talking about what the estimate of the surplus would be?

Russ: Well, based on the general plan--

Jim: The disposition.

Russ: Of summer, our general disposition.

Jim: We can, you know we can give you an update. I think students have washed out, I think sometime next week.

Russ: And then going back what we've been doing is working out a methodology to get at the net that will be distributed. I think we're close on that. Am I not right on that?

Michelle: We have meetings next week [Inaudible].

Russ: Okay.

[Inaudible]

Russ: Right, some divisions have not finished the work that they need to do and identify what costs are in part of this-- okay so but we'll keep at that one. I think we should get that one as soon as possible. Okay--

John Mayer: Russ?

Russ: Yes?

John: Are you allowing us to ask questions?

Russ: You can give them the informality session.

The numbers that you have on the chart are where we are now. So, we-- and you Becky really have begun to contemplate what might happen if the tax initiative in November does not pass?

Russ: I think we've contemplated it. I think the divisions have contemplated it with tall of the division leaders which what they thought would their strategic approach, but in terms of nailing down a specific line by line plan, now we have nothing.

Jim: Well, the instructions to us Russ, were they not the five million dollar cut is planning for the trigger cut?

Russ: That's the cut.

Jim: Um huh.

John: Not the cut, it's the tax initiative.

Jim: That's the trigger cut.

Russ: It's the same thing.

Jim: It's the same thing, okay. So, we are planning for that and we've been instructed to plan for that. Now, I think what you might be getting

at is what happens-- well-- the taxes may pass and we still may get cut. The taxes may not pass and we may get cut more.

Russ: Substantially, that's good.

No revenues.

Jim: It depends on how bad it is and what the political situation is. And how they decide to deal with it in Sacramento, you know. I don't know and how tough the governor decides to be and whether they can borrow more money. And if the economy looks like its improving and whatever; what other variables are in there. It's-- that's pretty much it. So, stay tuned. Okay--

Jim: It's not looking good on the economy front. I mean it's not looking horrible but it's just kind of petering along, not doing anything.

Russ: Yea, there's a lot happening now.

Jim: Europe's looking all screwed up so that's not good.

Russ: I was just going to say, our market, stock market which is generally sort of reflecting the health of the economy is not doing well because of outside influences right now. So, we are very interdependent. Okay, so-- yes Clarissa?

Clarissa: So, I just had a quick question. At what point, or is there any sentiment or motivation for and maybe this is already occurring, our board of trustees, do you see regions, the post secondary ed, to move towards sort of I guess benefits, retirement, working together more. So, I know we have different bargaining agreements within the CSE specifically, but is there any discussion at the statewide level to leverage bigger initiatives together more?

Russ: I think the two systems do talk a lot about leveraging but there's some fairly significant differences between the two systems, having been in both. I think they would require time, nothing more than time. For example a tremendous amount of work in Synergy is being done within the UC and with the CSU. And now they're talking about a cross between the two systems. But I'm not aware of any specific discussions.

Clarissa: Okay, thank you.

Russ: It's a big gulf between the two, it really is. I mean it would be not insurmountable but it would be a very challenging and interesting task to try to merge them somehow. 53:35

Clarissa: Yea, the academic affairs are very different. There's some areas where I see some parallels or some or some crossover, but than you for that.

Russ: There are but they start even with hiring, because they're in a completely different payroll environment than we are. So, we'd have to have some major concessions. Nothing to do with bargaining, just a flat

trying to get the mechanisms to work, but they're completely different. Okay, so I guess my point is-- I don't know how much more we're going to go through this in terms of some of the recommendations. There are things that have been raised on the part of the system wide budget committee. I am told that they're going to have a couple more conversations. What those will lead to I don't know. There's a lot of pressure, more and more pressure to consider the notion of furloughs again and while it was mentioned in that meeting, while there's not a real strong desire for furloughs, in fact, two day per month furlough would actually solve the 250 million dollar budget problem on a year basis if we wanted to do that. So, that does come back and looms large if, in fact, we move down the road and we see even a bigger challenge ahead. So, you know it's the old story, never say never. Of course, that was the first time I had heard that and I really didn't expect it. So--

Jim: Do you think that they would possibly decide to do increasing fees if you do more than 16 units? Is that-- does that amount to much?

Russ: It doesn't.

Jim: No?

Russ: It's just like taxing non resident students; there's no non resident students. If it was UC yea that would raise the money, but we have very few. The same with international students--

Russ: Maybe it would wipe out the ones we have I think and result in a negative. But, nevertheless, it's on there. I mean there's other stuff that's not pleasant to think about. I mean there's other stuff in terms of you know changes to the health benefits and changes to retirement benefits and changes to you know pay structures. All those things are out there and all those things I can assure you are going to be on the minds of certain members of the board. So-- Okay, the reason I gave you that presentation, I said at the outset is to give you some sense of-- of thinking strategically for the campus. Put yourself in I think, this was for me a great exposure. I didn't know we, we actually had a system wide budget advisory committee. It had not really met very regularly, maybe they have but they just haven't met publically as much. But you know I was glad to see them engage on some of these particular recommendations. They haven't made formal recommendations to the trustees. I suspect that will come in a few weeks. But, I'm hoping that this committee will kind of do the same thing in thinking strategically about how we work. And there may be some food for thought in there about the kinds of things that are being contemplated in a system wide level, maybe being thought more in depth about at the campus level. I'm okay with that, just trying to give you as much information as I can to help. But I think getting down too detailed is unproductive, because our goal is to save five million dollars plus to you know survive another year. That's I guess--

Jim: Pray for a better economy.

Russ: I guess the other thing I would say to you sometimes is why do you do this or do that. Well, I've been told to be prepared just as I heard in 2009 when I first came here. The state may need to borrow money from

us. In 2009 they came in in June and took all of our available cash, every penny. And so internal to finance we were scrambling around trying to figure out how we were going to pay bills. I'm not saying they're going to do that this year, but they warned us that that may be a possibility.

Jim: Can we hide it some place?

Russ: No.

Clarissa: Yea, I vote for that. I vote with the provost.

Russ: We've got to find gold.

Clarissa: Can we wear it?

Jim: Can we put it in a safety deposit box?

Russ: No.

Clarissa: There are reserves.

Russ: Remember, people think that we have buck--no. Our money goes to the chancellor's office. It sits in an account there. They know exactly how much we have. And so the answer is it's all, it's all sitting in their pocket. So, if they want to take it, they can find it real easily. Anyway, just another factor that I have deal with, when I think about running this place and moving it through the system. But they thought-- and I believe them because the state comptroller's office has come pretty close on some of the months getting their cash together from the short-term loan agreements that we have to get enough money to pay the bills. So, I would not be surprised if that doesn't happen at some point, just so you know.

Jim: So, do we have anything more uplifting that we can end with?

Russ: [Laughter] I think so. I would say that the uplifting thing is that the weather has been incredibly good this spring.

Jim: It has. It really has. A little warm today, but--

Russ: Now there's good news. I think the good news for me in a way is that as I look around the campus is that we're talking about this and it's very difficult and I think we have to keep a positive frame of mind and just try to work through it and get through. Be as efficient as we can be. Not look for this person or that person to bear the load, but everybody to bear the load to see if we can turn over every rock we know. That's permanent. Temporary stuff is going to happen but permanent is really the key, because these numbers get huge year after year if you haven't dealt with them. Yes?

Clarissa: So, I have a topic for discussion, just something that's been circling with me. I don't know that it's necessarily ready for a recommendation, but I just wanted to get feedback from the rest of you

and that's I think a lot of times from my perspective we operate in silos within our divisions. But I'm wondering to what advantage but this is to an initial cost-saving measure but as we talk about reduction, reduction, reduction we need to talk about also the quality of the educational experience, what are some of the collaborative efforts or initiatives that may foster cross divisional support of student learning and learning opportunities. And you know the first one that comes to mind are what technology pieces are out there that could tie together say a hybrid model of a tutorial of what all the different fees mean in conjunction with also talking about how do you, you know sign up for certain programs. You know, I'm just wondering at what level of resources and services, and as you say thinking strategically at large, what are some of the ways that we could partner together or can technology help us in our partnerships to better the students so that if we have additional cuts or reductions you know that that at least would be a way to, to be able -- I don't want to say we have robots in place of people. So, no throwing tomatoes yet. It's not that I'm in favor of laying anyone of, but you know I can't help but wonder what are those gap areas and what are some of those resources that we could see together, putting forward to mitigate that gap.

Russ: Okay, anybody want to comment or-- I mean I think it's a really good point. I think we have to figure out, in terms of synergies that's what we're always really trying to talk about. There's on main cost savings it's can you get, achieve some cost savings but still achieve quality. Anybody can decide to eliminate something. 1:03 It's what happens. Can you do it a different way? Can you be really creative with technology or with rethinking a process and that's what many of us have been doing outside of our organizations. We are going to send a group of people for training within the CSU lean process, get some process trainers, that's going to be a good thing. And we will do that, but just so everyone knows, that's going on constantly within the groups. That is a-- and I'm sure it's ongoing other places too. So, think of new ways to try to get to the same end. And maybe do it even better. I mean there are a lot of radical concepts out there in terms of how we deal with things. And I think the real challenge is to look at them carefully and see. I mean, can we do more with technology to give students you know access to not only their administrative information, which we try to at the website, administrative information plus their class information. Many faculty now use tools that give students who may for whatever reason work or whatever, or miss a class the opportunity to revisit a class or if they are having trouble from the standpoint of language, to retake, rethink the class, rehear the class, do that. Those are happening but to the extent I don't know, are we doing it to the full extent that we could? Would that help? Would that move the students faster? You know I don't know.

Jim: I actually think technology is probably the way that we can bridge the gap and we probably should do something more strategic in terms of evaluating exactly where we had bottlenecks in terms of applying leveraging technology to improve efficiency and effectiveness. I think we probably are so down on the current issues and is there a couple spots where if we had the right technology and the technology that's available, if we put in 50 grand, if we could 50 grand or whatever it is, we could

all of a sudden do some major fixes that would improve the integration of information across the campus. I think that's a big issue actually. And you know we're just-- it's been slow and maybe, maybe we don't have enough money to implement and it isn't a 50 thousand issue, maybe it's a 400 thousand dollar issue, so it's not realistic. But I think we ought to-- I think it would be a good idea to have those kinds of conversations with some folks, real brutal honesty conversations and say, are there some spots where we could really use technology. And if it costs us 50 grand one time or whatever it is, you know, maybe we ought to do it because it's not going to get any better. You know our tightness of resources isn't going to get any better in time. And you know the other thing is-- that's why I was talking to folks in the college of art, you know how can we, how can we start to think of ways that we can help ourselves bring in more revenue? And what are some things that we could stop doing that, that are not really all that necessary. I mean, if we keep doing the same, what we've been doing we're just going-- we're just doing it with less money and its no fun. So, you know how do we figure out how to stop doing some of the things we were doing and find some new, some new activities that are going to help us. I think part of it is you know maybe we're a little disappointed with the whole district program review, but we put a big tall order on them and I think the educational dimension of what they've done is valuable and getting people to accept the fact that same old same old is more and more painful. So, what we could we do differently? You know we have to be more efficient or find more money. We have money problems, basically. That's basically our problem. There's not enough resources, what can we do about it? Now we can whine about Sacramento and about the chancellor's office and it might feel good for a while, but it isn't going to help us a whole lot.

Russ: Becky.

Becky: You know we had that staff UBAC meeting a month or so ago and it was a lot of conversation across divisions that you know ever single individual's desk you know we have ideas. Each person's got ideas and the format was great because we were able to share a lot and we have a lot of things that we're going to be bringing forward and a lot of them small, but it's the conversation and the working and the team environment I think that's worth nurturing and the bonus we'll be that they'll be some good money savings. And a couple of years ago our community put forth a recommendation to have a standing staff working group meet either on a quarterly basis or there may be volunteers out there on campus that would like to do-- be involved in this committee, but I really would like to see us put a recommendation forward again because it hadn't happened-- it didn't happen two years ago. To keep--

Russ: I don't think it ever made it to a recommendation.

Becky: It did. I thought it did, didn't it?

Russ: No.

Becky: We didn't? Did we just think about it?

Russ: A thought, but never a--

Becky: I thought we did.

Russ: Recommendation.

Becky: I thought-- but I think that we need to give every person's desk an opportunity to come up with some ideas. And I think that this technology that's one area that we could get some good ideas.

Russ: I know from working with the OIT technology area 1:09 that they are work-- thinking about whatever comes in and I send them stuff all the time, things that might ultimately saving us money either by reduction using one time money and Frank knows this and Julie you probably know this too. Certainly Michelle knows it-- you can find an opportunity to spend one time money to save permanent dollars. We need to talk about it right away, because a return on investments would be really good.

Jim: That's right.

Russ: And so I think if other vice presidents aren't doing that, which I find it hard to believe they aren't. But if you can find those opportunities right now, those are things you got to do. I would say that to the folks you know Darryl, you were commenting earlier about pedagogically. If I can do something one time it will ultimately impact the way I deliver a class forever, whatever that is through technology or whatever. And we need to talk about it because if there's an opportunity to save, you know we can look for money through other foundations and things like that to help us implement it, and we're trying to do that now with lecture capturing, but yes Clarissa I cut you off, I'm sorry.

Clarissa: No, no that's okay. So, then it kind of I'm thinking about okay how could we access greater feedback? So, Russ what you said about bottlenecks, I'm thinking about areas of opportunity come to mind and Russ you were talking about sort of the partnership aspects. I'm wondering if that might be worthwhile if maybe one of our recommendations is an ad hoc committee comprised of you know the diverse divisions, evaluate what types of partnerships across the campus are present or could be developed and in what ways and what student outcomes or university outcomes would benefit. And then the second phase of that comes to mind what the provost was saying, where are our bottlenecks. So, where are our opportunities or I guess where are challenges or how could we explore partnerships that may bridge the gap in terms of meeting those needs or-- I mean I don't know.

Jim: I think this ties into lean too Russ. I think we should stay on and keep ballyhooing and ramp up lean efforts. In fact, which I think Clarissa is talking about could be tied right into lean and lean conserve as a philosophical framework for it to help provide some direction for the committee. So, I hope we continue working with lean. I think that's a great idea and make it part of our culture.

Russ: Well, I think-- I think that's right. I was going to suggest to you maybe we'll chat, put our heads together and think of how we might have a series of conversations about-- to get people to do this. I don't

know, sometimes folks get to together. I saw that at the SBA meeting webinar that whole thing that they put on didn't feel particularly interactive, didn't feel particularly safe for people. And so I think you know I would love to see the ideas that are coming forth out of the meeting that you had. You know I know Jim is very, very open you know to getting feedback on things that could possibly save money, you know that are rational reasonable approaches to doing this without you know major disruptions or dislocations of either of our efforts to the chancellor's office or to the students. So, I don't know I just think we can gnaw on that a little bit and maybe come up with an idea.

Clarissa: Yea, I think that the partnership piece for me is especially important, just the cost savings because I think the more we can-- it kind of goes back to the culture piece. I think the more we can better understand each other, I think there's a greater, I think one it's a basic morale booster. I mean any student that I have or maybe one of Darryl's students or Becky's students, you know if I know there's preparatory pieces tied to I don't know let's just say the art program itself and I can help encourage, the more I know about that the more students may have an interest. But they don't mention that art program and I say, "Have you checked into this." And you know there's only one you know faculty member that's the recruiter for that in his area but I can play in role in aiding that across campus. I guess so I know that that isn't necessarily tied to a dollar but compounded our efforts may be fruitful in some shape or form.

Russ: Yea, I think you know if we are going to face this large a number in November, we really got to be effective right now and I'm more and more concerned about that. We really have to start thinking about savings now.

We have to--

Russ: Don't have to necessarily involve people per se, because you know even between now and the end of the year there are going to be people who decide well, I'm going to retire. The more talk there is about, about changing benefits the more people are going to give some of those things. And so, the flow and ebb of people is going to happen. Our job now is to be really efficient, looking at positions and saying do we really need that position? Should I restructure? Should I change and drop some activities? You know what should I do and I can't stress enough to whoever views this video to this committee the importance of really doing something now, really thinking about every aspect. And you know a little bit of training will help and the process is more smooth then we ought to talk about it. It's a good way to spend the money that you might have left over because its-- these processes are ongoing. We can make ourselves better as a result of some knowledge and I'm all in favor it. So, we are coming to the end of our time today. Next week-- we are targeting Thursday's because up to now Thursday's have been okay and I've got checking going on for classes. I'm hoping we still have a window here when we convene classes during-- do classes during the summer and not have any of our faculty colleagues impacted by the classes, by classes being taught at this time. If we can't then we'll have to look for a new time. But I think from here on out you know Mark had raised the question

that if people had recommendations that we should have a look at them, you know get them out on the table so that people can munch on them, think about them, do other things. So, if you have a recommendation starting now, if you want to go forward with something, send it. We'll send it out. I'll send out-- these have been documents that are so fresh, they've been the last day or two some of them, getting them to you as soon as I can. But I think from here on out if you've got a recommendation let's put it out there. Let's see what people think of it and we'll do the voting like we did last time, just by paper ballot and go from there if you're all okay.

Frank: Can I ask when those are going to be due then I can--

Russ: Anytime. I'm ready now, anytime.

Frank: Okay.

Russ: After today, anytime.

Frank: Okay.

Russ: Just realize that I don't-- I think it's an appropriate comment that Mark made and if we-- it gives people a chance to look at it. If we get recommendations I'll post them and then those are the ones that the committee can look at and work on. If I get new recommendations they'll get posted the next time and we'll work on those the same way. So, it'll be a one week delay unless there's a week that's a holiday or something that we don't get to get things done. I'd like to move to a final letter by the end of July, end of June and I know that's tricky. But you know what, this isn't going to go away, so we might as well deal with it now and figure out what we're going to do. We have a new president coming and certainly we'll all have to brief him with some conversation. Hopefully he'll want to come to one of these meetings at least to talk to people about his ideas. But, for sure we've got a [Inaudible] process. Sorry to keep telling you that. Clarissa?

Clarissa: So, we only have two meetings for the month?

Russ: No we have four.

Clarissa: June, every week?

Russ: Yea. Teri is checking everybody's scheduled and looking and--

Clarissa: From 2:30 to--

Russ: From 2:00 to 3:30.

Clarissa: From 2:00 to 3:30.

Russ: Yea, and hopefully we won't need more than that. If we are organized about our thinking and you now it isn't the quantity of recommendations folks, it's the sort of strategic nature of them. It's the kind of guidance that the campus needs to go forward and say, "I'm

going to do these actions now and within that framework and this is strategically good for the campus." We know our mission and we know what we got to do, but we also know the constraints on it. So, we have to-- we have to keep ourselves holistically, I keep using that word. But we are an institution. You can't have it all bulge in one area or bulge in another area. It's got to be brought down in a way that makes sense and keeps us all operating. Okay? Any other questions or comments or anything we need to-- we need to talk about before we close for the day.

Clarissa: Thank you.

Russ: Thank you.

Thank you.

Russ: It's been helpful for me. I'll keep you posted.

Jim: You want a motion to adjourn?

Russ: I need a motion to adjourn.

Frank: Motion.

Daryle: Second.

Clarissa: Second.

Russ: Okay good. Motion has been made and seconded. We are adjourned. Thank you all.

Thank you Russ.