

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY
California State University
Office of the Chancellor—Glenn S. Dumke Auditorium
401 Golden Shore
Long Beach, CA 90802

Agenda
July 20-21, 2015

Time*	Committee	Place
<u>Monday, July 20, 2015</u>		
11:30 a.m.	Call to Order	Wallace Room
	Committee on Committees	Wallace Room
	1. Amendment to Committee Assignments for 2015-2016	
12:00 p.m.	Luncheon	
1:00 p.m.	Call to Order	Wallace Room
	Board of Trustees	
	Consent	
	1. Approval of Committee Resolution as follows:	
	Committee on Committees	
	1. Amendment to Committee Assignments for 2015-2016	

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CALIFORNIA STATE UNIVERSITY TRUSTEE AND LEADERSHIP RETREAT
AGENDA
JULY 20, 2015

1:00pm **Defining Success**

1:45pm **Telling our story -- why the CSU matters**

*Why does CSU matter?
What are our high level touchstones?*

2:15pm **BREAK**

2:30pm **Small Group Discussion of Guiding Principles (Touchstones)**

*Why is it important?
What falls under it?
Does it include all campuses?
Does it “speak” to our internal and external audiences?
What would the message points on this touchstone be?*

3:30pm **Reporting out on Group Work**

4:15pm **BREAK**

4:30pm **Review of the Day:
Alignment, Support, Action**

*Did we succeed?
What have we heard?
How do we align Board, System, and Campuses?
Who are the external audiences and how do we engage them?
How do we secure support from our stakeholders?
How can we test the authenticity and clarity of the message?
Who will do what, by when, to move this effort forward?*

5:30pm **ADJOURN**

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Tuesday, July 21, 2015

- 8:00 a.m. Call to Order Dumke Auditorium**
- Board of Trustees—Closed Session Munitz Room**
- Executive Personnel Matters**
Government Code §11126(a)(1)
- Pending Litigation**
Government Code §11126(e)(1)
Keller v. CSU
CSU v. Clark, et al.
City of San Diego, et al. v. CSU
- Committee on Collective Bargaining—Closed Session**
Government Code §3596(d)
- 9:00 a.m. Board of Trustees—Open Session**
1. Conferral of the Title Trustee Emeritus – Steven M. Glazer
 2. Executive Compensation: Interim President – San José State University
- 9:15 a.m. Committee on Audit Dumke Auditorium**
1. Status Report on Current and Follow-Up Internal Audit Assignments, *Information*
- 9:30 a.m. Committee on University and Faculty Personnel Dumke Auditorium**
1. Compensation for Unrepresented Employees, *Information*
 2. Compensation for Executives, *Action*
 3. Compensation Overview, *Information*
- 10:30 a.m. Committee on Campus Planning, Buildings and Grounds Dumke Auditorium**
- Consent**
1. Amend the 2015-2016 Capital Outlay Program for California State University, Fullerton and California State University, Sacramento, *Action*
- Discussion**
2. Approve Schematic Plans for California State University, Northridge and San Diego State University, *Action*
- 11:00 a.m. Joint Committee on Governmental Relations and Finance Dumke Auditorium**
1. Legislative Update, *Information*
 2. Report on the 2015-2016 Support Budget, *Information*

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- 11:30 a.m. Committee on Collective Bargaining—Open Session Dumke Auditorium**
1. Adoption of Initial Proposals for Re-Opener Contract Negotiations with Bargaining Unit 13, The California State University Employees Union SEIU Local 2579 (English Language Program at California State University, Los Angeles), *Action*
 2. Adoption of Initial Proposals for First Contract Negotiations with Bargaining Unit 14, The California State University Employees Union SEIU Local 2579 (English Language Program at California State University, Monterey Bay), *Action*

- 12:10 a.m. Committee on Educational Policy Dumke Auditorium**
Consent
1. California State University Alcohol Policies, Other Substances and Prevention Programs: Seventh Biennial Report, *Information*

12:15 p.m. Luncheon

- 1:00 p.m. Board of Trustees Dumke Auditorium**
- Call to Order and Roll Call**
- Public Comment**
- Chair’s Report**
- Chancellor’s Report**
- Report of the Academic Senate CSU: Chair—Steven Filling**
- Report of the California State University Alumni Council: President—Dia S. Poole**
- Report of the California State Student Association: President—Taylor Herren**

Board of Trustees
Consent

1. Approval of the Minutes of the Board of Trustees Meeting of May 20, 2015
2. Approval of Committee Resolutions as follow:

Committee on University and Faculty Personnel

2. Compensation for Executives

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Committee on Campus Planning, Buildings and Grounds

1. Amend the 2015-2016 Capital Outlay Program for California State University, Fullerton and California State University, Sacramento
2. Approve Schematic Plans for California State University, Northridge and San Diego State University

2:00 p.m. **Board of Trustees—Closed Session** **Munitz Conference Room**
Executive Personnel Matters
Government Code §11126(a)(1)

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Addressing the Board of Trustees

Members of the public are welcome to address agenda items that come before standing and special meetings of the board, and the board meeting. Comments should pertain to the agenda or university-related matters and not to specific issues that are the subject of collective bargaining, individual grievances or appeals, or litigation. Written comments are also welcome and will be distributed to the members of the board. The purpose of public comments is to provide information to the board, and not to evoke an exchange with board members. Questions that board members may have resulting from public comments will be referred to appropriate staff for response.

Members of the public wishing to speak must provide written or electronic notice to the Trustee Secretariat two working days before the committee or board meeting at which they desire to speak. The notice should state the subject of the intended presentation. An opportunity to speak before the board on items that are on a committee agenda will only be provided where an opportunity was not available at that committee, or where the item was substantively changed by the committee.

In fairness to all speakers who wish to speak, and to allow the committees and Board to hear from as many speakers as possible, while at the same time conducting the public business of their meetings within the time available, the committee or board chair will determine and announce reasonable restrictions upon the time for each speaker, and may ask multiple speakers on the same topic to limit their presentations. In most instances, speakers will be limited to no more than three minutes. The totality of time allotted for public comment at the board meeting will be 30 minutes, and speakers will be scheduled for appropriate time in accord with the numbers that sign up. Speakers are requested to make the best use of the public comment opportunity and to follow the rules established.

Note: Anyone wishing to address the Board of Trustees, who needs any special accommodation, should contact the Trustee Secretariat at least 48 hours in advance of the meeting so appropriate arrangements can be made.

Trustee Secretariat
Office of the Chancellor
401 Golden Shore, Suite 620
Long Beach, CA 90802
Phone: 562-951-4022
Fax: 562-951-4949
E-mail: lhernandez@calstate.edu

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AGENDA

COMMITTEE ON COMMITTEES

Meeting: 11:30 a.m., Monday, July 20, 2015
Glenn S. Dumke Auditorium

Rebecca D. Eisen, Chair
Debra S. Farar, Vice Chair
Adam Day
J. Lawrence Norton
Lillian Kimbell

Consent Items

Approval of Minutes of Meeting of April 30, 2015

Discussion Items

1. Amendment to Committee Assignments for 2015-2016, *Action*

**MINUTES OF MEETING OF
COMMITTEE ON COMMITTEES**

**Trustees of The California State University
Glenn S. Dumke Center, Suite 149
Long Beach, California**

April 30, 2015

Members Present

Rebecca D. Eisen, Chair
Roberta Achtenberg
Debra S. Farar
Lou Monville
Hugo N. Morales

Call to Order

Trustee Eisen called the teleconference meeting to order and requested that a roll call be taken. Ms. Hernandez took the roll.

There was a discussion about the Chair and Vice Chair position Trustee Eisen nominated Trustee Lou Monville as Chair and herself as Vice Chair. The motion was seconded. The votes were taken by roll call. The committee passed the resolution (RCOC 05-15-01).

Trustee Eisen presented her nominations for chairs, vice chairs and committee membership. There was a discussion. The motion was seconded. The vote was taken by roll call. The committee passed the resolution (RCOC 05-15-02).

The following committee assignments for 2015/16 were proposed:

AUDIT

Lupe C. Garcia, Chair
Peter J. Taylor, Vice Chair
Adam Day
Steven M. Glazer
Hugo N. Morales

COLLECTIVE BARGAINING

Adam Day, Chair
Lupe C. Garcia, Vice Chair
Steven Glazer
Lillian Kimbell
Hugo N. Morales

**CAMPUS PLANNING, BUILDINGS
AND GROUNDS**

J. Lawrence Norton, Chair
Peter J. Taylor, Vice Chair
Kelsey Brewer
Adam Day
Margaret Fortune
Steven M. Glazer
Steven G. Stepanek

EDUCATIONAL POLICY

Debra S. Farar, Chair
Margaret Fortune, Vice Chair
Silas H. Abrego
Kelsey Brewer
Douglas Faigin
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
J. Lawrence Norton
Steven G. Stepanek

FINANCE

Steven M. Glazer, Chair
Adam Day, Vice Chair
Silas H. Abrego
Kelsey Brewer
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Lillian Kimbell
Peter J. Taylor

GOVERNMENTAL RELATIONS

Douglas Faigin, Chair
Kelsey Brewer, Vice Chair
Silas H. Abrego
Adam Day
Debra S. Farar
Lupe C. Garcia
Steven M. Glazer
J. Lawrence Norton
Steven G. Stepanek

INSTITUTIONAL ADVANCEMENT

Steven G. Stepanek, Chair
Silas H. Abrego, Vice Chair
Douglas Faigin
Debra S. Farar
Margaret Fortune
Hugo N. Morales
J. Lawrence Norton

ORGANIZATION AND RULES

Lillian Kimbell, Chair
Steven G. Stepanek, Vice Chair
Douglas Faigin
Hugo N. Morales
J. Lawrence Norton

UNIVERSITY AND FACULTY

PERSONNEL

Hugo N. Morales, Chair
Silas H. Abrego, Vice Chair
Debra S. Farar
Lillian Kimbell
Peter J. Taylor

AGENDA

BOARD OF TRUSTEES

Meeting: 1:00 p.m., Monday, July 20, 2015
Wallace Room

Lou Monville, Chair
Rebecca D. Eisen, Vice Chair
Silas Abrego
Kelsey Brewer
Adam Day
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe Garcia
Lillian Kimbell
Hugo Morales
J. Lawrence Norton
Steven Stepanek
Peter Taylor
Maggie K. White
Timothy P. White, Chancellor

Consent Items

1. Amendment to Committee Assignments for 2015-2016

**CALIFORNIA STATE UNIVERSITY TRUSTEE AND LEADERSHIP RETREAT
AGENDA**

JULY 20, 2015

1:00pm **Defining Success**

1:45pm **Telling our story -- why the CSU matters**

*Why does CSU matter?
What are our high level touchstones?*

2:15pm **BREAK**

2:30pm **Small Group Discussion of Guiding Principles (Touchstones)**

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3:30pm **Reporting out on Group Work**

4:15pm **BREAK**

4:30pm **Review of the Day:
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*Did we succeed?
What have we heard?
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How can we test the authenticity and clarity of the message?
Who will do what, by when, to move this effort forward?*

5:30pm **ADJOURN**

AMENDED

AGENDA

BOARD OF TRUSTEES

Meeting: 9:00 a.m., Tuesday, July 21, 2015
Wallace Room

Lou Monville, Chair
Rebecca D. Eisen, Vice Chair
Silas Abrego
Kelsey Brewer
Adam Day
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe Garcia
Lillian Kimbell
Hugo Morales
J. Lawrence Norton
Steven Stepanek
Peter Taylor
Maggie K. White
Timothy P. White, Chancellor

Consent Item

1. Conferral of the Title Trustee Emeritus – Steven M. Glazer

Discussion Item

2. Executive Compensation: Interim President—San José State University

BOARD OF TRUSTEES

Conferral of the Title Trustee Emeritus – Steven M. Glazer

Presentation By:

Lou Monville
Chair

Summary

It is recommended that Trustee Steven M. Glazer be conferred the title of Trustee Emeritus for his service.

The following resolution is recommended for approval:

WHEREAS, Steven M. Glazer was appointed as a member of the California State University Board of Trustees in 2011 by Governor Brown and has ably served for four years; and

WHEREAS, Trustee Glazer has exemplified the ideals and values inherent in the mission of the California State University as an alumnus of San Diego State University and as trustee; and

WHEREAS, Trustee Glazer, as chair of the governmental relations and institutional advancement committees, has provided strong leadership and considerable expertise on matters of advocacy and philanthropy; and

WHEREAS, Trustee Glazer served as an excellent ambassador of the California State University in discussions with state policymakers; and

WHEREAS, Trustee Glazer continues to exhibit the highest principles of public service in support of the California State University mission of providing students with the opportunity for a lifetime of success; now, therefore, be it

RESOLVED, by the Board of Trustees of the California State University, that the title of Trustee Emeritus be conferred on Steven M. Glazer, with all the rights and privileges thereto.

BOARD OF TRUSTEES

Executive Compensation: Interim President – San José State University

Presentation By

Lou Monville
Chair

Summary

Chancellor Timothy P. White recently appointed Dr. Susan Martin as interim president of San José State University. Title 5 Section 42702 provides the chancellor authority to appoint interim presidents. This action item presents the proposed compensation for the newly appointed interim president.

Executive Compensation

This item recommends that Dr. Susan Martin receive an annual salary of \$346,000 effective August 18, 2015, the date of her appointment as interim president of San José State University. Dr. Martin will eventually be required to reside in the official university presidential residence located in San José, California, after a brief period of transition.

In accord with existing policy of the California State University, Dr. Martin will receive the following benefits:

- A vehicle allowance of \$1,000 per month in lieu of a university-provided vehicle.
- Standard benefit provisions afforded CSU executive classification employees.

Dr. Martin will not be eligible for any executive transition program as a result of serving as interim president.

This salary is in compliance with the current Board of Trustees policy on compensation of presidents (RSCPSC 05-12-02) which provides:

- 1. The goal of the CSU continues to be to attract, motivate, and retain the most highly qualified individuals to serve as faculty, staff, administrators, and executives, whose knowledge, experience, and contributions can advance the university's mission.*

2. *It is the continued intent of the Board of Trustees to compensate all CSU employees in a manner that is fair, reasonable, competitive, and fiscally prudent, in respect to the system budget and state funding.*
3. *To that end, the CSU will continue to evaluate competitive and fair compensation for all CSU employees based on periodic market comparison surveys.*
4. *In addition, the CSU will maintain and update annually a tiered list of CSU comparison institutions for presidential compensation. The list will take into account location, enrollment, budget, percentage of students receiving Pell Grants, six year graduation rates, research funding, and such other subjects as from time to time be deemed appropriate. Presidential compensation will be guided with reference to the mean of the appropriate tier of comparison institutions, together with an individual candidate's reputation for national policy leadership and length and depth of executive experience.*
5. *Notwithstanding the presidential compensation criteria enumerated in item 4 (above) and until the Board of Trustees of the California State University reexamines this policy in January 2014, when a presidential vacancy occurs, the successor president's base salary, paid with public funds, shall not exceed the previous incumbents pay. Salary compensation above the incumbent's base pay deemed necessary to retain the best leader shall be paid from foundations, and shall not exceed 10% of the base salary.*

Recommended Action

The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that Dr. Susan Martin shall receive a salary set at the annual rate of \$346,000 effective August 18, 2015, the date of her appointment as interim president of the San José State University; and be it further

RESOLVED, Dr. Martin shall occupy the official presidential residence located in San José, California, after a brief period in transition, as a condition of her employment as interim president; and be it further

RESOLVED, Dr. Martin shall receive additional benefits as provided for Executives in the California State University.

AGENDA

COMMITTEE ON AUDIT

Meeting: 9:15 p.m., Tuesday, July 21, 2015
Glenn S. Dumke Auditorium

Lupe C. Garcia, Chair
Peter J. Taylor, Vice Chair
Adam Day
Hugo N. Morales

Consent Items

Approval of Minutes of Meeting of May 19, 2015

Discussion Items

1. Status Report on Current and Follow-up Internal Audit Assignments, *Information*

**MINUTES OF THE MEETING OF
COMMITTEE ON AUDIT**

**Trustees of the California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

May 19, 2015

Members Present

Lupe C. Garcia, Chair
Rebecca D. Eisen
Peter J. Taylor
Lou Monville, Chair of the Board
Timothy P. White, Chancellor

Chair Garcia called the meeting to order.

Approval of Minutes

The minutes of the meeting of March 24, 2015, were approved as submitted.

Status Report on Current and Follow-Up Internal Audit Assignments

Mr. Larry Mandel, vice chancellor and chief audit officer, presented the item by providing a status report on the 2015 audit plan and follow-up on past audit assignments.

Mr. Mandel reported that some of the 2015 audit assignments are currently in process, namely, Auxiliary Organizations, Information Security, Clery Act, College Reviews, and Information Technology Procurement. He added that other audit subjects would be initiated throughout the year. He reminded everyone that updates to the status report are displayed in green numerals and indicate progress toward or completion of recommendations since the distribution of the agenda. Mr. Mandel stated that the campuses continue to do a good job completing recommendations on a timely basis. He noted that the Office of Audit and Advisory Services is currently working with the CSU Chancellor's Office to clear the two recommendations for the Student Health Services audit and anticipated completion by the July Board meeting.

Trustee Eisen asked for a brief explanation of cloud computing, which is a subject area included in the 2015 audit plan.

Mr. Michael Caldera, senior director, answered on behalf of Mr. Mandel. He stated that a review of campus activities pertaining to cloud computing will be completed at four campuses to

2

Aud

determine any relevant risks in this area. He added that this subject will be considered a single audit from a systemwide perspective.

Chair Garcia thanked Mr. Mandel and his audit team for the continued progress and the campus presidents and their teams for working effectively on the remediation of the action items. She noted that there has been progress on many of the subjects included on the 2015 audit plan. Chair Garcia reassured the Board that if there are any significant findings in any of these audits, such items will be brought to her attention in real time and she would convey that to the Board. She stated that she is happy to report that to date, there have been no significant findings.

The meeting adjourned.

COMMITTEE ON AUDIT

Status Report on Current and Follow-up Internal Audit Assignments

Presentation By

Larry Mandel
Vice Chancellor and Chief Audit Officer
Office of Audit and Advisory Services

Summary

This item includes both a status report on the 2015 audit plan and follow-up on past assignments. For the 2015 year, assignments were made to conduct reviews of Auxiliary Organizations, high-risk areas (Information Security, Clery Act, Information Technology (IT) Procurement, Payment Card Industry Data Security Standards, Admissions, Cloud Computing, Scholarships, and Student Activities), a high profile area (College Reviews), and Construction. In addition, follow-up on current/past assignments (Auxiliary Organizations, Sensitive Data Security, Student Health Services, Conflict of Interest, Lottery Funds, Accessible Technology, Executive Travel, Sponsored Programs, Continuing Education, Information Security, IT Procurement, and College Reviews) was being conducted on approximately 35 prior campus/auxiliary reviews. Attachment A summarizes the reviews in tabular form. An up-to-date Attachment A will be distributed at the committee meeting.

Status Report on Current and Follow-up Internal Audit Assignments

Auxiliary Organizations

The initial audit plan indicated that approximately 267 staff weeks of activity (25.8 percent of the plan) would be devoted to auditing internal compliance/internal control at eight campuses/31 auxiliaries. One campus/four auxiliary report has been completed, two campus/eight auxiliary reports are awaiting a campus response prior to finalization, and report writing is being completed for one campus/five auxiliaries.

High-Risk Areas

Information Security

The initial audit plan indicated that approximately 37 staff weeks of activity (3.7 percent of the plan) would be devoted to a review of the systems and managerial/technical measures for

ongoing evaluation of data/information collected; identifying confidential, private or sensitive information; authorizing access; securing information; detecting security breaches; and security incident reporting and response. Five campuses will be reviewed. One campus report is awaiting a campus response prior to finalization, report writing is being completed for one campus, and fieldwork is being conducted at two campuses.

Clery Act

The initial audit plan indicated that approximately 50 staff weeks of activity (4.8 percent of the plan) would be devoted to a review of campus Clery Act policies and procedures to ensure compliance with CSU and federal requirements; review and testing of processes to compile required disclosures and statistics for the Annual Security Report (ASR); verification of the availability of educational programs for security awareness, and the prevention and reporting of crime; review and testing of ASR dissemination to required parties; review of campus good-faith efforts to comply with changes to the Clery Act imposed by the Violence Against Women Reauthorization Act (VAWA) for the 2014 ASR and progress in meeting the changes by the July 2015 deadline; and review of content and delivery of training. Six campuses will be reviewed. Five campus reports are awaiting a campus response prior to finalization, and report writing is being completed for one campus.

Information Technology Procurement

The initial audit plan indicated that approximately 34 staff weeks of activity (3.3 percent of the plan) would be devoted to a review of policies and practices related to information technology procurement. Specific goals will include determining whether administration and management of information technology procurement activities provide an effective internal control environment, adequate local policies and operational procedures, current written delegations, and observance of good business practices in compliance with CSU policy. Five campuses will be reviewed. Two campus reports have been completed, and report writing is being completed for two campuses.

Payment Card Industry Data Security Standards

The initial audit plan indicated that approximately 14 staff weeks of activity (1.4 percent of the plan) would be devoted to a review of campus and auxiliary compliance with regulations specific to Payment Card Industry (PCI) Data Security Standards related to the security and protection of credit cards systems and data. The review would specifically include compliance with the new PCI 3.0 standard. Two campuses will be reviewed. Report writing is being completed for one campus.

Admissions

The initial audit plan indicated that approximately 50 staff weeks of activity (4.8 percent of the plan) would be devoted to a review of the evaluation of student records, including residency determination; processing admission applications, including use of supplemental admission criteria for impacted majors or campuses, transfer students, and redirection of eligible applicants; security of applicant data; application fee processing and granting of fee waivers; and compliance with state legislation and CSU requirements. Six campuses will be reviewed. Fieldwork is being conducted at six campuses.

Cloud Computing

The initial audit plan indicated that approximately 11 staff weeks of activity (1.1 percent of the plan) would be devoted to a review of campus and/or auxiliary activities pertaining to cloud computing, including review of policies and procedures to ensure compliance with CSU and other agency requirements; review of campus administration and oversight including but not limited to service availability, data ownership and backup and recovery, establishing contractual relationships with third-party service providers, and if sensitive data is maintained by a third party, review of involvement of campus information security personnel in the decision process; documentation of campus expectations for handling and securing the data; contract language covering security expectations; and monitoring third-party performance. One systemwide report will be issued.

Scholarships

The initial audit plan indicated that approximately 43 staff weeks of activity (4.2 percent of the plan) would be devoted to a review of campus and/or auxiliary activities pertaining to scholarships, including establishing student eligibility, awarding, and recordkeeping and protection of sensitive information; coordination between the financial aid department and awarding departments; and review of disbursement procedures for awarded scholarships. Six campuses will be reviewed.

Student Activities

The initial audit plan indicated that approximately 50 staff weeks of activity (4.8 percent of the plan) would be devoted to a review of activities relating to social and co-curricular programs, recreational sports, student clubs and organizations; review of policies and procedures to ensure compliance with CSU and other agency requirements; review of campus administration and oversight of student activities; review and appropriate testing for compliance with charters, bylaws and/or other governing documents for selected student organizations, clubs and other

programs; review and testing to ensure appropriate staffing of student programs by qualified individuals and volunteers, including student leaders; and assessment to determine that required policies regarding non-discrimination, alcohol and drugs, and hazing are monitored and enforced. Six campuses will be reviewed.

High Profile Area

College Reviews

The initial audit plan indicated that approximately 49 staff weeks of activity (4.8 percent of the plan) would be devoted to a review of college/department administrative and financial controls, such as handling of cash and cash equivalents, expenditure processing, contracting activities, acquisition and tagging of sensitive equipment, and use of trust funds; and review of faculty assigned time, release time and special payments. Six campuses will be reviewed. Two campus reports have been completed, and three campus reports are awaiting a campus response prior to finalization.

Construction

The initial audit plan indicated that approximately 47 staff weeks of activity (4.6 percent of the plan) would be devoted to a review of design budgets and costs; the bid process; invoice processing and change orders; project management, architectural, and engineering services; contractor compliance; cost verification of major equipment and construction components; the closeout process and liquidated damages; and overall project accounting and reporting. Six projects will be reviewed. Two campus reports have been completed, report writing is being completed for one project, and fieldwork is being conducted for one project.

Advisory Services

The initial audit plan indicated that approximately 216 staff weeks of activity (20.8 percent of the plan) would be devoted to partnering with management to identify solutions for business issues, offering opportunities to improve the efficiency and effectiveness of operating areas, and assisting with special requests, while ensuring the consideration of related internal control issues. Reviews are ongoing.

Technology Support

The initial audit plan indicated that approximately 14 staff weeks of activity (1.3 percent of the plan) would be devoted to technology support for non-information technology specific audits and advisory services reviews. The provision of support is ongoing.

Investigations

The Office of Audit and Advisory Services is periodically called upon to provide investigative reviews, which are often the result of alleged defalcations or conflicts of interest. In addition, whistleblower investigations are being performed on an ongoing basis, both by referral from the State Auditor and directly from the CSU Chancellor's Office. Forty-three staff weeks have been set aside for this purpose, representing approximately 4.2 percent of the audit plan.

Committees/Special Projects

The Office of Audit and Advisory Services is periodically called upon to provide consultation to the campuses and/or to participate on committees such as those related to information systems implementation and policy development, and to perform special projects. Special projects for 2015 will include the implementation of automated working papers in the Office of Audit and Advisory Services. Forty staff weeks have been set aside for this purpose, representing approximately 3.8 percent of the audit plan.

Follow-ups

The audit plan indicated that approximately 15 staff weeks of activity (1.5 percent of the plan) would be devoted to follow-up on prior audit recommendations. The Office of Audit and Advisory Services is currently tracking approximately 35 current/past assignments (Auxiliary Organizations, Sensitive Data Security, Student Health Services, Conflict of Interest, Lottery Funds, Accessible Technology, Executive Travel, Sponsored Programs, Continuing Education, Information Security, IT Procurement, and College Reviews) to determine the appropriateness of the corrective action taken for each recommendation and whether additional action is required.

Annual Risk Assessment

The Office of Audit and Advisory Services annually conducts a risk assessment to determine the areas of highest risk to the system. Eight staff weeks have been set aside for this purpose, representing approximately 0.8 percent of the audit plan.

Administration

Day-to-day administration of the Office of Audit and Advisory Services represents approximately 4.3 percent of the audit plan.

Status Report on Current and Follow-Up Internal Audit Assignments
 (as of 6/25/2015)

	2015 ASSIGNMENTS											Student Activity	Conflict of Interest *Recs **Mo.						
	Aux Orgs	Info Security	Clery Act	College Reviews	IT Procure	PCI	Adm	Cloud Comptg	Scholar	Auxiliary Organizations ●No. *Recs **Mo.	Sen. Data Sec./Protect. *Recs **Mo.			Student Health Svcs. *Recs **Mo.					
BAK						RW					4	35/35	-						
CHI			AI								3	25/25	-			3/3	-		
CI					FW						3	32/32	-	8/8					
DH											3	19/19	-	9/9					
EB			AI								3	31/31	-						
FRE	AI				FW						6	35/36	8			1/1	-		
FUL				AC							4	28/28	-			2/2	-		
HUM			AI								4	30/30	-						
LB	AI				FW						4			6/6					
LA		AI	AI								4	18/18	-						
MA		RW									2	0/13	3						
MB					FW						2	9/23	4			1/1	-		
NOR	RW		AC								5								
POM			AC								2	11/11	-						
SAC			AI								5	41/41	-		9/9		5/5		
SB	AC				FW						4	0/23	2	14/14					
SD		AI									4	21/21	-		14/14				
SF	AI	FW									3			10/10					
SJ	RW				FW						5	26/26	-		17/17				
SLO		AI									3	9/11	6						
SM											4	22/22	-						
SON				AC							3	5/5	-		7/7				
STA		FW									4	14/14	-		6/6				
CO						RW					2	5/5	-	12/12		1/1	-		
SYS														1/2	10	2/4	12	4/6	9

* The number of recommendations satisfactorily addressed followed by the number of recommendations in the original report.
 ** The number of months recommendations have been outstanding.
 ● The number of auxiliary organizations reviewed.

FW = Field Work In Progress
 RW = Report Writing in Progress
 AI = Audit Incomplete (awaiting formal exit conference and/or campus response)
 AC = Audit Complete

Status Report on Current and Follow-Up Internal Audit Assignments
 (as of 6/25/2015)

FOLLOW-UP PAST/CURRENT ASSIGNMENTS											
	Lottery Funds *Recs **Mo.	Accessible Technology *Recs **Mo.	Executive Travel *Recs **Mo.	Sponsored Programs *Recs **Mo.	Continuing Education *Recs **Mo.	Information Security *Recs **Mo.	IT Procurement *Recs **Mo.	College Reviews *Recs **Mo.			
BAK	2/2					10/10	-				
CHI				6/6		0/21	5				
CI			6/6	1/1							
DH		6/6									
EB	2/2				3/3						
FRE	3/3										
FUL				10/10	2/2		0/0				
HUM	1/1					4/4	-				
LB			3/3			0/6	4				
LA		5/5									
MA				7/7		0/7	3				
MB				3/3							
NOR				8/8	4/5			0/4		1	
POM		7/7	4/4	3/3				0/3		2	
SAC											
SB					7/7	0/10	4				
SD		7/7	0/6								
SF		1/1		4/4	0/6						
SJ			9/9								
SLO				7/7							
SM		4/4									
SON	1/1			0/0			0/0				
STA				6/7	1/3						
CO	7/7		0/3								
SYS	0/2			0/5	0/2						

* The number of recommendations satisfactorily addressed followed by the number of recommendations in the original report.

** The number of months recommendations have been outstanding.

• The number of auxiliary organizations reviewed.

AGENDA

COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL

Meeting: 9:30 a.m., Tuesday July 21, 2015
Glenn S. Dumke Auditorium

Hugo N. Morales, Chair
Silas H. Abrego, Vice Chair
Debra Farar
Lillian Kimbell
Peter J. Taylor

Consent Items

Approval of Minutes of Meeting of May 20, 2015

Discussion Items

1. Compensation for Unrepresented Employees, *Information*
2. Compensation for Executives, *Action*
3. Compensation Overview, *Information*

**MINUTES OF THE MEETING OF
COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL**

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

May 20, 2015

Members Present

Hugo N. Morales, Chair
Lillian Kimbell, Vice Chair
Douglas Faigin
J. Lawrence Norton
Timothy P. White, Chancellor
Lou Monville, Chair of the Board

Trustee Morales called the meeting to order.

Approval of Minutes

The minutes of January 28, 2015 were approved as submitted.

Executive Compensation: President – California State University Sacramento

Chancellor Timothy P. White proposed an annual salary of \$303,850, an annual housing allowance of \$60,000, and a monthly auto allowance of \$1,000 for Dr. Robert Nelsen as president of California State University Sacramento. He noted that Dr. Nelsen will receive standard benefits, including relocation benefits, for executives.

The Board adopted the item as submitted. (RUFP 05-15-01)

Trustee Morales adjourned the meeting.

COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL

Compensation for Unrepresented Employees

Presentation By

Lori Lamb
Vice Chancellor for Human Resources

Summary

Information on the 2015-2016 Management Personnel Plan (MPP) and Confidential employee compensation will be shared with the Board. Chancellor Timothy P. White has authorized a two percent compensation pool for eligible unrepresented employees in the Management Personnel Plan and for Confidential employees effective July 1, 2015.

Background

General salary increases (or pools) for all represented and unrepresented employee groups in the California State University were made in 2007-08, and were followed by no changes for the subsequent five years. Adjustments since 2013-2014 are as follows:

Employee Group	2013-2014	2014-2015	2015-2016 (Effective July 1, 2015)
UAPD	1.34%	3%	2%
CSUEU	1.34%	3%	2%
CFA	\$80 per month	3%	In Negotiation
APC	1.34%	3%	2%
SETC	1.34%	3%	In Negotiation
SUPA	4.6%	2%	2%
IUOE	1.34%	3%	2%
UAW	1.34%	2%	2%
ELP – LA	0	4.34%	2%
ELP – MB ¹	n/a	n/a	In Negotiation
MPP	1.34%	3%	2%
Confidential	1.34%	3%	2%
Executives	0	3%	tbd

¹ This unit was established in 2014. The first contract is currently under negotiation.

The Board of Trustees approved the supplemental budget for the California State University for 2015-2016. That budget included 2% for compensation for all employees, totaling \$65 million. Monies identified in this item are included within that \$65 million, which has now been funded by Governor Brown. No new monies are expended through this item.

Effective July 1, 2015 the following represented employee groups will receive general salary increases pursuant to the terms of the respective collective bargaining agreements:

Union of American Physicians and Dentists (UAPD)	2%
CSU Employees Union (CSUEU)	2%
Academic Professionals of California (APC)	2%
Statewide University Police Association (SUPA)	2%
International Union of Operating Engineers (IUOE)	2%
United Auto Workers (UAW)	2%
English Language Program at Los Angeles	2%

Three bargaining units [California Faculty Association (CFA), State Employees' Trades Council - United (SETC), and the English Language Program (ELP) at Monterey Bay] are or will be in negotiations to determine 2015-2016 compensation.

The Board of Trustees has endorsed through these contracts and its budget a commitment to a two percent compensation increase pool for all represented California State University faculty and staff. In line with these negotiated increases, Chancellor White believes it is appropriate to apply the two percent compensation increase to our unrepresented employees. These groups include the Management Personnel Plan (MPP) employees, Confidential employees. Executives are handled in Item 2 as they required Board of Trustees action to implement.

COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL

Compensation for Executives

Presentation By

Lou Monville
Chair, CSU Board of Trustees

Lupe Garcia
Trustee, CSU Board of Trustees

Timothy P. White
Chancellor

Summary

Recommendations for executive compensation will be presented. Chancellor Timothy P. White is recommending a two percent compensation increase for system executives for fiscal year 2015-2016. Trustee Lupe Garcia is recommending a two percent compensation increase for the vice chancellor and chief audit officer for fiscal year 2015-2016. Board Chair Lou Monville is recommending a two percent compensation increase for Chancellor White for fiscal year 2015-2016.

Background

Executive positions include the chancellor, presidents, executive vice chancellors, and vice chancellors.

Governing policy:

In May 2012 the Special Committee on Presidential Selection and Compensation recommended and the trustees adopted the following policy on presidential compensation (RSCPSC 05-12-02):

- 1. The goal of the CSU continues to be to attract, motivate, and retain the most highly qualified individuals to serve as faculty, staff, administrators, and executives, whose knowledge, experience, and contributions can advance the university's mission.*
- 2. It is the continued intent of the Board of Trustees to compensate all CSU employees in a manner that is fair, reasonable, competitive, and fiscally prudent, in respect to the system budget and state funding.*

Corrected

U&FP

Agenda Item 2

July 21, 2015

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3. *To that end, the CSU will continue to evaluate competitive and fair compensation for all CSU employees based on periodic market comparison surveys.*
4. *In addition, the CSU will maintain and update annually a tiered list of CSU comparison institutions for presidential compensation. The list will take into account location, enrollment, budget, percentage of students receiving Pell Grants, six year graduation rates, research funding, and such other subjects as from time to time be deemed appropriate. Presidential compensation will be guided with reference to the mean of the appropriate tier of comparison institutions, together with an individual candidate's reputation for national policy leadership and length and depth of executive experience.*
5. *Notwithstanding the presidential compensation criteria enumerated in item 4 (above) and until the Board of Trustees of the California State University reexamines this policy in January 2014, when a presidential vacancy occurs, the successor president's base salary, paid with public funds, shall not exceed the previous incumbents pay. Salary compensation above the incumbent's base pay deemed necessary to retain the best leader shall be paid from foundations, and shall not exceed 10% of the base salary.*

Since this policy was adopted it has been strictly adhered to. Although permitted to do so eighteen months ago, the Board has not “reexamined” this policy.

The Board of Trustees approved the supplemental budget for the California State University for 2015-2016. That budget included 2% for compensation for all employees, totaling \$65 million. Monies identified in this item are included within that \$65 million, which has now been funded by Governor Brown. No new monies are expended through this item.

Compensation increases for managers and executives are being handled last in order of all other groups. Even faculty who are in negotiation have been receiving local campus based equity adjustments to help address known compensation issues.

Over the past five years, executives in the system have received compensation increases as shown below:

Employee Group	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Executives	0	0	0	0	3%	tbd

These increases are at or below what has been provided to other employee groups. For example, in 2013-14 all other employee groups received roughly an increase of 1.34 percent but the executives received zero. In 2014-2015, virtually all employee groups received a three percent compensation pool. Exceptions were for unique market areas such as university police (Statewide University Police Association – SUPA) and units where they also did not receive the 1.34 percent in 2013-2014 (English Language Program – California State University, Los Angeles).

In many employee groups at the CSU, salaries lag behind market comparisons. This observation is exaggerated in the executive employees, where the average gap approximates 25% behind market.

Based on the demonstrated need to continue to address executive compensation, Chancellor White, Trustee Garcia and Chair Monville recommend that this year the executives be given across-the-board two percent compensation increases. It will be Chancellor White's recommendation that, in connection with an overall compensation strategy, that the Board also "reexamine" in the next few months the presidential compensation policy and make such changes as are appropriate.

The base salary adjustments for the individuals listed below are recommended for Trustee approval effective July 1, 2015 or on the date of hire, whichever is later. Some executives receive supplemental compensation from auxiliary sources. The two percent will be calculated on the total compensation for the executive, including any auxiliary payment, and will be paid from state funds. In addition, executives hired after July 1, 2015 will receive the compensation increase effective on the date of hire to ensure they do not fall even further behind the market, and particularly in consideration of presidents who have been hired subject to the hiring freeze contained in current Board policy.

Chancellor White will continue to evaluate equity and market issues related to executive compensation and will bring further recommendations to the Board at a future date. Chancellor White will also review and bring recommendations to the Board related to a systemwide policy on compensation that addresses all faculty and staff, not just executives.

Recommended increases for Executives based on two percent are found in the following tables:

*Effective
 July 1, 2015*

Campus	Presidents	Current Annual Base Pay (State \$)	¹Current Supplemental Pay (Non-State \$)	Total Annual Salary	2% Annual Increase	Proposed Annual Base Pay (State \$)
Bakersfield	Horace Mitchell	\$293,550		\$293,550	\$5,871	\$299,421
Channel Islands	Richard Rush	\$283,250		\$283,250	\$5,665	\$288,915
Chico	Paul Zingg	\$287,885		\$287,885	\$5,758	\$293,643
Dominguez Hills	Willie Hagan	\$303,850		\$303,850	\$6,077	\$309,927
East Bay	Leroy Morishita	\$312,770		\$312,770	\$6,255	\$319,025
Fresno	Joseph Castro	\$307,970		\$307,970	\$6,159	\$314,129
Fullerton	Mildred García	\$334,235		\$334,235	\$6,685	\$340,920
Humboldt	Lisa Roszbacher	\$306,806		\$306,806	\$6,136	\$312,942
Long Beach	Jane Close Conoley	\$329,939		\$329,939	\$6,599	\$336,538
Los Angeles	William Covino	\$307,970		\$307,970	\$6,159	\$314,129
Maritime Academy	Thomas Cropper	\$257,500		\$257,500	\$5,150	\$262,650
Monterey Bay	Eduardo Ochoa	\$278,424		\$278,424	\$5,568	\$283,992
Northridge	Dianne Harrison	\$304,735	\$29,500	\$334,235	\$6,685	\$311,420
Pomona	Soraya Coley	\$300,760		\$300,760	\$6,015	\$306,775
Sacramento	Robert Nelsen	\$303,850 ²		\$303,850	\$6,077	\$309,927
San Bernardino	Tomás Morales	\$299,570	\$29,000	\$328,570	\$6,571	\$306,141
San Diego	Elliot Hirshman	\$362,000	\$50,000	\$412,000	\$8,240	\$370,240
San Francisco	Leslie Wong	\$308,499	\$26,251	\$334,750	\$6,695	\$315,194
San José	Mohammad Qayoumi	\$338,796	\$25,000	\$363,796	\$7,276	\$346,072
San Luis Obispo	Jeffrey Armstrong	\$361,400	\$30,000	\$391,400	\$7,828	\$369,228
San Marcos	Karen Haynes	\$278,685		\$278,685	\$5,574	\$284,259
Sonoma	Ruben Armiñana	\$299,914		\$299,914	\$5,998	\$305,912
Stanislaus	Joseph Sheley	\$278,100		\$278,100	\$5,562	\$283,662

¹Supplemental pay was previously approved by the Trustees and is paid from Foundation sources.

²Salary set May 19-20, 2015 – U&FP Item 1.

*Effective
 July 1, 2015*

System Executives	Title	Current Annual Base Pay (State \$)	¹ Current Supplemental Pay (Non-State \$)	Total Annual Salary	2% Annual Increase	Proposed Annual Base Pay (State \$)
Timothy White	Chancellor	\$392,300	\$30,000	\$422,300	\$8,446	\$400,746
Steve Relyea	Executive Vice Chancellor and Chief Financial Officer	\$319,300		\$319,300	\$6,386	\$325,686
Framroze Virjee	Executive Vice Chancellor and General Counsel	\$319,300		\$319,300	\$6,386	\$325,686
Loren Blanchard	Executive Vice Chancellor for Academic and Student Affairs	\$319,300 ²		\$319,300	\$6,386	\$325,686
Lori Lamb	Vice Chancellor, Human Resources	\$270,890		\$270,890	\$5,418	\$276,308
Garrett Ashley	Vice Chancellor, University Relations and Advancement	\$247,200		\$247,200	\$4,944	\$252,144
Larry Mandel	Vice Chancellor and Chief Audit Officer	\$236,484		\$236,484	\$4,730	\$241,214 ³

¹Supplemental pay was previously approved by the Trustees and is paid from Foundation sources.

²Salary set January 27-28, 2015 – U&FP Item 1.

³Salary will be recommended by the Chair of the Committee on Audit.

Recommended Action

The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the individuals named in the salary tables cited in Item 2 of the Committee on University and Faculty Personnel at the July 21, 2015 meeting of the Board of Trustees shall receive the annual base salaries cited in the tables effective July 1, 2015 or the date of hire, as appropriate.

COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL

Compensation Overview

Presentation By

Timothy P. White
Chancellor

Lori Lamb
Vice Chancellor for Human Resources

Summary

Chancellor White and Vice Chancellor Lamb will provide general information regarding compensation challenges faced by the California State University (CSU) as background for the Board of Trustees as they review future proposals and plans related to this topic.

Background

Effective compensation practices are critical for all effective organizations. Best practices in compensation involve several components:

- 1) Articulate a compensation philosophy that guides compensation planning and implementation decisions;
- 2) Benchmark against appropriate peer institutions and/or markets in order to be competitive;
- 3) Use job matching sophistication (positions are variable and often vary by market);
- 4) Conduct internal equity reviews; and
- 5) Conduct regular analyses of compensation issues.

California State University is interested in moving further toward this best practice model and will ask the Board of Trustees in future meetings to make determinations consistent with this comprehensive approach. In addition, Human Resources will be working in the next year to expand our analysis to be more inclusive of total compensation issues.

Some specific challenges faced by the CSU in its current compensation practice include:

- No single market can be broadly applied to CSU
- Different types of analyses are necessary for different roles depending on the availability of reliable comparison data

- Scope of job responsibilities vary widely in many roles
- Size of institutions vary within the system
- Cost of living/geographic differences across the system are significant

Compensation challenges are significant for the CSU as the Board strives to optimize resources for the future. The results of the economic crisis linger and the overall health of the system relies upon its talented faculty and staff. Compensation issues are at the forefront of ensuring that the CSU can attract and retain highly qualified individuals to serve our students. Compensation decisions must also be made in a manner that is fair, reasonable, competitive, and fiscally prudent, with respect to the system budget and state funding.

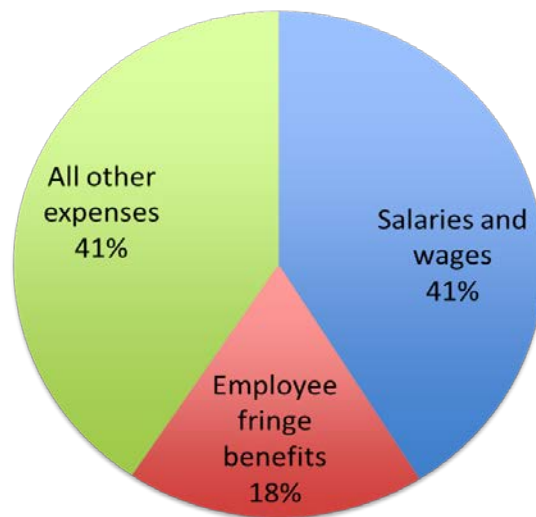
Further complicating the compensation challenges are other concerns that the system faces and will face in the future, including:

- Pension reform has limited pension benefits for newly hired faculty and staff;
- Increased costs of health care benefits; and
- Unfunded liabilities for retiree health care.

These challenges cannot be effectively addressed without considering impacts on salary, and the overall ability to recruit and retain a quality workforce.

Important general data on compensation in the CSU follows:

Compensation Costs as a Percentage of Total CSU Expense (2013)

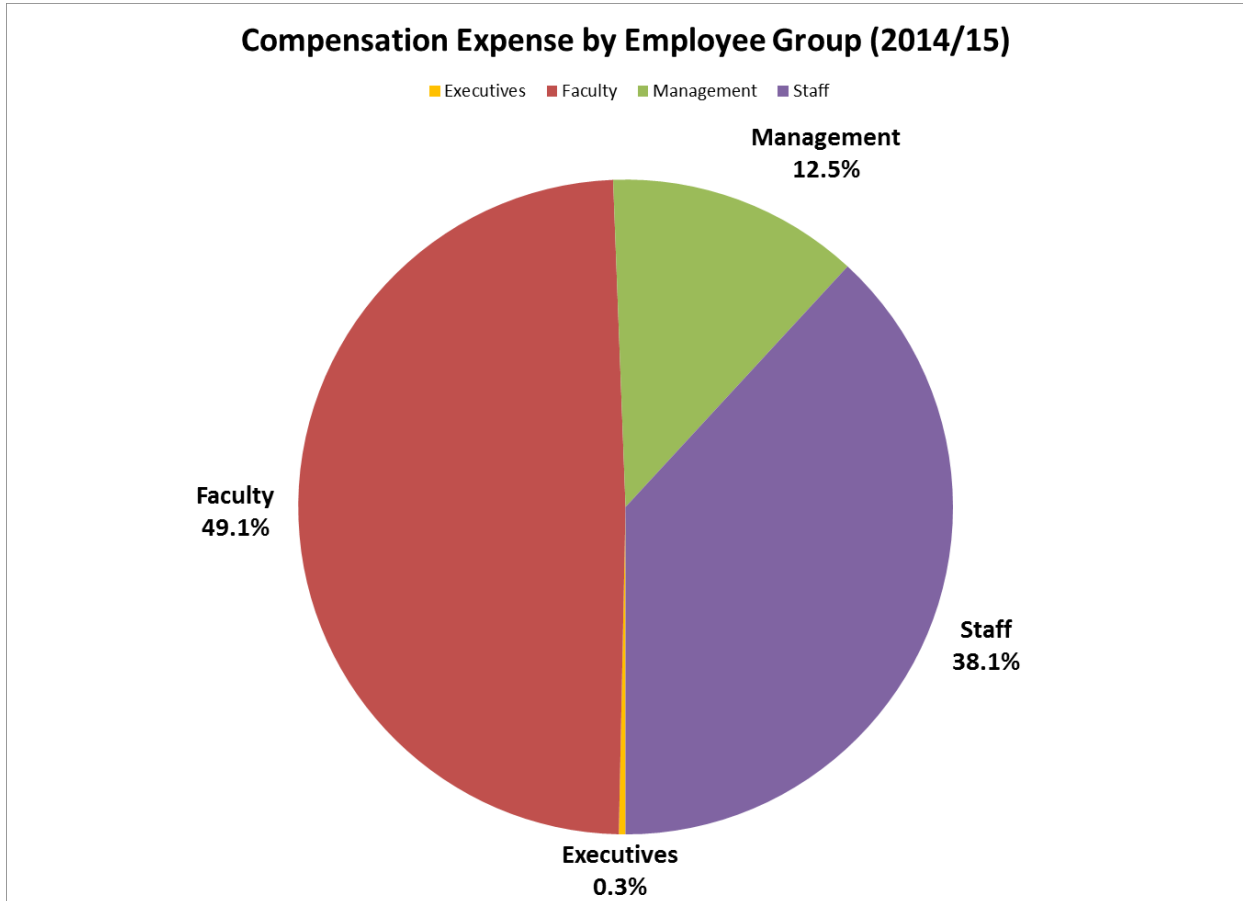


Source: National Center for Education Statistics, Fiscal Year ending June 30, 2013

This chart demonstrates that 59% of the total budget for the CSU is spent on salaries/wages and fringe benefit costs. The remaining 41% of the total CSU budget covers all other expenses such as interest, depreciation, supplies and services, information technology, physical plant maintenance and repair, student financial aid, and more. This presents a significant challenge since increases in compensation necessarily require spending less in these other mission critical areas.

It is important to note that the fringe benefit costs are climbing and will continue to do so as the cost of health care rises. These increased costs associated with health care, which is a significant portion of the overall costs, are paid exclusively by the CSU under our current benefit programs. Increased health care costs for the system over the last five years are as follows:

5-Year Increases in CSU Health Care Costs		
Calendar Year (Contract Period)	Government Code Health Employer Paid Cost Increase	CSU Annualized Health Care Cost Increases
2011	10.2%	\$36,407,000
2012	4.3%	\$15,086,000
2013	9.8%	\$36,226,000
2014	3.0%	\$12,066,000
2015	2.6%	\$11,040,000
Five-Year Increases in CSU Health Care Costs		\$110,825,000



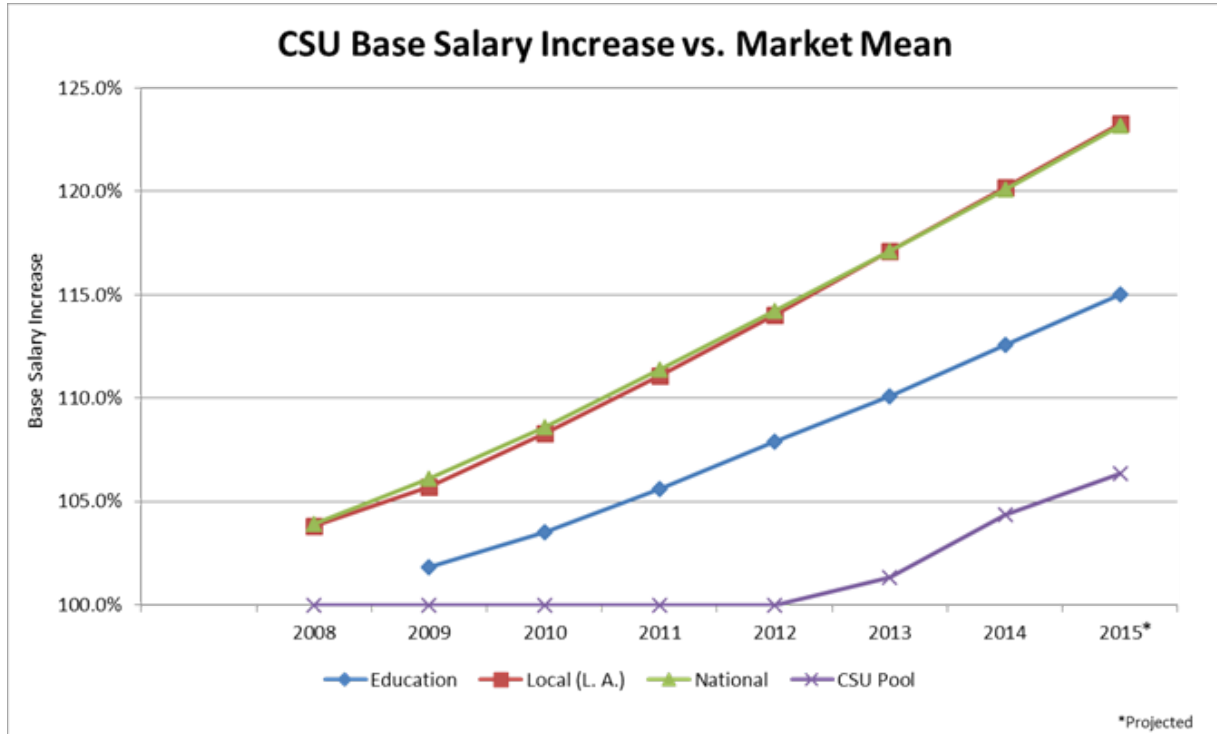
This chart demonstrates that, of the funds spent on compensation, roughly half is spent on faculty. For illustrative purposes, if the Board approved a 1% compensation increase for all employee groups the cost to the system is approximately \$32.8 million. Below is the cost to increase each group by 1%:

Faculty	\$16.1 million
Staff	\$12.6 million
Management	\$4.0 million
Executives	\$100,000

Historical General Salary Increases for the CSU by Employee Group

Employee Group	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
UAPD	0	0	0	0	0	1.34%	3%	2%
CSUEU	0	0	0	0	0	1.34%	3%	2%
CFA	0	0	0	0	0	\$80 per month	3%	In Negotiation
APC	0	0	0	0	0	1.34%	3%	2%
SETC	0	0	0	0	0	1.34%	3%	In Negotiation
SUPA	0	0	0	0	0	4.6%	2%	2%
IUOE	0	0	0	0	0	1.34%	3%	2%
UAW	0	0	0	0	0	1.34%	2%	2%
ELP – LA	n/a	n/a	0	0	0	0	4.34%	2%
ELP – MB	n/a	n/a	n/a	n/a	n/a	n/a	n/a	In Negotiation
MPP	0	0	0	0	0	1.34%	3%	2%
Confidential	0	0	0	0	0	1.34%	3%	2%
Executives	0	0	0	0	0	0	3%	tbd

This historical view shows the years of the economic crisis in California and the efforts thus far by the CSU to begin addressing compensation issues. However, the chart below demonstrates that the gap between the CSU and other markets continues to grow despite these efforts.



Source: World at Work Salary Budget Surveys (2008-2015)

In summary, the data offers a compelling story for the need to continue addressing compensation issues in the CSU. Despite efforts in the past three years, the gap between CSU compensation and other relevant markets continues to grow.

Data on various employee groups and how they compare to their relevant markets is being developed. Human Resources is in the process of validating methodologies for determining comparisons to relevant markets. However, the following preliminary summary information, based only on base salaries, may be helpful in understanding the compensation challenges for the system:

Employee Group	Base Salary Average Lead/Lag
Faculty	-1.75%
Staff	
Physicians	-22.45%
Health Care Support	-15.31%
Academic Professionals	-8.30%
Operations and Support Services	3.66%
Skilled Trades	4.03%
Clerical and Admin Support	-16.88%
Public Safety	-35.04%
Technical and Support Services	-16.00%
Management	
Vice Presidents	-8.00%
Executives	-18.00%

The data above will be affected by the total compensation analysis to be conducted in the coming year. For example, for Operations and Support Services (generally custodians and administrative support) and Skilled Trades, compensation is already slightly above market and the value of fringe benefits are far above market. On the other hand, for Police Officers, salary is below market and the value of fringe benefits at the CSU are lower than what is available in other markets for law enforcement officers.

Some other trends in this market data are important to keep in mind as we move forward:

- 1) Longer-serving employees are further behind the market than recently-hired employees (this is true in faculty, managers and executives); and
- 2) Employees at the larger campuses are further behind the market than those at smaller campuses.

In addition to the general salary increases that have been implemented as noted above, other interventions are taking place to attempt to address these issues. For faculty, campuses are implementing local faculty equity programs. To date the expected systemwide expenditure for local faculty equity programs will be roughly \$14 million. In addition, many campuses are implementing programs for staff through In-Range Progressions (IRP). The expected systemwide expenditure for local IRP programs is \$4 million. There are mechanisms for Management Personnel Plan employees to address equity issues as needed. The only group where there have been no interventions to address equity are the executives.

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The data, taken together with current efforts underway, highlight the need for compensation to be thoughtfully and strategically addressed. As such, we will return in future meetings with additional analyses of overall compensation issues for the system, and with proposals for developing plans to begin to address the compensation challenges affecting CSU employees.

AGENDA

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Meeting: **10:30 a.m., Tuesday, July 21, 2015**
 Glenn S. Dumke Auditorium

J. Lawrence Norton, Chair
Peter J. Taylor, Vice Chair
Kelsey M. Brewer
Adam Day
Margaret Fortune
Steven G. Stepanek

Consent Items

Approval of Minutes of Meeting of May 19, 2015

1. Amend the 2015-2016 Capital Outlay Program for California State University, Fullerton and California State University, Sacramento, *Action*

Discussion Agenda

2. Approve Schematic Plans for California State University, Northridge and San Diego State University, *Action*

**MINUTES OF MEETING OF
COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS**

**Trustees of the California State University
Office of the Chancellor
Glenn S. Dumke Auditorium
401 Golden Shore
Long Beach, California**

May 19-20, 2015

Members Present

J. Lawrence Norton, Chair
Rebecca D. Eisen, Vice Chair
Talar Alexanian
Lillian Kimbell
Lou Monville, Chair of the Board
Steven G. Stepanek
Timothy P. White, Chancellor

Trustee Lawrence Norton called the meeting to order.

Approval of Minutes

The minutes of March 24, 2015 were approved as submitted.

Amend the 2014-2015 Capital Outlay Program for California State University, Stanislaus

With the concurrence of the committee, Trustee Norton presented agenda item 1 as a consent action item. The committee recommended approval by the board of the proposed resolution (RCPBG 05-15-07).

Trustee Norton invited two registered public speakers to address the Board of Trustees: Ms. Laura Hasbun, a student at Cal Poly Pomona, and Mr. Dion Jackson, Adjunct Associate Professor, USC Center for Economic Development. Neither speaker was present to address the board.

Approve the 2015 Campus Master Plan Revision and the Amendment of the 2014-2015 Capital Outlay Program for the Engineering and Interdisciplinary Sciences Complex for San Diego State University

President Elliot Hirshman, along with Assistant Vice Chancellor Elvyra F. San Juan presented agenda item 2, an action item for the approval of the 2015 Campus Master Plan Revision and the Amendment of the 2014-2015 Capital Outlay Program for the Engineering and Interdisciplinary Sciences Complex for San Diego State University. President Hirshman provided the campus' vision and purpose for the engineering and science complex. The STEM (science, technology,

engineering and mathematics) disciplines have seen dramatic changes in the last several years including increasingly sophisticated technologies, a shift towards experiential, project based learning and undergraduate research, and a significant trend toward interdisciplinary education and research. The proposed complex will replace outdated instructional and research facilities and provide flexible, state-of-the-art facilities to meet the needs of current and future STEM programs. President Hirshman thanked the Day family and Trustee Adam Day in particular for his generous support and philanthropy of the Tom Day Memorial Quad that will be built as part of this project.

Trustee Lupe Garcia asked if the campus was prepared to finance the \$30 million identified to be raised in donor funds should the fundraising campaign fall short of its goal. Executive Vice Chancellor and Chief Financial Officer Steve Relyea responded that the campus is prepared to fund the entire debt for the project, however their intent is to reduce that obligation by a major fundraising campaign.

Trustee Norton inquired if the City of San Diego replied to the campus' response to the city's written concerns on California Environmental Quality Act (CEQA) action for the project. Ms. San Juan stated there had been no further comments received from the city.

Trustee Peter Taylor asked why there was no discussion of the debt service coverage necessary for the issuance of bonds for the project. Mr. Relyea explained that the discussion on the debt financing for the project would be addressed in the Committee on Finance. Chancellor Timothy White added that if the project scope and budget were to be approved in the Committee on Campus Planning, Buildings and Grounds, but the issuance of debt not be approved in the Committee on Finance, the project would not move forward. He further added that if the campus had cash and did not require debt financing, the project would move forward. Mr. Relyea confirmed Chancellor White's statement.

The committee recommended approval of the proposed resolution (RCPBG 05-15-08).

Acceptance of Interest in Real Property for California State Polytechnic University, Pomona

President Soraya M. Coley, along with Ms. San Juan presented agenda item 3, an action item for the approval of the transfer of the Lanterman Developmental Center to Cal Poly Pomona. President Coley shared the campus' vision for the Center and presented a video of the site. The Center property offers an opportunity to improve academic opportunities for students, create a residential community for faculty and staff, and expand public-private partnerships. She explained that some programs could be expanded into the Center where enrollment demand exceeds capacity, and allow remaining programs to expand into vacated space on current campus land. She informed the board that a recent preliminary assessment of the property estimates the land value at \$70 million and acknowledged the value would increase as the adaptive reuse and redevelopment occurs.

President Coley stated the estimated operating cost will be about \$3 to \$4.5 million per year and primarily includes security, utilities, and limited staffing. An additional \$1 to \$1.5 million per year in the first three years will be needed for master planning and to prepare the environmental impact report with roughly \$1 to \$2 million per year needed to fund selective demolition and limited infrastructure improvements.

President Coley noted that Cal Poly Pomona recognizes there will be a financial impact should the transfer of the site occur. Similar to previous CSU land transfers, the campus will pursue revenue opportunities through public-private developments that expand its educational mission. The campus will continue to work closely with the Chancellor's Office to pursue infrastructure funds and revenues.

Ms. San Juan presented a timeline of recent meetings with local and state officials, and state agencies such as the State Historic Preservation Office (SHPO), Air Resources Board, Departments of Developmental Services, General Services, and Finance to discuss the Center's closure.

Trustee Rebecca Eisen asked if board approval of this item means the board is assuming financial obligations when executing the Memorandum of Understanding for the property transfer.

Trustee Norton affirmed there are financial obligations with approval of the item.

Trustee Steven Stepanek stated he visited the Lanterman Developmental Center property and sees it as a wonderful opportunity.

Trustee Garcia expressed concern of funding the estimated \$15 million over a five-year period for one-time initial costs for safety improvements and code compliance upgrades for the property.

Ms. San Juan responded staff will assess campus priorities for available funding that include the environmental assessment, securing the site, and infrastructure to support a limited operation.

Chair Lou Monville stated his support of the item but asked for expanded discussion of the financial obligations of the proposed land transfer and is concerned about SHPO.

Mr. Relyea added that the speed of development will depend on campus and CSU investment. The campus is also dedicating the revenue stream from its Innovation Village third party partnerships projects to invest in the site. So while there are costs associated with the site, this is an opportunity to secure a contiguous 287-acre property to expand the campus academic program.

Chair Monville recommended keeping the Memorandum of Understanding flexible as it relates to SHPO and the historic nature of buildings so we have a useable site and be creative in seeking available energy efficiency and water conservation funding that would be in alignment with the

removal and renovation of less energy efficient facilities and the installation of new drought tolerant landscape.

The committee recommended approval of the proposed resolution (RCPBG 05-15-09).

Certify the Final Environmental Impact Report and Approve the Campus Master Plan 2015 for California State University, Sacramento

President Alexander Gonzalez, along with Ms. San Juan presented agenda item 4, an action item for the approval of the Campus Master Plan 2015 for California State University, Sacramento. President Gonzalez provided the campus' vision and purpose for the master plan. The proposed master plan is intended to maintain and enrich the campus as an attractive, accessible, safe, functional and vibrant environment for learning, living, work, and recreation to better serve Sacramento State students, faculty, staff, and visitors. President Gonzalez added that Dr. Robert S. Nelsen, incoming president of Sacramento State, is in full support of the new master plan.

Trustee Margaret Fortune, a resident of the City of Sacramento, stated her appreciation of an exciting plan that will positively impact the campus and the region.

Trustee Norton asked how the storm water reclamation project works. President Gonzalez explained that the master plan calls for the demolition of some very old buildings. The land beneath those buildings will be developed as a catchment for water. That water will be recycled to be used as a water feature and to irrigate the campus.

The committee recommended approval of the proposed resolution (RCPBG 05-15-10).

Drought Response and Water Conservation

Mr. Boykin Witherspoon III, Executive Director of the CSU Water Resources & Policy Initiatives (WRPI), and Mr. Andrew Kennedy, a student at Cal Poly Pomona and an intern with WRPI joined Ms. San Juan in presenting agenda item 5, an information item on drought response and water conservation. Ms. San Juan reported on the CSU's progress made on the board's water conservation goals. In support of the board's goals, campuses completed water conservation plans and implemented projects to reduce water use in facilities, landscaping and agriculture. Most of the projects were funded by the campus with co-funding from utility rebates to leverage campus funds. In addition, campuses have been working with their public affairs staff to reinforce the seriousness of the drought, promote water conservation, and inform the campus community of projects underway.

WRPI is working with the Chancellor's Office to develop recommendations for how to calculate baseline water consumption. One of the challenges is comparing what facilities currently consume, what they are allowed to consume, and what they should consume. WRPI is facilitating a work group consisting of facilities managers, industry, and faculty to address these issues. Initial analysis of water consumption data shows that there are inconsistencies in how

water is measured with meters and what water consumption types are metered. One of the goals of this work group is to identify these inconsistencies and recommend strategies to become more consistent as a system.

Compounding the serious effects of the drought, the local water supply is often found contaminated with nitrates and perchlorates. WRPI is studying the use of biotechnological treatment to remove these contaminants. The State Water Resources Control Board has expressed a strong interest in exploring this method of addressing groundwater contamination.

Chair Monville expressed his appreciation to Mr. Witherspoon and his colleagues at WRPI for the work they are doing to assist the campuses in responding proactively to the drought, and the leadership and opportunities provided to CSU students to learn by creating models to improve the quality of the water supply and reduce water use.

Trustee Eisen requested confirmation that the CSU is being asked to reduce water usage by 25 percent by February 2016 over 2013 levels. Ms. San Juan confirmed that the governor is making that recommendation. However, the recommendation is being managed differently by the individual water districts on what percentage would apply to specific campuses so the approach overall is systemwide (the percentage could be more or less per campus).

Trustee Eisen, noting that we need to know how much water was used in 2013 to calculate the 25 percent reduction that we should be working towards, inquired when will we know exactly what is our goal. Ms. San Juan replied that she could not give a specific date as the CSU does not have adequate water meters installed to provide the necessary data. A recent meeting with the Metropolitan Water District suggested the CSU may qualify for some meters. Staff is looking for other grants to fund meters as well.

Trustee Eisen asked if the 25 percent reduction applies to landscape and building water usage. Ms. San Juan responded that the governor's executive order referred to potable water consumption, so it would exclude commercial agriculture and reclaimed water generally used for landscape.

Trustee Taylor asked about the water meters, recognizing that the CSU currently does not have the specificity that he would like. He requested information regarding how many buildings are in need of meters and when can we have them installed, recommending that the water use data be shared with the campus communities to incentivize changed behavior in the spirit of competition. To that end, Trustee Taylor requested follow-up on when such specificity is going to be in place, the cost, and as necessary, a discussion to set priorities to ensure the meters are purchased and installed.

Trustee Norton adjourned the meeting.

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Amend the 2015-2016 Capital Outlay Program for California State University, Fullerton and California State University, Sacramento

Presentation By

Elvyra F. San Juan
Assistant Vice Chancellor
Capital Planning, Design and Construction

Summary

The California State University Board of Trustees approved the 2015-2016 Capital Outlay Program at its November 2014 meeting. This item allows the board to consider the scope and budget of projects not included in the previously approved capital outlay program.

California State University, Fullerton

East and West Practice Fields Lighting Improvements **PWC¹ \$1,520,000**

California State University, Fullerton wishes to proceed with the installation of new field lighting and controls on the East and West Practice Fields, located north of the Kinesiology and Health Science Building (#4²) on the north side of campus. The two practice fields contain approximately 200,000 gross square feet (GSF) of recreational space for activities that enhance student life, club and intramural sports, campus community events, and academic classes in military science and kinesiology.

Illumination of the fields will expand hours of operation for the entire student community and provide a safer environment. Approximately eight light poles will be installed along the outside perimeter of the field. The scope of work includes a new electrical distribution panel, installation of convenience electrical and communication outlets, and blue light emergency phones.

Sustainable design features include LED fixtures and new power receptacles, which will help offset the use of portable generators during events.

The project will be funded through capital reserves generated by Category II fees.

¹ Project phases: P – Preliminary Plans, W – Working Drawings, C – Construction, E – Equipment

² Facility number shown on master plan map and recorded in Space and Facilities Database

California State University, Fullerton
McCarthy Hall Laboratory Suite Improvement **PWC** **\$1,804,000**

California State University, Fullerton wishes to proceed with the renovation of classroom and storage space (3,500 GSF) on the sixth floor of McCarthy Hall (#2). The project will provide laboratory space for natural sciences, expand research capabilities, increase sponsored research opportunities, and improve use of existing campus space. The project will construct office space, primary investigator stations, wet labs and equipment areas, fume hoods, and bio-safety cabinets. The sixth floor research space will be made available to academics and entrepreneurs to collaborate in addressing critical biomedical research and technology development.

Sustainable features include energy efficient light fixtures, lighting controls and lab fume hood controls and recycled content finishes.

The project will be funded from designated capital reserves.

California State University, Sacramento
Dining Commons Servery Renovation **PWC** **\$5,983,000**

California State University, Sacramento wishes to proceed with the renovation of the existing 7,532 GSF Dining Commons Building (#46). The facility was built in the 1970s as a traditional cafeteria-style residential dining facility and can no longer adequately serve the current residential student population, occupying 1,672 beds, which will increase by another 416 beds in 2017. This project will increase the usable space by approximately 2,000 square feet and provide for six new food preparation and service areas, the modification of two existing food service areas, and the renovation of the employee locker rooms. Upgrades to the mechanical, electrical and fire sprinkler systems, and the interior finishes are included in the project scope.

Sustainable features proposed for this project include low flow fixtures for water efficiency; daylighting with the addition of four skylights in the windowless space; LED lighting; and the replacement of a 45-year-old air handling unit with a new high efficiency unit. The renovation improves use of existing campus space.

The project will be funded from reserves from University Enterprises, Inc., a campus auxiliary organization.

Recommendation

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, that the 2015-2016 Capital Outlay Program be amended to include: 1) \$1,520,000 for preliminary plans, working drawings and construction for the California State University, Fullerton East and West Practice Fields Lighting Improvements; 2) \$1,804,000 for the California State University, Fullerton McCarthy Hall Laboratory Suite Improvement; and 3) \$5,983,000 for preliminary plans, working drawings and construction for the California State University, Sacramento Dining Commons Servery Renovation.

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Approval of Schematic Plans for California State University, Northridge and San Diego State University

Presentation By

Elvyra F. San Juan
Assistant Vice Chancellor
Capital Planning, Design and Construction

Summary

Schematic plans for two projects will be presented for approval:

1. California State University, Northridge—Sustainability Center

Construction Management at Risk Contractor: Gilbane, Inc.

Project Architect: Gensler

Background and Scope

California State University, Northridge wishes to proceed with the design and construction of a new Sustainability Center (#124¹). The new center will provide office space for the Associated Students Recycling and Resource Recovery offices and the university's Institute for Sustainability. The new facility includes a single-story 3,100 gross square feet (GSF) building and an adjoining structure of approximately 5,000 GSF to house the recycling yard operations.

The new Sustainability Center will expand the operations of the existing recycling office and sustainability institute in a collaborative setting including a seminar room, interior court yard, and support space. The recycling operations will be housed in a warehouse structure with metal screen walls and designed to accommodate roof-mounted photovoltaic panels. The expanded yard space will allow the campus to increase recycling to support campus growth.

This project is designed to be net zero energy use, water conserving, and achieve Leadership in Energy and Environmental Design (LEED) Platinum certification. Sustainable building design features include increased insulation, a cool roof to minimize solar heat gain, efficient LED lighting and controls, low flow plumbing fixtures, onsite gray water use, drought tolerant landscape and permeable paving.

¹ The facility number is shown on master plan map and recorded in Space and Facilities Database.

Timing (Estimated)

Preliminary Plans Completed	September 2015
Working Drawings Completed	December 2015
Construction Start	March 2016
Occupancy	March 2017

Basic Statistics

Sustainability Center	
Gross Building Area	3,100 square feet
Assignable Building Area	2,700 square feet
Efficiency	87 percent
Recycling Center	
Gross Building Area	5,000 square feet
Assignable Building Area	4,500 square feet
Efficiency	90 percent
Combined Project	
Gross Building Area	8,100 square feet
Assignable Building Area	7,200 square feet
Efficiency	89 percent

Cost Estimate – California Construction Cost Index (CCCI) 6151²

Building Cost (\$347 per GSF)		\$2,815,000
<i>Systems Breakdown</i>	<i>(\$ per GSF)</i>	
a. Substructure (Foundation)	\$ 27.53	
b. Shell (Structure and Enclosure)	\$ 100.49	
c. Interiors (Partitions and Finishes)	\$ 43.58	
d. Services (HVAC, Plumbing, Electrical, Fire)	\$ 77.16	
e. Built-in Equipment and Furnishings	\$ 4.07	
f. Special Construction	\$ 33.95	
g. General Conditions and Insurance	\$ 60.70	
Site Development (includes landscaping and demolition)		<u>436,000</u>
Construction Cost		\$3,251,000

² The July 2015 *Engineering-News Record* California Construction Cost Index (CCCI). The CCCI is the average Building Cost Index for Los Angeles and San Francisco.

Fees, Contingency, Services	<u>1,312,000</u>
Total Project Cost (\$563 per GSF)	<u>\$4,563,000</u>

Cost Comparison

The Sustainability Center is a unique mixture of two building types: 3,100 GSF of administrative offices and 5,000 GSF of warehouse space. The total project cost of \$347 per GSF is less than the CSU construction cost guide for comparable administrative and office space at \$367 per GSF and greater than the comparable for corporation yard facilities at \$186 per GSF. The recycling warehouse costs approximately \$100 per GSF and is non-conditioned space that will instead rely on fans and natural ventilation for cooling. The combined costs for the overall building complex are higher than a typical corporation yard largely because this project is designed to achieve LEED Platinum certification and includes photovoltaic panels.

Funding Data

The project will be funded entirely from Associated Student fee reserves.

California Environmental Quality Act (CEQA) Action

A Notice of Exemption has been prepared pursuant to CEQA. The Notice of Exemption will be filed with the State Clearinghouse as required.

Recommendation

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, that:

1. The board finds that the Categorical Exemption for the California State University, Northridge Sustainability Center project has been prepared pursuant to the requirements of the California Environmental Quality Act.
2. The project will not have significant adverse impacts on the environment, and the project will benefit the California State University.
3. The schematic plans for California State University, Northridge, Sustainability Center are approved at a project cost of \$4,563,000 at CCCI 6151.

2. San Diego State University—Engineering and Interdisciplinary Sciences Complex
Design/Build Contractor: Clark Construction
Project Architect: AC Martin

Background and Scope

The proposed project, Engineering and Interdisciplinary Sciences Complex for San Diego State University, was approved by the Board of Trustees in May 2015 as an amendment to the 2014-2015 Capital Outlay Program and for project financing. In this agenda item, the schematic design is presented for approval. The sequence of approvals reflects the campus desire to proceed with demolition and site preparation early in the summer while the design was in process.

The Engineering and Interdisciplinary Sciences Complex aims to improve the quality and quantity of research and activity space for the science, technology, and engineering. The proposed complex will include collaboration space, a small café, and consist of two buildings joined by a multilevel connector. The north wing will house teaching labs and an entrepreneurial research center. The south wing will house teaching labs, a clean room and research labs, and support space.

The primary exterior surface of the building will be cement stucco consistent with the historic mission style campus architecture. Glass entries facing the courtyard will be shaded by arcades and upper story windows will be shaded by balconies and small roofs. Much of the building circulation will be through covered outdoor arcades, reducing the amount of conditioned space. The roof will feature red clay tile, with a recessed area used to screen mechanical equipment.

The project will be designed to achieve LEED Gold equivalency. Sustainable design features include the use of historic architectural details that are responsive to the local climate such as arcades and overhangs to control heat gain, provision of smart controls for lighting and natural ventilation, use of recycled and regional materials, optimized energy performance and water efficient landscaping, sub-surface drip irrigation for water reduction measures, energy efficient LED lighting fixtures, indirect natural daylighting, and low-flow plumbing fixtures.

Timing

Preliminary Plans Completed	September 2015
Working Drawings Completed	March 2016
Construction Start (demolition and abatement)	July 2015
Occupancy	January 2018

Basic Statistics

Gross Building Area	82,400 square feet
Assignable Building Area	42,400 square feet
Efficiency	51.46 percent

Cost Estimate – California Construction Cost Index (CCCI) 6151

Building Cost (\$576 per GSF)		\$47,500,000
<i>Systems Breakdown</i>	<i>(\$ per GSF)</i>	
a. Substructure (Foundation)	\$ 30.51	
b. Shell (Structure and Enclosure)	\$159.79	
c. Interiors (Partitions and Finishes)	\$ 56.10	
d. Services (HVAC, Plumbing, Electrical, Fire)	\$220.12	
e. Built-In Equipment and Furnishings	\$ 24.88	
f. Special Construction and Demolition	\$ 24.42	
g. General Conditions and Insurance	\$ 60.64	
Site Development (includes landscaping and demolition)		<u>4,613,000</u>
Construction Cost		\$52,113,000
Fees, Contingency, Services		<u>22,487,000</u>
Total Project Cost (\$905 per GSF)		\$74,600,000
Fixtures, Furnishings and Moveable Equipment		<u>5,000,000</u>
Grand Total		<u>\$79,600,000</u>

Cost Comparison

The Engineering and Interdisciplinary Sciences Complex project’s construction cost of \$576 per GSF is higher than the CSU Cost Guide of \$483 per GSF for Engineering Lab buildings, but more closely resembles a Science (wet lab) building cost standard of \$554 per GSF, all at CCCI 6151. The Cal Poly San Luis Obispo Center for Science building, approved by the board in September 2007, was similar in terms of including donor funded research labs and was built at a cost of \$608 per GSF when escalated to CCCI 6151. The design accommodates several special function labs, such as a clean room and a magnetic resonance imaging (MRI) suite that add additional expense for shielding and enhanced mechanical support systems. The site also presents design challenges that add to the cost of construction including a 16-foot grade change across the site, the need to provide accessible pathways to adjacent historic buildings, and a

physical bridge connection to the existing Engineering building. Other notable building system cost drivers reflect that a level of each wing is below or partially below grade, and the use of red tile roofing consistent with the campus architectural vocabulary.

Funding Data

The project will be financed through the CSU Systemwide Revenue Bond program (\$50,000,000), auxiliary reserves (\$25,000,000), and campus reserves and/or new capital financing authority from the 2015-2016 Capital Outlay Program (\$4,736,000). While not dependent on philanthropy, the campus will be raising donor funds to offset a portion of the costs of the building.

California Environmental Quality Act (CEQA) Action

An Initial Study/Mitigated Negative Declaration (IS/MND) for the project was approved by the board in May 2015. The public review period began on February 24, 2015, and closed on March 25, 2015. The IS/MND, and all related materials, are available for review by the board and the public at www.sdsu.edu/eis.

Recommendation

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, that:

1. An Initial Study/Mitigated Negative Declaration (IS/MND) for the project was approved by the board in May 2015.
2. The project will not have significant adverse impacts on the environment, and the project will benefit the California State University.
3. The schematic plans for the San Diego State University Engineering and Interdisciplinary Complex are approved at a project cost of \$79,600,000 at CCCCI 6151.

AGENDA

JOINT COMMITTEE ON GOVERNMENTAL RELATIONS AND FINANCE

Meeting: 11:00 a.m., Tuesday, July 21, 2015
Glenn S. Dumke Auditorium

Governmental Relations

Douglas Faigin, Chair
Kelsey M. Brewer, Vice Chair
Silas H. Abrego
Adam Day
Debra S. Farar
Lupe C. Garcia
Steven G. Stepanek

Finance

Adam Day, Acting Chair
Silas H. Abrego
Kelsey M. Brewer
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Lillian Kimbell

Discussion Items

1. Legislative Update, *Information*
2. Report on the 2015-2016 Support Budget, *Information*

JOINT COMMITTEE ON GOVERNMENTAL RELATIONS AND FINANCE

Legislative Update

Presentation By

Garrett Ashley
Vice Chancellor
University Relations and Advancement

Karen Y. Zamarripa
Assistant Vice Chancellor
Advocacy and State Relations

Summary

This item contains an updated review of bills introduced this year that may impact or be of interest to the California State University (CSU).

Background

At the conclusion of the 2015-16 budget negotiations between Governor Brown, Assembly Speaker Atkins and Senate President pro Tempore de León, the CSU was provided an additional \$217 million over the previous year in ongoing budget support. In great part, the success in Sacramento can be attributed to the 18-month *Stand with CSU* campaign. Thanks to the work of the campuses and their teams, the CSU secured 83 signatures of the 120 legislators for our support letter, urging the state's leadership to prioritize the trustees' full budget request for the CSU.

Since the release of the letter, the following has taken place:

- Campuses educated their local legislative delegations on the need and benefits of investment in the CSU.
- Legislative capitol offices received information sheets three times a week on key messages such as enrollment, student success and capital infrastructure.
- All 120 legislators received red #standwithCSU socks and were asked to demonstrate their support for the system by wearing them during Floor session on June 4.
- Daily "tweets" went out via Twitter with the #standwithCSU hashtag. This resulted in over 1.3 million impressions. In Sacramento, the CSU was the top trending hashtag for over eight hours during our CSU Sock Day.

In addition to our budget activities, the CSU has been managing many bills. We are now over halfway through the legislative process, with the second house policy committees having completed their work on bills in their house. At this juncture, the legislature is on their annual summer recess, returning in mid-August to complete their work for the year by September 11.

Board of Trustees' Sponsored Legislation

AB 819 (Irwin) - California State University and University of California Alumni Affinity Programs

This measure seeks permanent authority for the CSU and the University of California (UC) to participate in affinity programs, which benefit the campuses and their alumni associations. The current statutory authority for affinity programs sunsets in January 2016.

Status: The measure has passed the Senate Floor and is headed to the Governor.

SB 462 (Wolk) - Sonoma State Green Music Center Ad/Sponsorship Allowances

This measure would allow local wineries and beer manufacturers to purchase ad space, donate products for sale, or provide sponsorship for events at the Sonoma State University Donald and Maureen Green Music Center.

Status: The measure passed out of the Senate and will be heard next in the Assembly Governmental Organization Committee on July 8, 2015.

SB 634 (Block) - State Authorization Reciprocity Agreement (SARA)

Federal regulations require every campus that offers online programs to be authorized to do so in every state where enrolled students reside. In response to the new federal regulations, accrediting agencies throughout the country have developed a collaborative, known as SARA, to facilitate common standards and access for students and universities. This measure provides the statutory authorization necessary for California to enter into SARA through the Western Interstate Commission for Higher Education.

Status: The measure was scheduled to be heard in the Senate Education Committee on April 22. However, opposition has emerged from consumer advocates who want the state to regulate out-of-state, for-profit institutions in the same way they regulate those institutions physically located in California. This is a major issue that has been highly controversial for decades. The measure is now a two-year bill.

CSU Investment Authority

This proposal would increase the system's investment earnings on its funds through a broader range of investments to support campus infrastructure and capital outlay.

Status: The CSU is continuing conversations with the Department of Finance, the State Treasurer's office and the legislature about addressing this matter before adjournment this summer.

Initial Review of Key Measures for the CSU

AB 38 (Eggman) - California State University: New Campuses

This measure would request the Legislative Analyst's Office (LAO) to conduct a study to assess the need for new CSU campuses.

CSU Position: NO OFFICIAL POSITION

Status: The measure passed out of the Assembly and is in the Senate Rules Committee waiting to be assigned to a policy committee. Budget bill language was included in the final budget to have LAO do this study. This is in response to continued interest in campuses in Chula Vista, Antelope Valley and the Stockton Center at CSU Stanislaus.

AB 42 (Kim) - Postsecondary Education Mandatory Fee Freeze

This measure would prohibit the CSU, California Community Colleges (CCC) and the UC from increasing mandatory tuition and fees until fiscal year 2018-19, when the temporary taxes established by Proposition 30 expire. It would also require new student fees be approved by a majority of the student body on or after January 1, 2016, and within the preceding 48 months, potentially impacting several campuses that enacted student fees in the last four years.

CSU Position: OPPOSE UNLESS AMENDED

Status: The measure is now a two-year bill.

AB 147 (Dababneh) - Animal Research

This measure would require California's higher education institutions that conduct scientific research on domestic dogs or cats to offer the animals to animal rescue operations after they are no longer needed.

CSU Position: NO OFFICIAL POSITION

Status: The measure passed out of the Senate Education Committee and was referred to the Senate Appropriations Committee. The UC and private institutions are impacted much more significantly than the CSU.

AB 340 (Weber) - Campus Climate Report

This measure would require the CSU, CCC and the UC, beginning in 2017-18, to provide once every biennium a report to the legislature on new developments and efforts being undertaken

around campus climate. The report would be submitted to the legislature, governor and attorney general.

CSU Position: SUPPORT
Status: The measure passed out of the Assembly. The Senate Rules Committee has not assigned the bill to a policy committee due to house procedures that discourages legislation that merely calls for a study.

AB 716 (Low) - California State University Special Sessions

This measure would place into the Education Code the definition of “supplanting” included in the CSU executive order on this subject; specifically, that supplanting results when the number of state-supported course offerings decreases while the number of self-supporting versions of that course increases. The measure would also require, to the extent possible, that any course offered as a condition of completing an undergraduate degree should be offered as a state-supported course.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Senate Education Committee and will be heard in the Senate Appropriations Committee on July 6.

AB 967 (Williams) - Postsecondary Education: Sexual Assault

This measure would mandate institutions that receive state financial aid establish a uniform process for sexual assault disciplinary proceedings that treats all students in the same manner regardless of their major or their participation with an athletic program. It also would specify forms of discipline for violations including expulsion, suspension and loss of aid and housing privileges, effectively creating determinant sentencing for student code of conduct violations. The measure would also require annual reporting on sexual assault cases, including the number of cases each year and resulting outcomes.

CSU Position: SUPPORT IF AMENDED
Status: The measure passed out of the Assembly, and will be heard in the Senate Education Committee in July. CSU’s Advocacy and State Relations (ASR) office is working with the author’s staff to remove the minimum sanction of two years for violations of campus conduct ensuring that campuses are allowed to respond to each individual circumstance in the appropriate manner.

AB 968 (Williams) - Postsecondary Education: Transcripts

This measure would mandate that a student's suspension or expulsion be included on their transcript for as long as the prohibition is in place. This is consistent with current CSU policy.

CSU Position: SUPPORT

Status: The measure passed out of the Assembly and is in the Senate waiting to be assigned to a policy committee.

AB 970 (Nazarian) – Labor Commissioner: Enforcement of employee claims

This measure expands the role of the state's Labor Commissioner to cite an employer for violations of state and local minimum wage laws. Current law charges the commissioner with overseeing the state minimum wage.

CSU Position: OPPOSE UNLESS AMENDED

Status: The measure is pending final action on the Senate Floor. CSU has submitted amendments to make clear that state agencies, departments and universities are not subject to local ordinances but remain subject to state minimum wage laws. If the bill does in fact subject CSU and others to local ordinances, this would be a significant shift in policy and increased unfunded mandates for the campuses are estimated in the millions.

AB 1000 (Weber) - California State University: Student Success Fees

This measure would codify the recently adopted Board of Trustees' policy on Category II Student Success Fees. It would also require a report from the Chancellor on all fees adopted and rescinded in each academic year to the Department of Finance and the legislature.

CSU Position: OPPOSE

Status: The measure passed out of the Assembly and will be heard next in the Senate Education Committee. The CSU has requested amendments that balance governance and accountability in a manner that recognizes the role of the Board in setting policy but also our commitment to transparency in decision making.

AB 1317 (Salas) - Executive Officer Compensation

This measure would request the UC to adopt policies prohibiting a salary increase for executive officers if systemwide mandatory fees were increased within the last two years.

CSU Position: WATCH

Status: The measure originally applied to the CSU and the UC, but it was passed out of the Assembly Appropriations Committee with amendments deleting

all reference to the CSU. The measure is now in the Senate Education Committee and will likely be heard on July 15.

AB 1349 (Weber) - California First Act

This measure would require the university to guarantee undergraduate admissions to a CSU campus, though not necessarily at a campus or in a major of the applicant's choice, to all California residents who apply on time and satisfy the undergraduate admissions eligibility requirements of the university, regardless of state funding levels.

CSU Position: WATCH

Status: The measure was held in the Assembly Appropriations Committee and is dead for the session. In early discussions with the author's staff, it seemed the author wanted the CSU to create a formal redirection policy for students not accepted to their first-choice campus, similar to the UC.

AB 1366 (Lopez) - Dream Resource Centers

This measure would require the CCC and CSU to establish Dream Resource Centers on their campuses or ensure that a designated staff person knowledgeable in financial aid, services, and academic opportunities for all students meeting specific requirements is available. While mandating the centers, it would authorize the acceptance of private funds to establish and operate the centers. UC would be requested to comply with this measure as well.

CSU Position: NO OFFICIAL POSITION

Status: The measure passed out of the Assembly and will be heard in the Senate Education Committee, likely on July 15.

SB 3 (Leno) – Minimum Wage

This measure would increase the state minimum wage to \$13 an hour by July 1, 2017, and put in place an annual increase yearly thereafter tied to the California Consumer Price Index (CCPI).

CSU Position: NO OFFICIAL POSITION

Status: The bill has been approved by the Senate on a partisan vote and will be considered by the Assembly Labor Committee on July 8. The measure is opposed by private sector employers and has been included on the annual "job killer" list of bills identified by the California Chamber of Commerce. SB 3 is supported by employee organizations. Estimated cost for the CSU in 2017 is \$41 million.

SB 8 (Hertzberg) - The Upward Mobility Act

Presently, this measure is only legislative intent language that would extend sales tax on service-based industries. It would also examine the impact of lowering and simplifying the personal

income tax California currently uses. The bill intends to generate an estimated \$10 billion in new revenues that would be directed as follows: \$3 billion for K-14 education; \$3 billion for local government services; \$2 billion for low-income tax credits; and \$1 billion each for the UC and the CSU.

CSU Position: WATCH
Status: The measure is a two-year bill.

SB 15 (Block) - Postsecondary Education Financial Aid

This measure is Senate Pro Tem de León's higher education proposal to allocate more funds to higher education and state financial aid programs. One component, a new completion incentive program to encourage CSU students to complete at least 30 units a year towards their degree, remains a keen interest of Pro Tem de León and will be an issue in 2016.

CSU Position: SUPPORT
Status: The measure passed out of the Senate and will not move further until next year given the budget agreement between the Senate and Assembly.

SB 42 (Liu) - California Commission on Higher Education Performance and Accountability

This measure would recast and revise the currently unfunded California Postsecondary Education Commission (CPEC) as the Commission on Higher Education Performance and Accountability. This new commission would serve many of the same purposes as CPEC, but would not include representation from the higher education segments on the governing board.

CSU Position: PENDING
Status: The measure passed out of the Senate and will be heard in the Assembly Higher Education Committee on July 7. The author submitted amendments to the committee on July 2 removing all prior language and replacing with a proposal to establish a higher education entity within the governor's office. Further analysis is required to determine the impact and value of such a proposal to the state and CSU.

SB 247 (Lara) - Dream Centers

This measure would allow high schools, CCC, CSU and UC campuses to establish on-campus "Dream Centers" to assist undocumented students with student support services, including financial aid.

CSU Position: NO OFFICIAL POSITION
Status: The measure was held on the suspense file in the Appropriations Committee and is dead for the year.

SB 668 (Leyva) - Sexual Assault: Counselor-Victim Privilege

This measure would require all campuses to contract out with a sexual assault center, like the California Coalition Against Sexual Assault (CALCASA), to provide sexual assault counseling to our students on campus.

CSU Position: WATCH

Status: The author has deferred action on this bill until 2016 given concerns expressed by the CSU and others.

SB 669 (Pan) - California State University Personal Service Contracts

This measure would restrict the CSU's authority to manage its employees and subject the campuses to the same contracting out restrictions and constraints imposed on state civil service.

CSU Position: OPPOSE

Status: This measure is very similar to last year's SB 943, which died in its first policy committee. It was referred to the Senate Education Committee and was scheduled to be heard on April 22, but was pulled by the author and is now a two-year bill.

SB 707 (Wolk) - Gun-Free School Zone

This measure would prohibit a person with a concealed weapon permit from bringing a firearm onto K-12 school grounds or higher education campuses, including the CSU.

CSU Position: SUPPORT

Status: The measure passed out of the Senate and is in the Assembly waiting to be assigned to a policy committee. The measure is sponsored by the California College and University Police Chiefs Association.

JOINT COMMITTEE ON GOVERNMENTAL RELATIONS AND FINANCE

Report on the 2015-2016 Support Budget

Presentation By

Ryan Storm
Assistant Vice Chancellor
Budget

Summary

The purpose of this agenda item is to inform the California State University Board of Trustees of final budget-related decisions made by the state of California affecting the CSU support budget.

Background

At its November 2014 meeting, the Board of Trustees approved the CSU 2015-2016 Support Budget Request. That budget request called for an increase of \$269.0 million, including \$216.6 million from state funds and \$52.4 million of net student fee revenues tied to funded enrollment growth. The approved uses of the increase included funding for:

2% Compensation Pool Increase	\$65.5 million
3% Enrollment Demand (10,400 FTES)	103.2 million
Student Success and Completion Initiatives	38.0 million
Academic Facilities Maintenance & Infrastructure Needs	25.0 million
Information Technology Infrastructure Upgrade & Renewal	14.0 million
Mandatory Costs	23.1 million
Center for California Studies—Cost Increases	0.2 million
TOTAL REQUEST	\$269.0 million

Consistent with the governor's multi-year funding plan, first proposed and adopted in 2013-2014, the governor's 2015-2016 January budget provided a \$119.5 million state general fund increase for the CSU support budget.

By the end of May 2015, the governor and legislature estimated higher state revenues and possible priorities for those funds. The governor proposed an additional \$38 million for the CSU above his January 2015 budget commitment, raising the governor's total commitment to \$157.5

million. The Assembly and the Senate jointly proposed an additional \$108 million for the CSU above the governor's January 2015 proposal, or \$70 million above the May Revision.

The final budget agreement presumes the lower of two statewide revenue estimates and, holding all things constant, the enacted budget could have aligned with the governor's May Revision proposal for the CSU. However, the state made changes to the Middle Class Scholarship program and used the resulting programmatic savings for other higher education purposes. The most significant portion of that funding was provided to the CSU. As a result, the final Budget Act provides a programmatic increase totaling \$216.5 million from the state General Fund, bringing state support for the CSU to \$3.0 billion.

The Budget Act fully funded the budget requested by the Board of Trustees and, as a result, there is no need to fundamentally re-prioritize or re-size what were already reasonable and necessary new expenditure levels in the CSU 2015-2016 Support Budget Request.

Proposed Expenditure Plan

Funded Student Enrollment

Many CSU campuses are experiencing record levels of applications for Fall 2015. Over 800,000 undergraduate applications were submitted to CSU campuses for Fall 2015, an increase of over 29,000, or four percent, from the prior year. In spite of this, state budget cuts during the recession continue to have repercussions today that constrain the ability of the CSU to admit and enroll new eligible applicants.

This budget attempts to achieve a balance between various critical program needs and the budget augmentation from the state. The budget plan will allow growth in state-assisted enrollment in the CSU system by approximately 12,300 students (approximately 10,400 full-time equivalent students) by the 2016 fall term.

Student Success and Completion Initiatives

An allocation of \$38 million will be used for approaches that improve student access and success such as reducing time to degree, closing the achievement gap, and improving graduation rates. Systemwide objectives will guide campus-level decisions to hire more tenure-track faculty and staff, scale up existing best practices, or implement new and innovative strategies to enhance academic advising, improve student services focused on retention and shortened time to degree, and close the achievement gap through targeted academic and student support, specifically to underserved and under-prepared first-time freshman.

Employee Compensation Pool

The proposed pool will provide resources that build upon the 1.34 percent increase provided in 2013-2014 and the 3 percent increase provided in 2014-2015 to continue to address the need to compensate employees for the work they perform and to enhance the CSU's ability to recruit and retain top-quality faculty and staff. An allocation of approximately \$65.5 million amounts to approximately a 2 percent increase in the total CSU compensation pool to employees. However, the distribution of the pool to various groups will depend on market conditions, the collective bargaining process, and other factors.

Infrastructure Needs

There are numerous examples on every CSU campus of academic and plant facilities that are in need of repair or replacement. The systemwide deferred maintenance backlog cost is approximately \$1.8 billion and grows by approximately \$100 million per year. With \$25 million annually dedicated to pay-as-you-go projects or annual debt service on longer-term bond-financed projects, as much as \$300 million of the university's most pressing facility repairs and infrastructure needs could be accomplished, depending upon market interest rates. Without this commitment, very limited financial resources are available for the CSU to make a marked improvement in existing campus facilities.

Mandatory Costs

Approximately \$23.1 million of the augmentation will be used to meet anticipated mandatory costs. Mandatory costs are the expenditures the university must pay regardless of the level appropriated by the state. These costs include recent increases to employee benefits and operations and maintenance of newly-constructed space. Without funding for the mandatory cost increases, campuses would have to redirect resources from other program areas to meet their obligations. Funding mandatory costs helps preserve the integrity of CSU programs.

Other State Budget Changes

Deferred Maintenance

The CSU will receive \$25 million of one-time funding to address the CSU's most urgent facility maintenance and utility infrastructure needs. Many other state program areas will receive one-time funding for similar purposes.

California Dream Loan Program

Included in the final state budget is an expectation that the CSU implement the California Dream Loan Program. The program would offer loans to undocumented CSU students to support their ability to afford and complete their college degrees. These students lack access to federal student loans. The 2014 law intended a match of state and CSU funds to support the program.

Basic Skills Partnership Pilot Program

The final budget provides \$10 million Proposition 98 General Fund to the California Community Colleges Chancellor's Office for a pilot program to provide incentives to community college districts, the CSU, and high schools to coordinate their efforts on college preparatory instruction to prospective and enrolled CSU students.

Summary

The governor signed the 2015-2016 Budget Act and the higher education budget trailer bill on June 24, 2015. In terms of appropriations for the CSU, the enacted budget is consistent with the Board of Trustees' 2015-2016 Support Budget Request. It provides a programmatic increase of \$216.5 million from the state General Fund for support of the CSU, bringing state support for the CSU to \$3.0 billion out of a \$115.4 billion state General Fund budget.

The enacted budget is consistent with the spending plan tied to the amount approved at the November 2014 meeting of the Board of Trustees. This new funding will continue the process that began in 2013-2014 of reinvestment in the students, faculty, staff, and campuses of the CSU.

The enacted budget also contains other adjustments, the most significant being one-time funding for deferred maintenance.

AGENDA

COMMITTEE ON COLLECTIVE BARGAINING

Meeting: 8:00 a.m., Tuesday, July 21, 2015
Munitz Conference Room—Closed Session
Government Code §35969(d)

11:30 a.m., Tuesday, July 21, 2015
Dumke Auditorium—Open Session

Adam Day, Chair
Lupe Garcia, Vice Chair
Lillian Kimbell
Hugo N. Morales

Open Session—Dumke Auditorium

Consent Item

Approval of the Minutes of the Meeting of May 19, 2015

Discussion Items

1. Adoption of Initial Proposals for Re-Opener Contract Negotiations with Bargaining Unit 13, The California State University Employees Union SEIU Local 2579 (English Language Program at California State University, Los Angeles), *Action*
2. Adoption of Initial Proposals for First Contract Negotiations with Bargaining Unit 14, The California State University Employees Union SEIU Local 2579 (English Language Program at California State University, Monterey Bay), *Action*

**MINUTES OF MEETING OF
COMMITTEE ON COLLECTIVE BARGAINING**

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

May 19, 2015

Members Present

Debra S. Farar, Chair
Rebecca D. Eisen
Lupe C. Garcia
Hugo N. Morales
Timothy P. White, Chancellor
Lou Monville, Chair of the Board

Chair Farar called the Committee on Collective Bargaining to order.

Approval of Minutes

The minutes of the March 24, 2015 meeting were approved as submitted.

Adoption of One Initial Proposal

Vice Chancellor Lori Lamb presented the action item to the Committee.

Public Speakers

The Committee heard from the following public speakers:

California State University Employees Union (CSUEU) Pat Gantt, president, Chico, read a CSUEU resolution in support of a systemwide policy on abusive conduct. Mike Geck, vice president, Organizing, San Marcos, Loretta Seva'aetasi, vice president, Finance, San Francisco, and Rocky Sanchez, vice chair Bargaining Unit 7, Pomona, spoke in favor of a systemwide policy on abusive conduct. Tessa Reese, chair, Bargaining Unit 2, San Diego, discussed the need for collaboration in the development of an abusive conduct policy. Mike Chavez, chair, Bargaining Unit 5, Stanislaus, commended campus presidents for their efforts in bringing custodial positions in house. Susan Smith, vice chair, Bargaining Unit 9, Fullerton, spoke about in-range progression concerns.

California Faculty Association (CFA) Lillian Taiz, president, spoke about the upcoming round of collective bargaining and the need to invest in the faculty. Jennifer Eagan, associate vice

president-North, East Bay and the incoming president of CFA spoke of the dedication of the faculty and the need for proper faculty salaries. Laura Hasbun, a student at California State Polytechnic University, Pomona, supported faculty pay increases. Sharon Elise, faculty member, California State University, San Marcos, spoke of the altruism of the faculty and the importance of lecturers.

Kevin Wehr, legislative chair, Sacramento, CFA Political Action, spoke about inversion and compression and campus equity programs.

Action Item

The committee then unanimously approved the following action item:

1. Adoption of Initial Proposals for Re-Opener Contract Negotiations with Bargaining Unit 3, California Faculty Association (CFA)

The committee meeting was then adjourned.

COMMITTEE ON COLLECTIVE BARGAINING

Adoption of Initial Proposals for Re-Opener Contract Negotiations with Bargaining Unit 13, The California State University Employees Union SEIU Local 2579 (English Language Program at California State University, Los Angeles)

Presentation By

Lori Lamb
Vice Chancellor for Human Resources

Summary

The adoption of initial proposals for re-opener contract negotiations with Bargaining Unit 13, The California State University Employees Union SEIU Local 2579 (English Language Program at California State University, Los Angeles) will be presented to the Board of Trustees. The initial proposals are attached for review.

Recommended Action

The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the initial proposals for re-opener contract negotiations with Bargaining Unit 13, The California State University Employees Union SEIU Local 2579 (English Language Program at California State University, Los Angeles) are hereby adopted.

**The California State University's
Initial Collective Bargaining
Proposal**

Between

The Board of Trustees

Of

The California State University

And

**The California State University Employees Union
SEIU Local 2579**

(Unit 13)

ATTACHMENT A
Col Barg – Item 1
July 21, 2015
Page 2 of 2

ARTICLE 16 - Benefits

The University will propose to maintain status quo on all provisions of this article.



June 5, 2015

VIA EMAIL AND US MAIL

John Swarbrick, Associate Vice Chancellor
Labor Relations
Office of the Chancellor
California State University
401 Golden Shore
Long Beach, CA 90802-4210

Re: Sunshine Proposals for Unit 13 Contract Reopener

Dear Mr. Swarbrick:

Pursuant to Article 24.3 of the 2013-2016 Agreement (as amended November 10, 2014) between the California State University Employees Union, Local 2579, Service Employees International Union (CSUEU) and the Trustees of the California State University (CSU), and to advance the interests of CSUEU-represented employees in Bargaining Unit 13, CSUEU submits this sunshine proposal for bargaining an agreement:

Article 16: Benefits

- The Union will propose to decrease the employee contribution to health benefits and to extend benefits to Term ELP instructors.

Please contact me to arrange the bargaining schedule. I may be reached at (916) 319-4800, ext. 103 or by e-mail at nyamada@csueu.org.

Sincerely,

A handwritten signature in blue ink, appearing to read "Nancy T. Yamada", is written over a light blue horizontal line.

NANCY T. YAMADA
Attorney

cc: Pat Gantt, CSUEU President
Alisandra Brewer, CSUEU Vice President of Representation
Lori Lamb, Vice Chancellor, Human Resources, CSU

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COMMITTEE ON COLLECTIVE BARGAINING

Adoption of Initial Proposals for First Contract Negotiations with Bargaining Unit 14, The California State University Employees Union SEIU Local 2579 (English Language Program at California State University, Monterey Bay)

Presentation By

Lori Lamb
Vice Chancellor for Human Resources

Summary

The adoption of initial proposals for first contract negotiations with Bargaining Unit 14, The California State University Employees Union SEIU Local 2579 (English Language Program at California State University, Monterey Bay) will be presented to the Board of Trustees. The initial proposals are attached for review.

Recommended Action

The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the initial proposals for first contract negotiations with Bargaining Unit 14, The California State University Employees Union SEIU Local 2579 (English Language Program at California State University, Monterey Bay) are hereby adopted.

**The California State University's
Initial Collective Bargaining
Proposals**

Between

The Board of Trustees

Of

The California State University

And

**The California State University Employees Union
SEIU Local 2579**

(Unit 14)

Recognition

The University will propose classifications to be included in this unit.

Management Rights

The University will propose a statement of management rights to ensure the effective operation of the program.

Effect of Agreement

The University will propose statements as to the effect of the agreement and a savings clause.

Concerted Activities

The University will propose a statement of prohibited concerted activities to prevent interference with the operations of the program.

Grievance Procedure

The University will propose a procedure for resolving disputes regarding allegations by bargaining unit employees and/or the Union that the CSU has violated the agreement.

Employee Status

The University will propose a procedure for appointment to a classification within the bargaining unit to meet programmatic needs and a procedure for studying the development of new or revised classifications in the bargaining unit.

Performance Evaluations

The University will propose a procedure for evaluating bargaining unit employees to ensure the success of students in the program.

Personnel Files

The University will propose a procedure for employee access to his/her personnel file, a statement of the manner in which employee personnel files will be used to make employment decisions, and a procedure for requesting correction to his/her personnel file.

Corrective Action

The University will propose procedures for issuing reprimands and criteria and procedures for the temporary suspension with pay of an employee.

Resignations

The University will propose criteria and a procedure for the automatic resignation of an employee to prevent disruption to the program.

Holidays and Leaves of Absence with Pay

The University will propose paid holidays and paid leave for jury duty, leave to vote, court appearances in the interest of the CSU, military service, and bereavement/funeral and a procedure for reporting absences.

Leaves of Absence without Pay

The University will propose criteria and procedures for requesting a leave of absence without pay.

Salary and Schedule

The University will propose teaching schedules, compensation, and assignment responsibilities to meet programmatic needs.

Benefits

The University will propose benefits for which members of this bargaining unit are eligible.

Professional Development

The University will propose criteria and procedures for the reimbursement of professional development to enhance the program.

Health and Safety

The University will propose procedures and policies for the protection of the health and safety of employees.

Non-Discrimination

The University will propose a statement of non-discrimination and procedures for filing a complaint alleging discrimination and for filing a disclosure of improper governmental activity.

Family and Medical Leave and Pregnancy Disability Leave

The University will propose criteria and procedures for family and medical leave and for pregnancy disability leave.

Instructional Materials, Services and Support

The University will propose the types of materials, services, and support that will be provided to employees to perform their instructional duties.

Layoff

The University will propose a procedure for layoffs and reemployment rights.

Duration and Implementation

To be developed in bargaining.

The University reserves the right to add to, modify, or delete proposals for any/all Articles during the course of negotiations, in accordance with applicable laws.



June 5, 2015

VIA EMAIL AND US MAIL

John Swarbrick, Associate Vice Chancellor
Labor Relations
Office of the Chancellor
California State University
401 Golden Shore
Long Beach, CA 90802-4210

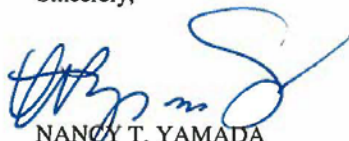
Re: Sunshine Proposals for Unit 14 Contract Negotiations

Dear Mr. Swarbrick:

Pursuant to Government Code section 3595 and as the exclusive representative of employees in Bargaining Unit 14, the California State University Employees Union, Local 2579, Service Employees International Union (CSUEU) submits the attached sunshine proposal for bargaining the first agreement for Unit 14.

Please contact me to arrange the bargaining schedule. I may be reached at (916) 319-4800, ext. 103 or by e-mail at nyamada@csueu.org.

Sincerely,



NANCY T. YAMADA
Attorney

Enclosure as stated.

cc: Pat Gantt, CSUEU President
Alisandra Brewer, CSUEU Vice President of Representation
Lori Lamb, Vice Chancellor, Human Resources, CSU

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**CSUEU/SEIU Local 2579 Sunshine Collective Bargaining Proposals
For the Collective Bargaining Agreement between
Unit 14 – ESL Instructors and
The Board of Trustees of the California State University
June 5, 2015**

Pursuant to Government Code section 3595 and as the exclusive representative of employees in Bargaining Unit 14, the California State University Employees Union, Local 2579, Service Employees International Union (CSUEU or Union) submits the following initial bargaining proposals to the California State University (CSU).

The Union reserves the right to make additional proposals at a later date.

RECOGNITION & UNION RIGHTS: The Union proposes a statement of exclusive representation and a union security clause. The union also proposes release time for representation and conducting other union business, and the reasonable use of CSU facilities for meetings and communicating to represented employees..

GRIEVANCE PROCEDURE: The Union proposes a grievance and arbitration procedure, as well as mediation, to resolve contractual disputes.

EMPLOYEE STATUS/APPOINTMENTS: The Union proposes specified criteria for the appointment process.

PERFORMANCE EVALUATIONS: The Union proposes a procedure for providing and appealing performance evaluations.

PERSONNEL FILES: The Union proposes limitations on the maintenance of personnel files and the ability of employees to access and correct their files.

CORRECTIVE ACTION: The Union proposes limitations on and procedures for rebutting reprimands and temporary suspensions.

HOLIDAYS AND PAID LEAVES: The Union proposes paid leave for CSU-observed holidays, personal time off, jury duty, administrative hearing and court appearances, voting, military service, bereavement/funeral, family care and disability/illness.

LEAVES OF ABSENCE WITHOUT PAY: The Union proposes a procedure for granting unpaid leaves of absence in particular circumstances when paid leave is not available.

HOURS OF WORK: The Union proposes defining the hours of work and work schedule for ESL instructors.

SALARY: The Union proposes a general salary increase and cost of living adjustments.

BENEFITS: The Union proposes extending benefits to ESL instructors, including but not limited to health, dental and retirement plans.

INSTRUCTIONAL MATERIALS SERVICES AND SUPPORT: The Union proposes that all bargaining unit employees receive all materials, services and support required to perform their duties.

PROFESSIONAL DEVELOPMENT: The Union proposes measures to improve employees' access to relevant and timely professional training.

HEALTH AND SAFETY: The Union proposes procedures for providing and maintaining safe and healthful working conditions.

NON-DISCRIMINATION: The Union proposes a statement of non-discrimination and procedure for addressing any discrimination.

LABOR MANAGEMENT COMMITTEES: The Union proposes a mechanism for forming joint labor-management committees to address issues of mutual interest.

LAYOFF: The Union proposes a procedure for layoffs and establishing reemployment rights.

DURATION AND IMPLEMENTATION: The Union's proposal for the duration and implementation of the agreement will be based on what is achieved in negotiations, as well as the funding stream and the general economic outlook.

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 12:10 a.m., Tuesday, July 21, 2015
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Margaret Fortune, Vice Chair
Silas H. Abrego
Kelsey M. Brewer
Douglas Faigin
Lupe C. Garcia
Lillian Kimbell
J. Lawrence Norton
Steven G. Stepanek

Consent Items

Approval of Minutes of Meeting of May 20, 2015

1. California State University Alcohol Policies, Other Substances and Prevention Programs: Seventh Biennial Report, *Information*

**MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

May 20, 2015

Members Present

Debra S. Farar, Chair
Margaret Fortune, Vice Chair
Talar Alexanian
Rebecca D. Eisen
Douglas Faigin
Lillian Kimbell
Lou Monville, Chair of the Board
J. Lawrence Norton
Steven G. Stepanek
Timothy P. White, Chancellor

Trustee Farar called the meeting to order.

Approval of Minutes

The minutes of March 24, 2015, were approved as submitted.

Cal State Online Initiative: Update

Gerry Hanley, assistant vice chancellor for academic technology services, presented the update by first stating that Cal State Online provides students additional online avenues to complete their degrees in a timely manner. Cal State Online's services apply to a wide range of CSU's education programs-fully online, hybrid or partially online, and face-to-face-enabling the California State University (CSU) to leverage these Cal State Online investments to support CSU's success broadly. Dr. Hanley reported that collectively, the CSU has 118 fully online degree programs with various concentrations and 76 hybrid degree programs. He explained that there is a wide variety of programs that fall into the "hybrid" category and the general definition is that over 50 percent of the program is not delivered on the campus. In 2013-2014, CSU campuses graduated over 4,320 students through fully online programs and 1,045 students through hybrid programs representing approximately five percent of all CSU graduates annually.

Dr. Hanley presented a chart depicting the number of both fully online and hybrid CSU degree programs that has continued to increase since 2013. He noted that the CSU offers more fully online degree programs than Arizona State University (which offers 93 comparable programs) and UmassOnline, which offers 72 comparable programs. Additionally, enrollments in CSU hybrid and fully online programs has almost doubled in the last two years, from 2,803 students in 2013 to 5,265 students in 2015.

The primary focus of Cal State Online aims to deliver quality online degree programs but individual online courses are also a part of this initiative. Dr. Hanley said that last summer marked the first time that a single schedule of classes was created listing over 700 fully online courses offered by Extended Education divisions on CSU campuses. This summer, CSU campuses have doubled the number of fully online courses offered to 1,400 courses, with almost 500 already filled.

He stated that these courses are open to anyone who wishes to enroll (given they have met the course prerequisites), inside or outside the CSU. An additional cross campus enrollment program, CourseMatch, allows eligible CSU students to enroll in a fully-online course from another CSU campus for credit at their home campus. These courses are a select group of courses that are transferable for General Education credit, and have a track-record of student success. Students enrolling in CourseMatch must be full-time students, in good academic standing, and not first-time freshman or first-time transfer students. Dr. Hanley said a major accomplishment within the CourseMatch program this year is the automation of the application process which will enable the CSU to scale the cross-campus enrollment program. Assembly Bill 386 (Levine) requires that the CSU provide a searchable database of all CSU fully-online courses offered each semester. It is expected that over 3,000 course will be available for students to enroll in across the CSU.

Dr. Hanley explained that Cal State Online has successfully leveraged the collection of fully and mostly online degree programs, providing students with a one-stop shop website at CalStateOnline.net for the almost 200 fully online and hybrid programs and about 900 fully online summer courses. He added that the Chancellor's Office is also launching a system-level marketing campaign, in collaboration with local campus marketing efforts, that includes video, radio, ePosters, social media and paid search. He then presented a sample video representing the new strategy for the Cal State Online Initiative. Communication with campuses is critical as the next phase of Cal State Online develops and each campus has a Cal State Online Campus Coordinator that meet virtually every month. The Chancellor's Office also established the Commission for Online Education, composed of campus presidents, provosts, CIOs, Director of Academic Technology, Statewide Academic Senators, and students, which provides recommendations on policies and strategies related to online education to the Executive Vice Chancellor of Academic Affairs. Dr. Hanley said that to further support broad communication and transparency, a comprehensive communications portal was developed within the CSYou intranet. He concluded the presentation noting that strategies to support quality online programs, lower overall costs, and increase enrollments moving forward, will be managed centrally by Academic Technology Services through a number of systemwide contracts that are expected to save the CSU millions of dollars.

President Richard Rush, CSU Channel Islands, provided brief remarks regarding the work of the commission which is a policy board that provides recommendations for implementation of Cal State Online. The commission is collecting all the policies from all the campuses to ensure the

consistency and transparency in the processes that the commission is pursuing. The commission expects to have the information compiled by fall 2015.

Trustee Morales asked if the fees for Cal State Online courses are the same as campus courses and if there is input from the commission on all aspects of online programs in the CSU. Addressing the fees, Dr. Hanley explained that the online programs are provided by two components, state supported programs and extended education. State supported programs have the same fees incurred by any student, while extended education consists of self-support programs that can vary in fees depending on the program. Regarding input from the Commission, Dr. Hanley confirmed that it covers the full agenda for all online activities and that Cal State Online is just one initiative among many. The Commission also helps with transparency and communication to ensure there is no competition of programs across the CSU.

Trustee Faigin stated that Cal State Online has gone through many incarnations over the years. He wanted to know if the current redesign is the final vision from what was envisioned previously. Dr. Hanley said that online education will continue to transform over time and as such Cal State Online will remain flexible, at both the campus and system level, to adapt to evolving workforce and student demands.

Trustee Faigin asked about the proportion of traditional on-campus students taking online courses to supplement their coursework relative to non-CSU students taking extended education courses.

Dr. Hanley confirmed that extended education is still a significant portion of Cal State Online. Extended Education summer courses are now all organized in a single place where students can complete courses no matter where they are geographically. CourseMatch is another fully online program that matches courses across campuses to allow currently matriculated CSU students options to complete needed courses faster.

Trustee Faigin also asked if it was possible to quantify how Cal State Online is addressing bottleneck courses. Dr. Hanley said that CourseMatch definitely addresses the bottleneck issue. Dr. Smith said that 60 percent of degree programs run through extended education which is open to all students. AB 386 requires that the CSU list all 3,000 online courses by fall 2015 and this will provide further course options for students to take their required coursework and remain on the path to a timely degree.

Trustee Faigin asked about faculty involvement and reaction to Cal State Online. Dr. Hanley reiterated that Cal State Online is a representation of existing campus programs run by campus policies and guidelines, and provides support for faculty to be successful online instructors. In the past 10 months, Cal State Online has had over 700 faculty members voluntarily participate and there is also faculty representation on the Commission for Online Education.

Trustee Taylor inquired as to which campuses have been successful and which ones have delayed adoption and if there are individual goals set for each campus. He further asked for clarification regarding the differentiation of undergraduate versus graduate online programs. Dr. Hanley said that Cal State Online has 31 fully online and 39 hybrid undergraduate programs, while there are 87 fully online and 37 hybrid graduate programs. Trustee Taylor said he liked the marketing video presented though noticed that an explicit reference to student support was absent from the video and asked if there were additional marketing pieces that address this. Dr. Hanley confirmed that the Cal State Online marketing campaign is a cross-campus collaborative effort that includes multiple, targeted marketing pieces and the video was only one component of a broader online education campaign.

Trustee Taylor asked how the system is reconciling leveraging their size to maximize cost savings and efficiencies while also allowing campuses discretion in choosing their own learning management systems. Dr. Hanley said that migration towards a common Learning Management System (LMS) is in process. The CSU is working towards a single contract, which is already saving \$1.4 million in a consolidated contract for BlackBoard. San José State President Mo Quoyami added that the maturity of the LMS technology is improving and will become more sophisticated over time allowing integration with the varying levels of capabilities at the different campuses. President Rush of CSU Channel Islands said that the Commission is in the early stages of compiling policies to identify consistencies and inconsistencies in order to address this very question.

Trustee Eisen asked if Cal State Online is intended to be a large platform pulling together online programs and courses currently available along with extended education courses. Dr. Hanley said yes it is and to think of it as a systemwide aggregator—a comprehensive one-stop shop of all CSU online degree offerings. Trustee Eisen asked how a student can ensure their online course will be transferable for degree credit. Dr. Hanley said CourseMatch, which is only available to CSU students, is highly selective of the courses offered and only courses that are transferable back to the home campus to fulfill either a GE or major course requirement is included.

Speaker Atkins requested that data regarding student success rates, particularly among underprepared and low-income students, as well comparisons between the numbers of CSU vs. non-CSU students taking online courses, be provided in future reports when available.

Trustee Norton asked how many campuses are currently participating in CourseMatch. Dr. Hanley said 11 campuses are providing selective courses, but that participation can also be by sending students to take the courses and the majority of campuses have students taking courses.

Trustee Morales asked to what extent these online initiatives are addressing access for rural students. Dr. Hanley said Cal State Chico has been a leader in providing customized, distance education services for more than 35 years and continues to serve as a model for best practices in online education delivery.

Academic Efficiencies and Effectiveness

Ephraim Smith, executive vice chancellor and chief academic officer, introduced the item reminding the board that this presentation was in response to the discussion from the Committee on Finance item on administrative efficiencies at the March meeting. Trustees requested staff to prepare a similar report for the Committee on Educational Policy, outlining the efficiencies in academic affairs. Ken O'Donnell, senior director for student engagement and academic initiatives and partnerships, presented the report by first stating that the academic efficiencies to be discussed do not always result in dollar savings, but the value to the CSU-students, faculty, staff, and community-are often realized beyond mere fiscal efficiencies. The item focused on not only the efficiency side of the house, but also on ensuring that within these efficiency frameworks the CSU continues to provide quality, effective educational opportunities.

Mr. O'Donnell organized the presentation in terms of inputs on the academic side that include faculty energy and attention, the commitment of students and their families, as well as time and money. Savings on the input side consist of reduced time and units to degree, which were housed under a broader umbrella of student success initiatives employed throughout the system to reduce student attrition and improve academic performance. On the output side, metrics would include number of degrees produced for example, but Mr. O'Donnell noted the importance of recognizing the harder-to-quantify outputs such as educational opportunity, quality, and success for all students. Gains in any of these areas, without commensurate increase in costs, represent efficiency as well. Mr. O'Donnell provided many examples of how a large-scale system like the CSU is able to successfully leverage economies of scale, including bulk purchasing and shared support for infrastructure, to maximize efficiencies and cost-savings for system and students. He noted, for example, the Affordable Learning Solutions Initiative which has been successful driving down the cost of instructional materials like textbooks resulting in nearly \$30 million in savings. As was discussed in the preceding item on Cal State Online, Mr. O'Donnell quantified the savings from efficient business practices for the initiative totaling millions of dollars in savings to the system. The Office of the Chancellor further leverages the CSU's size with shared academic services in faculty professional development (e.g. the Institute for Teaching and Learning), international programs, academic technology, student academic support, and community engagement. He said the system also sponsors entire programs at the state level that otherwise would not exist, including CSU Summer Arts, Cal State TEACH, and the pre-doctoral program to recruit minority students into advanced study. Finally, there are the economies of consolidating course offerings, with online delivery and regional consortia to offer programs that are too specialized or expensive for a single campus to mount. He also noted the science-based CSU affinity groups' efforts in awarding seed grants for students and faculty to pursue large-scale grants that have resulted in over \$52 million in follow-on funding from external sources. Taken together he said, such economies of scale enhance the student experience and quality of a CSU education, at relatively little additional cost to the state.

In terms of student success efforts, the CSU focuses on targeted initiatives at every possible point of a student's educational pathway, beginning before they even enter the CSU with high school

placement testing in the junior year and Early Start to ensure they arrive fully prepared to succeed at the college-level, to streamlining transfer pathways with the Associate Degrees for Transfer, and reducing overall baccalaureate units to 120 semester or 180 quarter units. An additional area of emphasis within student success focuses on course redesign with technology. Three videos were presented highlighting promising practices using hybrid labs in undergraduate biology courses (CSU Los Angeles) and elementary math (CSU Northridge) and the successful implementation of Supplemental Instruction (SI) at CSU Fullerton. Mr. O'Donnell said that early data from the hybrid labs at CSU Los Angeles had improved rates of student success in terms of overall academic performance and even on improved attitudes towards the course material. Both the initiatives at CSU Northridge in elementary math and SI at CSU Fullerton are being scaled to other campuses throughout the system. He noted the positive effects of SI on all students, but particular its success with Under-Represented Minority (URM) students and closing achievement gaps. He summarized that all of these student success initiatives taken together are working to address course bottlenecks, but they must be in tandem with continued outreach and advocacy efforts to ensure resources are allocated to support higher education.

Mr. O'Donnell concluded the presentation by emphasizing the effectiveness of the strategies discussed and how incorporating High-Impact Practices, like service learning and community engagement for example, help to deepen learning and improve student persistence while also closing achievement gaps. Of importance to note in terms of research, particularly in the STEM disciplines, he said that the CSU's success of its faculty's extensive external grant awards totaling more than half a billion dollars has helped provide CSU students with a high-quality, affordable educational experience. Finally, taking in all the efficiencies presented, when looking at gains in additional bachelor degrees earned resulting from the various coordinated efforts under the Graduation Initiative, the next phase of the initiative is expected to yield further gains (estimating an additional 171, 000 degrees earned) at no additional cost to the state as a result of the efficiencies already under way.

Trustee Faigin again asked again about bottleneck courses and requested that additional follow-up information from the 2013 study be provided at a subsequent meeting.

Trustee Taylor asked about the graduation rate targets for the next phase of the initiative and how the bar is set so that the CSU is maximizing efficiencies while also serving as many students as possible. Mr. O'Donnell said the optimal grad rate is a difficult target and how to balance the metrics to also take into account targets such as closing achievement gaps will continue to be of utmost importance in the next phase of the initiative.

Trustee Eisen asked about programs to reconnect with students that have stopped out along the path to degree. Mr. O'Donnell mentioned that campuses have numerous programs and outreach efforts in place to identify those students, recover them, and inform them of their options to complete their coursework. Additionally, eAdvising software provides predictive analytics that assists in identifying at-risk students in order to offer proactive, intrusive advising. Also, Dr.

Hanley added that Cal State Online offers a reconnect program for students to complete coursework and earn their degree.

Student Trustee Brewer asked if supplemental instruction (SI) has shown to help close achievement gaps and how many campuses are using SI. Mr. O'Donnell said SI in some form is available on all campuses and is scaling very quickly throughout the system as early data has revealed dramatic outcomes and success closing achievement gaps. Modeled after the International SI Program at the University of Missouri at Kansas City, the SI program at CSU Fullerton has been one of the first to successfully scale this model and training in this model is planned for five additional CSU campuses.

Trustee Farar adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

California State University Alcohol Policies, Other Substances and Prevention Programs: Seventh Biennial Report

Presentation By

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Academic and Student Affairs

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Background

The California State University (CSU) Board of Trustees approved a resolution at their July 10-11, 2001 meeting to adopt and implement the recommendations of the Alcohol Policies and Prevention Programs Committee's final report consistent with the individual missions of each campus. In addition, the resolution called for a report to the trustees every two years assessing the outcomes of campus alcohol education and prevention programs. The resolution also specified that the chancellor report on the success of obtaining external funding for system and campus programs.

This is the seventh biennial report on the implementation of the Trustees' Alcohol Policies and Prevention Programs. It summarizes activities that have occurred on campuses in the last two years specific to the following areas: (1) summary of grants received (external funding); (2) description of successful campus program(s) implemented over the past two years; (3) summary of activities related to tobacco use; (4) activities related to prescription use and misuse; (5) annotated information on successful assessment activity including methodology and results; and (6) highlights of any special accomplishments.

The CSU's alcohol policy is comprehensive, visionary and ambitious. To be successful in its effort to address student alcohol abuse, the CSU must collaborate and cooperate with others, including local and statewide partners as well as public agencies. In the first compact of its kind in California, a memorandum of understanding (MOU) was signed February 13, 2002, involving six state agencies and the CSU to fight alcohol abuse on- and off-university campuses. These agencies include: the Business, Transportation, and Housing Agency; Alcoholic Beverage Control (ABC); Alcohol and Drug Programs (ADP); the California Highway Patrol (CHP); the Department of Motor Vehicles (DMV); and the Office of Traffic Safety (OTS). The MOU focused on addressing student alcohol abuse, sharing information on grant funding, cooperating

on a legislative agenda, and developing joint alcohol education, enforcement, training and prevention programs for campus and community leaders. In addition to these cooperative agreements to successfully address and implement student alcohol and other drugs policies, a number of CSU campuses have also received grants to fund alcohol education, prevention and enforcement programs. Over \$900,000 in grants was received for the 2013-2015 period with an increased amount received by faculty specific to research and assessment.

In recent years, there has been increased programming to expand efforts related to prescription use and abuse. Increased outreach and training programs for peer health educators, resident advisors and student affairs staff, changes to protocols for distribution of pharmaceuticals, and education on monitoring and storing of prescription medications are just a few examples of the efforts specific to addressing abuse of prescription medication taking place on CSU campuses. CSU Sacramento has added prescription drug abuse information to its Athletics Department Life Skills seminar while CSU Stanislaus has partnered with its local and regional agencies in coordinating “Drug Take-Back” events in providing a controlled and safe place to dispose of prescription medications.

Chancellor White announced a partnership with the Aware, Awake, Alive program at the CSU Board of Trustees meeting on July 23, 2013. The Aware, Awake, Alive program—a toolbox of services to educate and reduce alcohol poisoning deaths—was formed by Mr. and Mrs. Starkey in memory of their late son, Cal Poly San Luis Obispo freshman, Carson Starkey, who died of alcohol poisoning in 2008 at the age of 18. All 23 campuses have initiated programs utilizing the toolbox with the goal of furthering efforts for students to make the right decisions when faced with an alcohol poisoning medical emergency.

Along with these systemwide efforts, CSU campuses reported the following:

- Increased collection of data profiling specific needs of students therefore creating and coordinating campaigns utilizing data-driven decision making;
- A decrease in students driving while under the influence;
- A reduction in alcohol-related student conduct issues;
- A reduction in the number of underage students who consume alcohol;
- A reduction in the number of students who reported binge drinking (5 or more drinks in one sitting);
- An increase in the number of students who seek medical assistance for intoxicated friends; while at the same time, a decrease in the number of alcohol-related transports;
- An increase in alcohol-free events, both on- and off-campus;
- Increased implementation of web-based assessments around alcohol/drug and sexual violence prevention and education tools;
- A reduction in the number of DUIs;
- An increase in the number of students receiving beverage service training; and
- An increasing number of campuses partnered with local law enforcement agencies to firmly enforce alcohol-related laws.

Statement of the Problem

Recognizing that alcohol abuse is not just a national higher education problem but also a CSU problem, Chancellor Emeritus Charles B. Reed appointed a committee in November 2000 to review the CSU's alcohol policies and prevention programs to help prevent alcohol-induced deaths and alcohol poisoning of CSU students. The CSU Alcohol Policies and Prevention Programs Committee, which was chaired by Fresno State President Emeritus John Welty, included presidents, students, vice presidents of student affairs, faculty, staff and alumni. The committee concentrated on broad policies that would be realistic and effective at CSU's 23 unique campuses. Many CSU campuses serve traditional-aged students (18 to 22 years old), many of whom reside on campus. The majority of CSU campuses are campuses to which students commute and where the average age is above the traditional-aged student.

Alcohol abuse is a threat to the health and academic success of CSU students, but prohibition of alcohol is not a realistic response to the problem. There is no single response to the issue that will solve the problem. Therefore, the trustees' policy requires each campus to design programs that are appropriate for its institution, student population and location. Additionally, the federal Drug-Free Schools and Campuses Act of 1989 requires all colleges and universities receiving federal funds to maintain alcohol and other drug prevention programs and to review their effectiveness at least every two years. The campuses must maintain the biennial review report on file, so that, if requested to do so by the United States Department of Education, the campus can submit it.

Guiding Principles

Effective alcohol education and prevention programs developed and implemented by campuses respond to the following principles that were adopted by the CSU Board of Trustees July 2001 resolution:

- Provide a safe and secure environment for all students;
- Encourage student health and wellness in an environment supportive of learning;
- Promote healthy choices for students;
- Enforce laws and policies consistently regarding the use of alcohol;
- Support safe, legal, responsible, moderate consumption of alcohol for those who choose to drink; do not punish responsible, legal behavior;
- Encourage students to take responsibility for each other; Good Samaritan behavior should be supported and recognized, and students should be supplied with the tools to help others practice safe and responsible behavior;
- Provide assistance, if appropriate, to those students who need support, treatment and services;
- Involve students in all steps of the process and program development;
- Focus alcohol abuse prevention efforts on campus and community environments since

the university is part of the surrounding community that influences students' behavior; and

- Use social norms principles and peer education as core components of an education and prevention program. (The social norms approach uses informational campaigns to correct widespread student misperception of peers' drinking. Peer educator programs, such as the BACCHUS and GAMMA Peer Education Networks, use students to encourage their peers to develop responsible habits and attitudes regarding alcohol and related issues.)

The committee divided its work into six areas: (1) policies; (2) enforcement and legal issues; (3) education and prevention programs; (4) training, intervention and treatment; (5) assessment; and (6) resources. Below are the committee's recommendations adopted by the trustees that campuses and the CSU system are expected to follow to create and strengthen their alcohol-related policies and programs.

General recommendations by the CSU Alcohol Policies and Prevention Program Committee include:

1. The chancellor should require campuses to develop comprehensive alcohol policies and programs that are consistent with each campus mission, have a commitment to holding individuals and student organizations accountable for their behavior and a commitment to offering effective education programs that are regularly assessed.
2. Each campus should actively apply its policies.
3. Each campus should communicate alcohol policies to new students and their parents before and when they arrive on campus.
4. Each campus should create a university-wide alcohol advisory council, including community membership, which annually develops and reviews programs and goals, assesses the effectiveness of the campus program, and makes recommendations to the president. These councils should be under the direction of the vice presidents for student affairs.
5. Each campus should gather data every two years to determine if its policies and programs are achieving the desired outcomes. Findings should be reported to the chancellor and trustees.
6. The CSU should sponsor conferences in which campuses share best practices, policies and programs as well as feature state and national experts.
7. State laws should be reviewed by the campus alcohol advisory councils and recommendations made to trustees and presidents for any changes that can enhance and support campus policies.
8. The campuses and the CSU Chancellor's Office should devote sufficient campus and system resources to ensure the effectiveness of programs and policies.
9. Partner with the community and law enforcement agencies to provide a safe off-campus environment, to enforce applicable legal sanctions, and to encourage legal and responsible behavior among students.

10. Develop effective training, intervention and treatment programs that will work on all campuses.

Role of Vice Presidents for Student Affairs

The vice presidents for student affairs were charged with developing and implementing campus alcohol education, prevention, and enforcement programs. In response to this charge, in the summer of 2001 the vice presidents for student affairs appointed an Alcohol Policy Implementation Steering Committee, which convenes quarterly to provide guidance to campuses about effective policy implementation strategies. The current membership includes:

- Greg Sawyer, Chair, Vice President for Student Affairs, CSU Channel Islands
- Drew Calandrella, Vice President for Student Affairs, CSU Chico
- Berenecea Johnson-Eanes, Vice President for Student Affairs, CSU Fullerton
- Peg Blake, Vice President for Enrollment Management & Student Affairs, Humboldt State University
- Ronnie Higgs, Vice President for Student Affairs & Enrollment Management, CSU Monterey Bay
- Eric Rivera, Vice President for Student Affairs, San Diego State University
- Keith Humphrey, Vice President for Student Affairs, Cal Poly San Luis Obispo
- Eric Forbes, Assistant Vice Chancellor, Student Academic Support, Chancellor's Office
- Ray Murillo, Director, Student Programs, Chancellor's Office
- Sabrina Sanders, Assistant Director, Student Programs, Chancellor's Office

Governor's Interagency Coordinating Council for the Prevention of Alcohol and Other Drug Problems

Established in 2002, the Governor's Interagency Coordinating Council for the Prevention of Alcohol and Other Drug Problems coordinates California's strategic efforts to reduce the inappropriate use of alcohol and other drugs. This high-level council provides California with leadership continuity to advance alcohol and other drug prevention. This council deals exclusively with prevention issues unlike similar councils in other states that address all substance abuse issues including treatment. The council provides coordinated direction and actions to alcohol, tobacco, and other drug prevention efforts that are delivered through a broad range of disparate public and private sources attempting to address continually changing alcohol, tobacco, and other drug problems in various populations and settings. Activities include sharing prevention data, identifying effective approaches, establishing high-level prevention objectives, identifying means of working more efficiently with alcohol and other drug-related issues, leveraging or redirecting opportunities to achieve objectives, and partnering with law enforcement, Alcohol and Beverage Control (ABC), and community organizations.

Key state agency staff members have been appointed from the Office of the Attorney General, Superintendent of Public Instruction, Department of Alcohol and Beverage Control, Department of Health Services, Office of Criminal Justice Planning, Office of Traffic Safety, Office of the President of the University of California, and the CSU Office of the Chancellor. Upon the recommendation of former Chancellor Reed, the governor appointed Paul Oliaro, former vice president for student affairs, CSU Fresno, and Ray Murillo, CSU Chancellor's Office director of student programs, academic affairs, student academic support, to represent CSU on this council.

California State University 2013-2015 Biennial Report

CSU Alcohol and Education Conference

The CSU is committed to sponsoring Alcohol, Tobacco and Other Drugs (ATOD) Educational Conferences since the trustees adopted the implementation of the Alcohol Policies and Prevention Programs. Hosted by alternating campuses since 2002 and under the leadership of the Student Affairs Council (SAC), California State University Channel Islands hosted the 2014 CSU Alcohol, Tobacco and Other Drug Educational Conference on April 3-4, 2014. The conference had a record number of attendees (419), program submissions (22), sponsors (16), and student attendees (163). In alignment with the conference's theme entitled, *Forecasting the Future: Intervention Today, Prevention Tomorrow*, the ATOD conference planning committee highlighted programs such as *Aware, Awake, Alive*; tobacco prevention initiatives and education; policies and procedures to support ATOD prevention; student-involved prevention; and ATOD research and innovation.

Humboldt State University and California State University, Monterey Bay co-hosted the 2015 California State University ATOD Educational Conference on April 16-17, 2015 at the Monterey Marriott and Convention Center. The conference theme, *Exploring Best Practices*, brought together administrators, faculty, staff and students in an environment conducive to learning from colleagues across the system and from experts external to the CSU. The conference participants shared best practices, policies and exemplary programs that promote responsible alcohol use, and alcohol and other drug abuse prevention on campus and in the community.

To recognize exceptional leadership and exemplary programs, an awards program was developed to acknowledge outstanding leadership and best practices in the following categories: (1) the Student Leadership Award honors students who have been effective leaders in alcohol and other drug prevention on their campuses; (2) the Student Club or Organization Award recognizes a student organization or club that is committed to educating others on the effects of alcohol or other drugs in an effort to create a healthier campus environment; (3) the Alcohol and other Drug Champion Award honors an administrator, faculty or staff person who has served as a "champion" for alcohol and other drug education initiatives on the campus, in the community or organization; (4) the Violence Prevention Champion Award honors an administrator, faculty or

staff person who has served as a “champion” for violence prevention initiatives on the campus, in the community or organization; and (5) Peer Educator’s Advisor Award honors the hard work of a faculty or staff member who serves as an advisor to peer education programs at their institutions specific to alcohol, tobacco or other drug initiatives. These are listed at <http://www.calstate.edu/ATOD/>.

External Funding

Eleven campuses (Dominguez Hills, Fresno, Long Beach, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco and Stanislaus) applied for and received additional funding in the form of grants totaling over \$900,000 to support campus alcohol and other drug education, prevention and enforcement programs. There was also a strong representation of research grants received to support data collection, analysis and direct interventions around issues of alcohol and substance abuse by CSU faculty to serve both their respective campuses and communities. The Coalition for Safer California Universities provided grants for alcohol prevention programs and training around topics related to recognizing and addressing the signs and symptoms of alcohol and drug poisoning. The Recording Artists, Actors and Athletes Against Drunk Driving (RADD), supported designated drivers programs and campus-wide outreach programs to avoid the danger of drinking and driving. Substance Abuse and Mental Health Services Administration (SAMSA) is supporting programs that develop and implement an alcohol screening protocol in primary care clinics. CSU Long Beach, San Diego State and CSU Stanislaus received the Stacy Matheson Foundation grant to initiate the start-up of collegiate recovery programs including support groups and programming specific to students in recovery. Finally, three campuses (Dominguez Hills, Sacramento and San Bernardino) received funding to support research in the area of addiction, statistical analysis, education, outreach and treatment programming. The CSU continues to facilitate and participate in national research initiatives and utilize data to address the prevention and education of students, faculty and staff on alcohol and other drug use and abuse. Grant opportunities have continued to support innovative programs and initiatives in the CSU and are key to continued partnerships with local, state, national and private agencies. A comprehensive list of grants by campus are included in Attachment A.

Campus Compliance with CSU Alcohol Policy

Since adoption of the trustees’ alcohol policy, the CSU system has continued to create, implement, and strengthen alcohol-related policies and programs in response to the following key recommendations developed by the CSU Alcohol Policies and Prevention Programs Committee:

- Campuses developed comprehensive alcohol policies and programs that were consistent with their campus missions.
- Campuses held individuals and student organizations accountable for their behavior and offered effective education programs that were regularly assessed.

- Campuses communicated alcohol policies to new students and their parents before and when they arrived on campus.
- Campuses created university-wide alcohol and other drug advisory councils, which include community membership. These committees meet to develop and review programs and goals, assess the effectiveness of the campus programs, and make recommendations to the president.
- Campuses assessed the effectiveness of their policies and programs to determine if they were achieving the desired outcomes.
- The CSU sponsored an annual Higher Education Alcohol & Other Drug Conference that facilitated campuses to highlight best practices, campus policies and programs.
- Campuses partnered regularly with the community and law enforcement agencies to provide a safe off-campus environment, to enforce applicable legal sanctions, and to encourage legal and responsible behavior among students.
- Campuses developed effective training and intervention programs.

Campus Activities

CSU campuses engage students in experiential, innovative alcohol and other drug education, prevention and enforcement programs. Some campus examples of effective alcohol education, prevention and/or enforcement programs to highlight include:

- Development of Peer Education Programs in which students are trained to conduct outreach and educational programs to their peers;
- Campus-held week-long Safe Spring Break activities including service-learning and community engagement programs that focused on creating awareness and education around the issues of alcohol and other drug abuse during a very active time when alcohol is abused;
- Sponsoring “alcohol awareness weeks” or similar programs and workshops focused on the effects of alcohol drinking and binge drinking, relationship between alcohol and unwanted, non-consensual sex, negative effect of alcohol use on personal and academic success, and consequences of drunk driving;
- Provide alcohol- and drug-free social activities on-campus during days and times associated with collegiate alcohol consumption (e.g., pool parties, video game tournaments, concerts, dances, comedy shows, and movie nights Thursday through Saturday evenings);
- Campuses are working closer with their city police departments in adjudication of student conduct issues related to drugs and/or alcohol in data sharing, programming and sanctioning.
- Increased collaboration between Housing/Residential Life, Athletics, Greek Life and Office of Student Conduct in addressing issues of alcohol and other drugs;
- Campuses are increasingly utilizing technology (e.g., electronic assessments, outreach, intervention tools, etc.) in their student development practices in orientation, housing,

Greek Life, Office of Student Conduct, Athletics, Counseling and Psychological Services, and Student Health Centers.

- Training all those who regularly interact with students, such as faculty advisors, resident advisors, coaches, peers, faculty, and student affairs professionals to understand and identify alcohol-related problems and to link students with intervention services;
- Targeting alcohol education and prevention programs with high-risk groups such as fraternities, sororities, athletes, housing residents, student organizations, and first-time offenders of campus alcohol policies;
- Limiting the sale of alcohol on campuses, (e.g., reducing the number of hours alcohol is sold, reducing the size of drinks, implementing one-drink per ID rule);
- Reducing the number of alcohol-related items sold in the campus bookstores (e.g., shot glasses and beer tankards, often super-sized and bearing the seal of the university, may contribute to the myth that drinking alcohol in larger quantities is an indispensable part of the college experience);
- Establishing and continuing working relationships among campuses, municipal law enforcement, and the California Department of Alcohol Beverage Control (ABC), (e.g., to set up DUI checkpoints in and around campus);
- Engaging ABC licensing hearings to impose health and safety conditions on nearby alcohol licenses;
- Engaging alcohol retailers in continuing dialogue to promote sales and service practices (e.g., less reliance on low-drinking prices as a marketing ploy to students) on a voluntary basis;
- Encouraging adoption of responsible beverage service practices by bars and restaurants on campus and in the surrounding community;
- Establishing community-collegiate alcohol prevention partnerships that encompass wide participation from representatives of other area institutions of higher education;
- Establishing peer-education programs that provide alcohol and other drug awareness presentations and workshops; and
- Establishing safe-ride programs for who are in need of an alternative for drunk driving or a way out of an unfavorable situation.

Campus Initiatives Related to Tobacco

All campuses comply with smoke-free campus policies, state and CSU smoking regulations in public buildings and secondhand smoke policies. Campus strategies to reduce tobacco use include education and outreach activities, smoking policy review committees, cessation programs, educational resources and materials, and student assessments. The CSU has organized a systemwide workgroup to review the current policy on smoking and tobacco use on campus as it relates to the goals of decreasing exposure to secondhand smoke and tobacco use among college students.

Prescription Drug Use Initiatives

In 2011, the Chancellor's Office began requesting that campuses provide a brief summary of their activities related to prescription use and abuse in their biennial report. Campuses have hosted drop boxes for collecting unused/and expired prescription medication alongside local police agencies, conducted risk-assessments, performed random drug testing for student-athletes, provided training programs for peer health educators, resident advisors and staff, educated faculty and staff on issues related to prescription drug abuse and campus pharmacies have registered with the California Prescription Drug Monitoring Program (PDMP) designed to identify and report drug abuse through monitoring Schedule II through IV prescriptions. Student Health Centers have taken a role in monitoring prescription medication abuse through myriad means including surveys, education, outreach and reevaluating practices and protocols including not carrying Schedule II medications in campus pharmacies. A sample of campus activities related to prescription drug use initiatives are listed by campus in Attachment B.

Measurable Outcomes

The CSU Alcohol Policies and Prevention policy requires each campus to gather data every two years to determine if its policies and programs are achieving the desired outcomes. On the basis of these assessments, campuses report reductions on a variety of measures of alcohol abuse and alcohol-related incidents, including a reduction in alcohol use by students and a reduction in negative, alcohol related incidents. In some instances, the assessment represents a longitudinal study of behavior change while other studies assess student behavior about the consequences of alcohol and drug use to guide campus risk reduction efforts. The following section provides more information about campus assessment activities.

Assessment Activities

Assessment activities throughout the CSU range from program reviews, student satisfactions, online intervention tools, and nationally recognized, benchmarking instruments. Campuses such as San Diego State are utilizing survey tools to profile their incoming first-time students to assess their behaviors and perceptions as it relates to health, wellness and at-risk behaviors related to ATOD. San Diego State has been assessing student behaviors, judicial violations and related at-risk behaviors since 2007 in relation to their annual Aztec Nights program. The campuses then utilize the data to strategically plan their programming to specific populations with specialized interventions for those who may engage in high risk behaviors. An example of this is the use of online prevention programs with evidence-based content, national benchmarking assessments and use of data by campus-wide leadership in directing campus policies and practices.

A number of CSU campuses—Channel Islands, Chico, Dominguez Hills, East Bay, Los Angeles, Monterey Bay, San Luis Obispo and San José—have launched AlcoholEdu, an online assessment tool for incoming freshmen that incorporates the latest evidence-based prevention methods to

inspire students to reflect on and consider changing their drinking behaviors. This tool is administered in two parts with Part 1 being completed during the summer and Part 2 being completed two-to-four weeks after school has begun. Part 1 consists of three major components; a pre/post survey that tests students' knowledge on responsible drinking and bystander intervention, a pre-test that measures attitudes and behaviors pertaining to drinking and bystander intervention, and an educational component that addresses these issues. Part 2 consists of a post-test that measures any changes in attitudes and behaviors that may have occurred since arriving at the campus. During the first year of implementation, specific populations (e.g., first-time new students) complete the education portion and follow up survey. Data gathered from this tool showcases the following results from San José State as one example:

- Drinking rates for incoming freshmen are below the national average with 50 percent identifying as abstainers. (Note that the campus retained 100 percent of their abstainers when measured midway through fall semester.)
- Of those that drink, most are drinking in off-campus residences and Greek housing.
- The most common risky drinking behavior reported among those that drink was “doing shots” with the intention of getting drunk. About 49 percent of drinkers reported engaging in this behavior which is higher than the national average.
- Average scores on the knowledge-based survey increased from 50 percent to 79 percent after completing the educational component of the tool.
- Of those that completed Part 1, 81 percent reported that the tool helped them establish a plan for responsible decisions around alcohol, 80 percent stated that the tool prepared them to identify and help someone who has alcohol poisoning, and 61 percent stated that the tool stimulated them to reflect on their own personal attitudes and behaviors.
- Among the 53 percent of high-risk drinkers who saw no need to change the way they drink before taking AlcoholEdu, 29 percent indicated their readiness to change after completing the course.

The survey results have helped to inform the emphases of subsequent health education programming and interventions related to ATOD. For example, new policies have been implemented stating that students affiliated with Greek Life must attend an alcohol education workshop or event each semester at San José. Additionally, education efforts in university housing have increased through in-depth resident assistant training, social norming, environmental management strategies, and educational programming. Furthermore, three new subcommittees have been formed within the Alcohol and Drug Abuse Prevention Committee to analyze current drinking policies, assess current programming efforts to align them with campus needs, and coordinate athletic events to include alcohol abuse prevention strategies.

A number of campuses—Bakersfield, Chico, East Bay, Fullerton, Northridge, Pomona, San Bernardino, San Marcos and Sacramento—are utilizing a nationally recognized research survey to collect data on student's health habits, behaviors and perceptions. The American College Health Association's National College Health Assessment (NCHA) II has been utilized to survey college students across a wide range of health and wellness issues, including questions about

alcohol, tobacco, and other drug use. Survey results are utilized to identify students' most common health and behavior risks, design ATOD education efforts, and engage in discussions with faculty, staff and administration regarding the need to augment health-related resources for students.

Most campuses will survey their undergraduate students with results tabulated and analyzed by the American College Health Association and provided to the campus. The following findings are shared by CSU Monterey Bay, which identified outliers in its students' behaviors from national averages:

- Eight percent of respondents reported that alcohol and/or other drug use negatively affected their individual academic performance, compared with 4.8 percent nationally;
- 65.5 percent reported using alcohol within the last 30 days, compared with 62 percent nationally;
- 22.7 percent reported using marijuana within the last 30 days, compared with 15.3 percent nationally; and
- 11.6 percent reported using other drugs (not including prescription drugs) within the last 30 days, compared with 12.8 percent nationally.

Additionally, results from the NCHA indicate that students who report using alcohol appear to be making healthier choices in regard to their consumption. While national data shows that 40.7 percent of college students reported consuming 5 or more drinks the last time they "partied" or socialized, the rate for example at CSU Monterey Bay was 24.1 percent. These results are consistent with those gathered from freshmen students completing surveys associated with the AlcoholEdu online education course.

The use of gathering data, developing and implementing programs and practice was highlighted amongst a number of CSU campus reports. Cal Poly San Luis Obispo, CSU Chico and CSU Stanislaus report that their Alcohol Advisory Committees, comprised of campus-wide leadership, regional and local law enforcement and local community partners, review such survey findings and make recommendations to policy and programming as a result of the rich data they gather from such assessment efforts.

The list below provides a number of additional online alcohol interventional and personalized feedback tools utilized on CSU campuses for education, data collection and interest inventory for students.

- College Wise - Alcohol Wise: Includes an assessment component used to measure the impact the program has on student knowledge and behaviors.
- E-Chug and e-Toke: Developed by counselors and psychologists at San Diego State University, these were designed as personalized "interventions" to reduce levels of hazardous use and the tragic consequences that too often follow, e.g., sexual assault, alcohol poisoning, DUI injuries and death, violence, unwanted pregnancies and poor academic performance.

- eCHECKUP TO GO: Developed by counselors and psychologists at San Diego State University, the eCHECKUP TO GO programs are designed to motivate individuals to reduce their consumption using personalized information about their own drinking and risk factors. The programs were designed and are updated with the most current and reliable research available.
- MyStudentBody.com: A comprehensive primary prevention program that addresses the most relevant health-related issues on college campuses today, covering drug and alcohol abuse, sexual health, nutrition, tobacco and stress.
- BASICS (Brief Alcohol Screening and Intervention for College Students): A preventive intervention for college students 18 to 24 years old. It is aimed at students who drink alcohol heavily and have experienced or are at risk for alcohol-related problems such as poor class attendance, missed assignments, accidents, sexual assaults and violence.
- Alcohol Use Disorders Identification Test (AUDIT): Short question screening test used in the clinical setting to determine if a person's alcohol consumption may be harmful.
- Marijuana 101 ("3rd Millennium Classrooms"): Fast paced, six lesson course that specifically addresses marijuana use and includes an intervention component. The course is used to measure changes in student attitudes and behavior.
- Haven: Online tool to assist with understanding aspects of sexual assault.
- Campus-based surveys: Several campuses have developed their own survey instruments involving random samples of students. Surveys involve pre-test and post-test assessments to track longitudinal behavior trends.
- CORE Alcohol and Drug Survey: The U.S. Department of Education and advisors from several universities and colleges developed the CORE Drug and Alcohol Survey in the late 1980s. The survey is used by universities and colleges to determine the extent of substance use and abuse on their campuses. The CORE Institute at Southern Illinois University-Carbondale (SIUC) now administers the survey.
- Ping my Health Online Assessment Tool: Data collected includes lifetime tobacco use, quit attempts, perceptions of tobacco use, and use of tobacco products other than cigarettes.
- Screening, Brief Intervention, Referral to Treatment (SBIRT): SBIRT is an evidence-based method that gives health care providers skills to discuss health behavior changes with their patients. It has proven to be particularly effective at motivating individuals to change harmful substance use. The three parts of SBIRT are:
 - Screening: determines the severity of substance use;
 - Brief Intervention: builds motivations through a collaborative conversation; and
 - Referral to Treatment: directly links patient with appropriate, requested services.
- Prevention Research Center's California Safer Universities Survey: The primary purpose of the survey was to collect data on alcohol and other drug use on college campuses in the CSU and University of California (UC) and to evaluate the efficacy of a "Risk Management" approach to alcohol problem prevention. This assessment utilized an Internet survey as its mode of data collection.

Student Alcohol and Other Drug Programming: Highlights of Special Accomplishments in the California State University

The CSU continues to be a national leader in ATOD programming. The following highlights a few of the accomplishments and best practices from campuses over the past two years. A full description of programs can be reviewed in Attachment C. An increasing number of campuses including Chico's *Collegiate Recovery Center*, Stanislaus's *Warriors for Recovery*, San Diego State's *Collegiate Recovery* and Long Beach's *Collegiate Recovery Community (CRC)*, have initiated support programs for students in recovery. CSU Long Beach's established *Collegiate Recovery Community (CRC)* is a university sanctioned and supported collegiate recovery program for students recovering from addiction. Through a CRC, the program aims to educate people about addiction to help remove the stigma and teach the community about the disease of addiction. This program helps to build upon the significance of a university campus providing a nurturing, affirming environment in which students seeking recovery or are in recovery can find peer support as well as other recovery support services while attaining a college education. Students participating in this community have educational, academic, advisory, community building, and programmatic opportunities that support their decision to maintain their recovery as well as improve their academics and general life skills. Activities include weekly support meetings, evening candlelight 12-Step meetings, and YogaMed, a weekly event that promotes healthy recovery behaviors while practicing yoga and meditation. The holistic approach to supporting students in recovery not only emphasizes the importance of maintaining sobriety, but also increases student involvement, highlights that addiction is treatable and increases a student's college completion.

A number of campuses have implemented screening programs for students visiting the health centers on-campus or in their immediate communities or through national events hosted on campus. For example, Maritime Academy facilitates a National Alcohol Screening Day event for their campus community. Also, Sonoma State highlighted the integration of the Alcohol Use Disorder Identification Test (AUDIT-C) into clinical practice in the primary care clinic to screen students for alcohol abuse. The objective of the screening program is to screen at most patients seen in primary care. Student Health Center (SHC) staff are trained to provide Brief Alcohol Screening and Intervention for College Students (BASICS) in order to increase the capacity to provide brief treatment to students who screen positive or are referred to the SHC for alcohol-related sanctions by other campus departments. Based on clinical judgment or the severity of the sanction, students are referred either to a ninety-minute "Substance Use Seminar" class provided by a health educator or BASICS sessions provided by a counselor. The Substance Use Seminar is an educational class focused on reducing the risk of negative alcohol-related consequences. Students are required to complete the e-CHUG online alcohol questionnaire prior to attending. The discussion-based seminar is informed by principles of motivational interviewing. Counselors then work with the student to determine next steps, which may include treatment, continuation of counseling sessions, or referral to community resources. Upon implementation of Screening and Brief Intervention and Referral for Treatment (SBIRT), there is follow up with the

student by appropriate staff. CSU Northridge's SHC has an ATOD counselor who meets with high-risk students who have been referred and/or sanctioned or self-referred, which has been an extremely effective resource for the campus.

Bystander Intervention programs have continued to flourish across the system—including CSU Chico, San Francisco State, CSU Bakersfield, Fresno State, CSU Fullerton, CSU East Bay and Humboldt State—in response to intervening when observing an emergency or a situation where someone may need assistance. Programs range from two-hour trainings to long-term program commitments where program participants are provided CPR and first aid training, in-depth bystander intervention training via the Step-UP Bystander Intervention training created by the University of Arizona, alcohol awareness training, and discrimination/harassment/sexual assault awareness training. Goals of the program include the ability of participants to: (a) recognize alcohol poisoning and overdose; (b) identify and report discrimination and/or harassment, including sexual assault; (c) learn how to effectively intervene with their peers; and (d) empower students to take care of themselves.

Next Steps

Moving forward from the CSU Alcohol Policies, Other Substances and Prevention Programs Seventh Biennial Report, the necessity for systemwide data and research will remain critical to direct the next steps. This became apparent recently during a discussion with CSU vice presidents of student affairs and a number of the ATOD leaders as they assessed the systemwide ATOD educational conference.

Coincidentally, the need for systemwide data and assessment was also a priority for the CSU Systemwide Student Mental Health Services Advisory Committee this past year. Following a year of reviewing nationally recognized research models and garnering input from constituents, the recommendation to use the American College Health Association (ACHA) National College Health Assessment (NCHA) as the systemwide survey instrument was approved by the advisory committee and vetted by the Student Health Services Advisory Committee, and vice presidents of student affairs. The NCHA is a nationally-recognized research survey that will assist the CSU in collecting precise data about students' health habits, behavior and perceptions. While other health surveys of college students cover a single topic area, the NCHA collects data on the widest range of health issues: alcohol, tobacco and other drugs; sexual and reproductive health; weight, nutrition, and exercise; mental health; and personal safety and violence. The CSU will initiate the administration of the NCHA in the 2015-2016 academic year.

Following the data collection, a systemwide committee will review and evaluate the results. The CSU Council of Presidents, vice presidents of student affairs and provosts/vice presidents of academic affairs will collectively engage in reviewing and discussing the findings, and how they connect to campus and systemwide policies and practices. The CSU remains committed to providing a leadership role in this critical area and will utilize the enhanced data findings to direct next steps as it relates to campus and systemwide planning efforts.

**Grants Received to Support Alcohol Education,
 Prevention, and Enforcement
 2013-2015**

Campus	Grant	Purpose	Amount	Grant Period
Dominguez Hills	Research, Scholarly and Creative Activity Internal Awards Program	Three unit release for data analysis by faculty, publication, incentives, and the registration fee for survey tools. CSUDH partnered with Academic Affairs to conduct a climate survey to understand student's usage, interaction, and knowledge of resources surrounding alcohol, other drugs, and tobacco. The survey was administered Fall 2014 with 799 students participating. The data analysis occurred in Spring 2015 and we look forward to sharing the results with our campus community.	\$10,000	2014
Fresno	Anheuser Busch Foundation / National Social Norms Institute – University of Virginia	To implement the eCHECKUP TO GO survey for all incoming freshman and transfer students beginning Summer 2013.	\$2200	2013
Fresno	California Health Collaborative	For the Drug and Alcohol Awareness and Wellness Guides to conduct a video contest among Fresno State Students to produce a home-made video on alcohol safety.	\$2975	2013-2014
Fresno	Fresno State – Instructionally Related Activities (IRA)	Sent 25 students to 2013 Annual Higher Education Alcohol and Other Drugs Conference hosted by CSU Chico.	\$4471	2013
Fresno	Fresno State – Instructionally Related Activities (IRA)	Sent 25 students to 2014 Annual Higher Education Alcohol and Other Drugs Conference hosted by CSU Channel Islands.	\$5000	2014
Fresno	Fresno State – Instructionally Related Activities (IRA)	CPR Certification for 200 students taking the WATCHDOG trainings.	\$7000	2014-2015
Fresno	Fresno State – Instructionally Related Activities (IRA)	Sent 25 Fresno State student representatives to the 2014 Alcohol and Other Drug Education Conference hosted by CSU Monterey Bay and Humboldt State University.	\$5000	2015
Long Beach	Stacie Mathewson Foundation	CSULB Beach Recovery - focuses on addiction recovery and prevention for young people, and committed to erasing the social stigma associated with addiction and alcoholism. We support and	\$10,000	2013

Campus	Grant	Purpose	Amount	Grant Period
Long Beach	Student Learning Outcomes	<p>collaborate with those who transform lives while transforming the very perception of recovery. The Foundation is currently conducting a national study to identify the community assets that can help college students in recovery to thrive. Their goal is to support 100 new collegiate recovery programs over the next three years.</p> <p>CSULB Sexual Assault Facts & Empowerment (SAFE) Bystander Program - Students participating in the HRC Peer Educator Sexual Assault Facts & Empowerment (SAFE) Bystander Program will increase knowledge of sexual assault, contributing factors and prevention techniques and provide the SAFE Bystander presentation to CSULB college students.</p>	\$1000	2013
Monterey Bay	California Mental Health Services Authority's (CalMHSA) Student Mental Health Initiative	<p>This grant was specifically used to strengthen the CSUMB POWER (Promoting <u>O</u>ther <u>W</u>ellness through <u>E</u>ducation and <u>R</u>esources) Peer Education Program in regards to mental health stigma reduction and suicide prevention efforts. Since there is a proven correlation between AOD use and the mental health of college students, much of our CalMHSA-funded programming focused on informing students of this relationship and assisting them in developing coping strategies that do not include the use of alcohol and/or other drugs. To contribute to this, a portion of CalMHSA funding was also used to send student and staff representatives to the 2013 and 2014 CSU Alcohol, Tobacco, and Other Drugs Educational Conferences.</p>	Unreported amount	2012-2014
Northridge	Substance Abuse and Mental Health Services Administration (SAMHSA)	<p>Three-year \$833,570 grant for the "CSUN/TTC START: Services for Telehealth and Rapid Testing: A campus and community partnership to serve those at risk for substance abuse and HIV." Aims to reduce the numbers of CSUN students reporting excessive use of alcohol, and to increase the numbers of students and community young adults completing an HIV rapid test. Goals:</p> <ol style="list-style-type: none"> 1) Increase awareness of campus counseling regarding alcohol-use and rapid HIV testing through development and implementation of a culturally-responsive outreach campaign promoting access to alcohol use and HIV prevention services and reduce potential concerns about stigma associated with such services. 	\$555,713	2013

Campus	Grant	Purpose	Amount	Grant Period
Northridge	California Office of Traffic Safety (OTS) through the National Highway Traffic Safety Administration (NHTSA) (housed at University of California, Irvine)	<p>2) Expand CSUN's alcohol use prevention and counseling services currently offered at the Klotz Student Health Center by adding a Telehealth counseling option provided by TTC; increasing the numbers of students who are screened for alcohol use and subsequently referred and counseled for treatment if needed.</p> <p>3) Increase the utilization of TTC and its state-certified HIV counselors, and expand campus and community HIV rapid oral testing, prevention, and HIV counseling services for CSUN students and local community young adults.</p> <p>4) Increase community awareness of responsible alcohol sales and consumption by utilizing environmental strategies, such as the certification and integration of local vendors' responsible sales of alcoholic beverages and the implementation of half-yearly police DUI check-points near campus. By expanding CSUN's Department of Police Services DUI checkpoint program to schedule DUI check-points each semester, START aims to cultivate a robust cultural shift on campus and in the surrounding community about the dangers of excessive alcohol use and behaviors, and to promote the demand for greater campus and community-wide substance abuse prevention. Grant was in the amount of \$555,713.32.</p>	\$5000	2012-present
	<p>UCI/RADD: College DUI Awareness Program Mini-Grant - \$5,000 mini-grant from the University of California, Irvine. Funding was provided by a grant from the California Office of Traffic Safety (OTS) through the National Highway Traffic Safety Administration (NHTSA). Funds were provided to implement a Designated Driver Rewards Program. Goals:</p> <ol style="list-style-type: none"> 1. To reduce the number of persons killed in traffic collisions. 2. To reduce the number of persons injured in traffic collisions. 3. To reduce the number of persons killed in alcohol-involved traffic collisions. 4. To reduce the number of persons injured in alcohol-involved traffic collisions. 			

Campus	Grant	Purpose	Amount	Grant Period
Pomona	California Mental Health Services Authority's (CalMHSA) Student Mental Health Initiative	<p>The Student Mental Health Initiative (SMHI) at Cal Poly Pomona (CPP) utilizes collaborative prevention and early intervention strategies that are inclusive of campus stakeholder input and seek to improve cultural competence at all levels of programming and implementation. The goals are to reduce the stigma of mental illness, increase the awareness of risk factors, and to provide students, faculty and staff with the skills and abilities to assist and help those they know. Much of the focus is on peer-to-peer training.</p> <ul style="list-style-type: none"> • Registration and travel for 7 professional staff and 7 students to attend the 2013 CSU ATOD Conference. • Registration and travel for 12 professional staff and 13 students to attend the 2014 CSU ATOD Conference. • Registration and travel to the 2014 NASPA Alcohol, Other Drug , and Violence Prevention Conference for 6 professional staff members. • The purchase of monitors to display mental health and alcohol prevention and smoking cessation messages in the Student Health Services and Wellness Center. • BACCHUS Certified Peer Education Training provided to 39 students. • Signage on the back of 1,000 room doors in University Housing Services with Suicide Prevention and Signs of Alcohol Poisoning. 	\$26,107	2013
Pomona	Tri-City Mental Health Services	<p>Prevention and Early Intervention Student Wellbeing Program-Campus Campaign for Strengthening Student Emotional Health and Resiliency</p> <ul style="list-style-type: none"> • Administration of 2013 American College Health Association-National College Health Assessment Survey. Research survey to collect data about students' health habits, behaviors, and perceptions. • Development and distribution of the "Family Guide" brochure addressing common mental health issues that may impact college students including substance abuse. 	\$22,840	2011-2013

Campus	Grant	Purpose	Amount	Grant Period
Pomona	Tri City Mental Health Services Cal	<ul style="list-style-type: none"> • Speaker Jordan Burnham shared his struggles with depression and suicide attempt along with the role of substance abuse and his road to recovery. 	\$1000	2013
Sacramento	Substance Abuse & Mental Health Services Administration (SAMHSA)	<p>Provide keynote speaker at 21st Annual Unity Luncheon hosted by CPP ACCESS and disability ALLIANCE - Keynote speaker Terri Cheney's address de-mystifies stereotypes and increased awareness about mental illness and emotional well-being. Ms. Cheney shared her experiences, including alcohol and drug substance abuse and recovery efforts.</p> <p>Be Well: Sacramento State's University-Wide Suicide Prevention & Mental Wellness Project - The purpose is to increase student awareness and skills related to mental health issues through social marketing, outreach, and skills-based workshops; to increase campus capacity to identify and address suicidality by providing gatekeeper training programs; and to coordinate care for mental health issues through improved screening, referral, and tracking mechanisms. Alcohol-specific activities include developing and implementing an alcohol screening protocol for use in the primary care clinic.</p>	\$7000	2012
Sacramento	Prevention Research Center Pacific Institute of Research and Evaluation	Safer California Universities Project (Extension Grant) - The purpose of the original Safer California Universities project (2003) was to study the effects of an environmental prevention and risk management approach to college student drinking. The project assessed student drinking in different settings (bars and restaurants, Greek houses, outdoor settings, house parties, residence halls) and implemented environmental management strategies to work toward affecting student alcohol consumption. The original project ended in spring 2008, but was extended for five more years to further measure the effects of environmental management strategies on campus control sites.	\$9600	2013

Campus		Grant		Purpose		Amount		Grant Period	
San Bernardino	Diversity-promoting Institutions Drug Abuse Research Program (DIDARP)	Professor LaChausse has two DIDARP grant-funded projects that target Jurupa Valley Community youth via offering drug prevention and awareness, tobacco cessation programs and classes for first-time offenders. The grant was in the amount of \$625,000.	----	2013					
San Bernardino	Diversity-promoting Institutions Drug Abuse Research Program (DIDARP)	Professor Crawford's project serves to expand the drug abuse and addiction research program on campus. These activities include providing research funding and statistical advisement to faculty and the development of a bi-monthly seminar on drug addiction research. The grant was in the amount of \$2,055,881.	----	2013					
San Bernardino	California Mental Health Services Authority's (CalMHSA) Student Mental Health Initiative	THR!VE program - Though the grant focused on suicide awareness, alcohol and other drugs were addressed as a factor in prevention.	\$249,000	2013-2015					
San Diego	Alcoholic Beverage Medical Research Foundation	Provide student-athletes with alcohol use targeted intervention and resources for maintaining overall wellness.	\$10,000	2013					
San Diego	Stacy Mathewson Foundation	Collegiate Recovery - To support development of a collegiate recovery student organization, offer outreach to the university and wider community regarding recovery support needs of college students and the existence of the group, and create a support group and sober activities.	\$10,000	2013					
San Francisco	California Mental Health Services Authority's (CalMHSA) Student Mental Health Initiative	The Peer-to-Peer Program (P2P) was developed in Summer/Fall 2012 and implemented in Spring 2013 through the campus Student Mental Health Initiative, "Prevention Education Programs (PEP). The goal of the SMHI Peer to Peer Program was to train a diverse network of peer mental health advocates, peer educators and mentors to: <ul style="list-style-type: none"> • Reduce the stigma associated with mental illness; • Identify the signs and symptoms of emotional distress; • Assist at-risk individuals in accessing appropriate services; and • Develop and provide workshops, groups, mentorship support, and print and online media. 	Unreported amount	2012-2014					

Campus	Grant	Purpose	Amount	Grant Period
Stanislaus	Stacie Mathewson Foundation	<p>Alcohol and other drug related issues and sexual violence were integrated into the training of the student mental health advocates and they partnered with PEP's alcohol and other drugs program, CEASE and the SAFE Place, the sexual violence prevention program in training and campus-wide programming. Over three semesters, the P2P program:</p> <ul style="list-style-type: none"> • Trained 68 student mental health advocates through a semester-long peer training course where they received Mental Health First Aid certification; • Provided internship opportunities for the students in areas targeted by the grant (the Veterans Services Center, the Office of International Programs, Student Success Program, Disability Programs & Resource Center, and in the second year, AB 540/Undocumented Students where they worked with a peer leader and staff from each area; • Created and presented 13 peer advocate-led community workshops for 246 students (See Table I for workshop evaluations), and 12 media advocacy video projects for SF State Students presented on the SF State Cares social media networks (Facebook, Instagram, Twitter) with over 1,250 followers, and You Tube. 	\$10,000	2014
		<p>Funded by the Stacie Mathewson Foundation and administered by Transforming Youth Recovery, a \$10,000 seed grant was awarded to CSU Stanislaus in April 2014 to establish early-stage recovery efforts and capacity building for students in recovery. Current activities are underway including creating a "Warriors 4 Recovery" website (www.esustan.edu/warriors-for-recovery), building an assets map identifying recovery services in and around our community (http://collegiaterecovery.capacity.com/node/742), reserving space for regularly occurring meetings for students in recovery, and securing a meeting facilitator.</p>		

----- Not clear on portion of grant specific to ATOD activities designated for currently enrolled students.

Campus Activities Related to Prescription Drug Use 2013-2015

The following table identifies campus activities addressing issues related to prescription drug use – policy, education, student use, survey results and enforcement initiatives.

Campuses		Activities
Bakersfield	<p>The results of the spring 2014 CORE survey gave us strong numbers in terms of student use of prescription drug use on campus. The Committee in conjunction with the Student Health Services has developed programming to include outreach events and presentations.</p>	
Channel Islands	<p>The President’s Council reviewed the revised CI “University Drug Policy” in March of 2013. Updates included the development of drug and alcohol awareness programs to educate employees and students. The University policy states that when drug use is suspected anywhere on campus, the matter is to be referred to campus police. Incidents involving alcohol use are also referred to campus police if any participants are under 21. Additionally, Housing and Residential Education or Campus Police refer violations involving drug and alcohol abuse to the Dean of Students. The University Drug Policy is strictly enforced.</p>	
Chico	<p>Beginning in April 2014, the first-ever Prescription Drug Awareness Week at CSU Chico was coordinated by CADEC. This week of events and activities, led by student peer educators, included educational outreach to students, staff and faculty on prescription drug misuse, the screening of a prescription drug misuse related film followed by a discussion with a panel of experts and patients and an “open-mic” night for students during which students shared their experiences utilizing spoken word, poetry, rap and musical talents. The week culminated with a joint effort with the National Drug Enforcement Agency. Agency’s Prescription Drug Drop-off event in which individuals could turn in any unused over-the counter or prescription drugs for safe disposal. The drug disposal drop off event was promoted across the campus community as well as to the local community.</p> <p>The CSU Chico Student Health Center team of providers has developed and implemented policies which have vastly reduced the use of sedative hypnotics, opioid-based cough syrups and opioid pain relievers. Also in place is an on-going quality assurance program and a Peer Review procedure to ensure that clinicians are adhering to the policies. The Student Health Center has also developed a strict protocol for the prescribing of stimulants to students for Attention Deficit Disorder (ADD) that includes students having to sign a contract to receive their prescriptions. Clinicians also run a CURES report for any student being prescribed stimulants for ADD which reveals all prescriptions filled by that student at any pharmacy. In this way, clinicians can assure that students are not “doctor-shopping” to obtain multiple stimulant prescriptions.</p>	
Dominguez Hills	<p>Fall 2013, spring 2014, and fall 2014 CSUDH implemented Mental Health First Aid Training (MHFA). The final section of MHFA is on Substance Use Disorder, designed to break down understanding on why individuals may misuse drugs, tobacco or alcohol. This section aims to educate participants that substance use frequently co-occurs with other mental health problems,</p>	

Campuses	Activities
	<p>substance use is a real illness, the signs that a person may have a substance use disorder, and ways to support someone dealing with a substance use disorder. Substance use disorder is when an individual has become dependent on the substance, their abuse leads to problems at work or home, or the abuse has caused damage to their health. Over 400 faculty, staff, community members and students have attended this training.</p>
<p>East Bay</p>	<p>CSUEB's comprehensive program of alcohol and other drugs education combined with enforcement and sanctioning reflects compliance with the Drug-Free Schools and Communities Act (DFSCA) as articulated in the U.S. Education Department General Administration Regulations (EDGAR) Part 86-the Drug-Free Schools and Campuses Regulations. This comprehensive program is based on clear theory and firm practice. The program will continue to undergo timely and thorough review to ensure continued effectiveness.</p> <p>Alcohol and other drug abuse contribute to personal health problems, diminish the overall quality of campus life, and impair the occupational and educational abilities of staff and students. The negative impact of substance abuse is often felt in the broader community as well. CSUEB is committed to creating and maintaining a safe and healthy learning environment for all members of the campus community. In keeping with this commitment, the goal of our ATOD Advisory Council is to educate the campus community about alcohol and other drugs and prevent and reduce problems associated with alcohol and other drugs by CSUEB students, faculty, and staff. Particular attention is made to decreasing the amount of high risk drinking behaviors and the potential harm caused by such behaviors as well as to decrease the amount of drug usage (particularly marijuana) and the potential harm cause by such usage.</p> <p>The CSUEB University Police Department and the Drug Enforcement Administration gave the university community and the general public opportunities to dispose of unused and expired prescription drugs and medications thus helping to prevent pill abuse and theft when such items are removed from homes. This initiative addresses a vital public safety and public health issue. Studies show that a majority of abused prescription drugs are obtained from family and friends, including from the home medicine cabinet. In addition, we are now advised that their usual methods for disposing of unused medicines—flushing them down the toilet or throwing them in the trash—both pose potential safety and health hazards.</p>
<p>Fresno</p>	<p>Lock It Up Prescription Drug Abuse Prevention Project - Has been collaborating with Fresno State's ATODSC and Health Promotion & Wellness Services to prevent and raise awareness regarding prescription drug use and misuse on campus. This program is part of the California Health Collaborative and is funded through the Fresno County Department of Behavioral Health, Substance Abuse Services to serve the Fresno State campus. Lock It Up staff continued to collaborate with Fresno State to plan and implement large scale events to educate Fresno State students on the dangers and consequences of prescription drug abuse including events in honor of National Collegiate Alcohol Awareness Week and spring break safety.</p> <p>Partnered with the College of Health and Human Services to put on annual 'Thrills Without Pills' events which are town hall meetings organized by Fresno State students with the purpose to educate their college community about the dangers and consequences of prescription drug abuse and proper disposal of prescription medication.</p>

Campuses

Activities

	<p>Became part of Health PAWS presents program and offered educational presentations to classrooms whereby a total of 646 students received information about the dangers of prescription drug abuse, emerging trends, risks and consequences and proper disposal.</p> <p>A total of 32 Fresno State students from all grades, majors and interests became peer educators hosting educational presentations, in-service trainings, tabling events, and created public service announcements both on campus and for the community at large.</p> <p>Collaborated with Fresno State's CAMP program, providing educational presentations over the summer for high school students entering Fresno State in the fall. Students participated in interactive activities learning about refusal skills, ways to say no to pressured situations, dangers and consequences of prescription drug abuse and importance of proper disposal. A total of 79 students were educated.</p> <p>In a community effort to reduce access to un-sued/expired prescription medication and to reduce the abuse of prescription medication among youth in Fresno County, Fresno State campus police participated by hosting and managing a disposal unit for the collection of prescription medication. The unit was in operation for about two years. Due to miss-use of the box and lack of resources to maintain the box, campus police decided to permanently remove the box in the fall of 2014. Although the box is no longer in operation, campus police continues to support Lock It Up Project efforts. Most recently, campus police representative sat on a board of panelist for Lock It Up Project Peer Education Program in-service training held on November 21, 2014. This event reached an estimated 28 Fresno State students and community partners.</p> <p>Participated in four community service opportunity fairs during calendar year 2013-2014 reaching out to a total of 1,150 Fresno State students with information on Lock It Up Project services and opportunities for volunteer/community service projects. Many peer educators were recruited through these events as well as other students looking to complete community service projects.</p>
Fullerton	<p>The National College Health Assessment collects data related to prescription drug use and marijuana use (some overlap is assumed between these two categories) at CSUF. The NCHA survey administered in spring 2014 revealed that 13.5% students using prescription drugs not prescribed to them (an increase from 11% in 2012). 14.7% of students reported using marijuana (an increase from 12% in 2012).</p> <p>The Health Education and Promotion department conducts campus-wide education about prescription drug abuse and marijuana through presentations, campus wide events, and a daily outreach PHUN Hut. The PHUN Hut, started in August 2013, is a peer education booth that offers pamphlets, interactive demonstrations, games, and activities on campus five days per week. Trained peer educators deliver a new health message each week. Past topics include prescription drug abuse, marijuana, drugged driving, study drugs, and club drugs. The PHUN Hut had 9,222 visitors during the 2013-2014 academic year, and 10,000 during the fall 2014 semester.</p>

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	<p>In addition, the Dean of Students sends campus drug policies to all students' campus email addresses three times a year. Policies are also provided in the Student Handbook, which is distributed to all incoming students at mandatory new student orientation sessions. Students who violate this policy and who may benefit from substance abuse counseling are referred to Counseling and Psychological Services and the Health Education and Promotion department for a Performing Above the High (PATH) counseling session. PATH appointments are conducted by a Health Educator, who uses a self-assessment tool and motivational interviewing to assess the students risk behaviors and motivation to change.</p>
Humboldt	<p>The Health Education department offers workshops for Housing staff to help them learn how to recognize prescription drug misuse. Peer Health Educators do outreach about the effects of prescription drug misuse at our annual Recreation and Wellness Fair.</p>
Long Beach	<p>The ATOD Program coordinates two prescription drug awareness activities throughout the year, Prescription Awareness Month in March, and National Substance Abuse Prevention Month in October. The activities include campus outreach by providing educational materials to students about prescription drug use, misuse, and resources, interactive activities related to prescription drug use and misuse, and providing promotional items to students.</p>
	<p>As a follow-up to the ATOD Program's "411 on Alcohol" newsletter, the ATOD Program is working on a "411 on Prescription Drugs" newsletter.</p>
	<p>The PAUSE Bystander Intervention Program is working on a brochure that highlights the use and misuse of prescription drugs when mixed with alcohol. Information will also incorporate the 3Ds: Direct, Distract, and Delegate, and how students can utilize the 3Ds in different situations.</p>
	<p>The ATOD Program includes questions about prescription drug use on the ATOD Health & Risk Behavior Survey conducted every two years.</p>
Los Angeles	<p>Prescription (and over-the-counter) drug misuse and abuse education was conducted by Athletics, the Center for Student Involvement, Housing Services, and Student Health Center.</p> <p>Athletics: Risk assessment was implemented through the careful tracking of the number and types of positive drug tests. No unusual use patterns among student-athletes were identified.</p> <p>Center for Student Involvement: Fraternity and sorority risk assessment was conducted through the administration of the Alcohol EDU online education program.</p> <p>Housing Services: Risk assessment activities for residents were conducted through the administration of the Alcohol EDU and Alcohol-Wise online prevention tool. Programming, education and intervention tools were then tailored to meet the needs of Housing's specific student population. In addition, Housing services conducted an annual student survey of program effectiveness plus individual program assessments.</p>

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<p>Monterey Bay</p>	<p>Results from the Spring 2013 National College Health Assessment indicated that 15.4% of CSUMB respondents reported using prescription drugs not prescribed to them at least once within the 12 months prior to completing the survey. This is compared with 12.8% of college students nationally.</p> <p>Information about prescription drug use – including referrals for information about treatment and recovery – is included in AOD presentations conducted by Health Promotion and Education staff and the Peer Educators. Campus Health Center medical staff and Personal Growth and Counseling Center clinical staff provide patient education whenever drug abuse (prescription, over-the-counter, or illegal) is reported by a student during the intake process or initial evaluation. On those occasions when drug abuse is indicated and found to be interfering with academic success, referrals to addiction specialists and/or substance abuse programs are made.</p> <p>Other campus departments have developed policies that address the use and misuse of prescription drugs. In particular, Student Housing and Residential Life policy states: “The misuse of any over-the-counter or prescription drugs is strictly prohibited. This includes distribution or selling of over-the-counter or prescription drugs.” The Athletics Department has adopted a sanction process for student athletes testing positive for NCAA banned substances, which includes some prescription and over-the-counter drugs. This consists of required participation in a drug education class, loss of eligibility for a minimum of 10% of the official playing season, and a referral to counseling and/or treatment programs. These departments, however, also recognize the importance of prevention and are committed to collaborating with Health Promotion and Education Program staff to provide information about prescription drug abuse to their students. This is provided during annual orientation sessions, substance abuse prevention education seminars, and training sessions with professional and student staff.</p>
<p>Northridge</p>	<p>Policy/Enforcement - Consistent with its mission of enabling students to reach their educational goals, California State University, Northridge is committed to creating a campus environment that is free from both the illegal and the harmful use of alcohol and other drugs. Cal State Northridge maintains a comprehensive “Use of Alcohol and Illicit Drugs Policy” (#900-06, effective 11/07/2006).</p> <p><i>“Except as permitted by the California State University, Northridge Use of Alcohol and Illicit Drugs Policy, the manufacture, possession, distribution, sale or use of alcohol, illicit drugs or drug related paraphernalia, and the misuse of legal pharmaceutical drugs on-campus, or off-campus while on university business or participating in University sponsored functions, is prohibited. Drugs and drug-related paraphernalia may be possessed or used as permitted by law and campus policy, or when lawfully permitted for the purpose of research or instruction.”</i> (Complete text is available by clicking on the following link: www.csun.edu/sites/default/files/900-06-policy_0.pdf</p>

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The purpose of the policy is to delineate university regulations concerning alcohol and other drugs, provide procedural guidelines, communicate the consequences of failing to adhere to established policies, and provide guidance as to available resources. This policy shall be included in the University Catalog, appropriate University contracts, recruitment information for new employees and other informational publications. This policy is also communicated to parents online and in the Parent Handbook provided at Parent Orientation.

Prescriptions provided by the Klotz Student Health Center (SHC) are strictly controlled as per SHC policy. No incidents of fraud or misuse have been identified in the past year. The Klotz Center does not provide stimulants such as Adderall or Ritalin to patients and limits prescription of controlled substances. The SHC Controlled Substances policy has been forwarded to the Chancellor's Office in 2010 via the SHS listserv as a policy template, and is available on request.

Education

- The Klotz Center Health Promotion Department's ATOD Counselor assists students with prescription drug use on an individual and/or group basis. CSUN's ATOD Counselor works with students challenged by prescription drug use and prescription drugs in combination with alcohol or other drugs. The ATOD Counselor is also available to work with other campus departments to provide prescription drug use education and services.
- At the Klotz Center, health care providers screen all patients for ATOD use as well as prescription drug use. Students identified as being "at risk" are referred to education and intervention resources at the Klotz Center and beyond as appropriate.
- From January 2013 through December 2014, 123 University 100 classes (approximately 2,500 freshmen) visited the health center and received ATOD resources including prescription drug resources.
- The Health Promotion Department's Alive and Well Peer Educators, the campus peer education resource for alcohol, tobacco, and other drug abuse prevention, receive training on prescription drugs.
- Prescription drug literature is available to students at presentations and outreaches, in the Klotz Student Health Center and at the Living Well Lounge, a satellite of the health center at the University Student Union.

National College Health Assessment (NCHA) Results

The latest version of the National College Health Assessment is the NCHA II, which CSUN used in Spring 2013. (The executive summary of Cal State Northridge's 2013 data can be found online: <http://www.csun.edu/shc/national-college-health-assessment>).

The following selected highlights compare CSUN 2013 and National 2013 data.

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Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you: Antidepressants (e.g., Celexa, Lexapro, Prozac, Wellbutrin, Zoloft)?

CSUN		National	
No	97.1%	No	96.9%
Yes	2.9%	Yes	3.1%

Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you: Erectile dysfunction drugs (e.g., Viagra, Cialis, Levitra)?

CSUN		National	
No	98.9%	No	99.0%
Yes	1.1%	Yes	1.0%

Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you: Pain killers (e.g., OxyContin, Vicodin, Codeine)?

CSUN		National	
No	91.4%	No	92.4%
Yes	8.6%	Yes	7.6%

Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you: Sedatives (e.g., Xanax, Valium)?

CSUN		National	
No	96.1%	No	95.8%
Yes	3.9%	Yes	4.2%

Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you: Stimulants (e.g., Ritalin, Adderall)?

CSUN		National	
No	95.8%	No	92.2%
Yes	4.2%	Yes	7.8%

Cal State Northridge requested the following questions regarding prescription drugs be added to CSUN's Spring 2011 and 2013 NCHA.

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Since becoming a student at Cal State Northridge, have you used prescription medications for studying/cramming/"all-nighter" purposes?

2011

No	92.5%
Yes	7.5%

2013

No	94.4%
Yes	5.6%

If you currently take a prescription medication, have any of your friends or peers ever asked to take your medicine?

2011

No	95.0%
Yes	5.0%

2013

No	94.4%
Yes	5.6%

If you currently take a prescription medication, have you ever given away or sold any of your medicine?

2011

No	97.1%
Yes	2.9%

2013

No	96.2%
Yes	3.8%

Conclusions and Recommendations - CSUN reported use for prescription drugs paralleled national data with the following exceptions. Sedative and stimulant use was higher nationally. Pain-killer use was higher at CSUN. CSUN will continue its vigilance, educational outreaches, and professional development efforts with regard to prescription drugs. In addition, the data received in response to CSUN's additional prescription drug questions resulted in the promotion of further education including cross-over areas such as stress reduction and time management.

Pomona

Cal Poly Pomona Student Health & Counseling Services' Wellness Center addressed prescription drug abuse and misuse during the delivery of 38 Alcohol and other Drug educational presentations provided to campus stakeholders including: University Housing Services, Greek Life, Academic Affairs, Foundation Housing and the Office of Student Life and Cultural Centers. Student Health & Counseling Services staff participated in professional development opportunities addressing prescription drug abuse including webinars sponsored by SAMHSA and attendance at program sessions by the CSU Alcohol

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	<p>and Other Drug Educational Conferences and the NASPA Alcohol, Other Drug , and Violence Prevention Conference. In addition, Student Health Services Clinicians and Pharmacists are registered with the California Prescription Drug Monitoring Program (PDMP) which is designed to identify and deter drug abuse and diversion through accurate and rapid tracking of Schedule II through IV controlled substances.</p>
<p>Sacramento</p>	<p>In order to address drug use at Sacramento State, the Alcohol, Tobacco, and Other Drug Education Program (ATOD) has incorporated the following into its educational efforts:</p> <ul style="list-style-type: none"> • Since 2005, Sacramento State has included prescription drug abuse information in the Message to Sac State, a document covering the health effects of alcohol and drugs as well as campus and state policy (see Attachment 3). Sacramento State’s protocol is to distribute this document annually by mail, email, and/or new student orientation to all students, faculty, and staff, as required by the Safe and Drug Free Schools Act. • Since 2006, Sacramento State Resident Advisors have received annual training on the prevalence of prescription drug abuse among Sacramento State students, signs and symptoms of prescription drug abuse, possible consequences of prescription drug abuse, and what to do if they suspect a friend or resident is abusing prescription drugs. • Since 2006, Alcohol, Tobacco and Other Drug (ATOD) and Sexual Assault Prevention Peer Health Educators have received training on prescription drug abuse trends in higher education, signs and symptoms of prescription drug abuse, and how to help a friend who they suspect is abusing prescription drugs. • Since 2010, Student Health & Counseling Services (SHCS) has provided chain of custody drug screenings for Sacramento State students completing internships as part of the Physical Therapy, Nursing, Dietetics, and Speech Pathology academic programs. These screenings test for a range of substances, including tetrahydrocannabinol, cocaine, methamphetamine, amphetamine, Ecstasy, morphine, heroin, codeine, phencyclidine, benzodiazepines, barbiturates, methadone, and propoxyphene. Some placements also require screening for ETOH at time of testing. Sanctions for a positive test result vary by department and are largely decided by policies at the facility supervising the internship hours. • In 2011, prescription drug abuse information was added to the Alcohol Education portion of the annual Greek New Member Education sessions, which are mandatory for all students joining the Greek system on the Sacramento State campus. Topics covered include general prescription drug information, signs and symptoms of prescription drug abuse, possible consequences of prescription drug abuse, and what members should do if they suspect a friend or fellow chapter member is abusing prescription drugs. • In 2011, prescription drug abuse information was added to the Alcohol Education component of the Athletics Department Life Skills seminar, which is required for all new Sacramento State athletes. Topics covered include general prescription drug information, signs and symptoms of prescription drug abuse, possible consequences of prescription drug abuse, and what student-athletes should do if they suspect a friend or teammate is abusing prescription drugs.

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	<ul style="list-style-type: none"> • Sacramento State student-athletes are screened for banned substances through random drug tests administered either by the NCAA or institutionally, throughout the year. Any student-athlete who tests positive for prescription drugs and/or who does not have a valid prescription for any drug for which he or she tests positive is subject to disciplinary action. In the fall of 2014, the Sacramento State Intercollegiate Athletics Substance Abuse Guidelines were reviewed and updated. The most significant changes were the sanctions for positive drug tests. • Since June 2012, the SHCS medical clinic has been providing point of service CLIA waived ICup Drug Screening for patients requesting or requiring ADHD medication. This strategy will assist providers in determining appropriate use and in identifying abuse. • In spring 2014, SHCS Pharmacy collaborated with the California Northstate College of Pharmacy (CNUCOP) and the DEA to present a two-day seminar on prescription drug diversion. On April 29th, the DEA presented “Drug Trends and Prescription Drug Abuse” to CNUCOP students and local pharmacists. On April 30th, Sacramento State hosted a seminar for faculty, students, and staff, including two presentations by the DEA: “Drug Trends and Prescription Drug Abuse” and “Generation RX,” which addressed drug abuse and drug diversion. • Sacramento State brought Jon Daily LCSW, CADC II, local addiction treatment expert and founder of Recovery Happens counseling Services, in to train athletes, coaches, and healthcare providers. As a result, the Athletics Department developed a contract with Recovery Happens to provide addiction recovery counseling to student athletes dealing with substance abuse issues beginning in fall 2014.
<p>San Bernardino</p>	<p>Policy - CSUSB’s Drug Free Policy for employees is available at Hrd.csusb.edu/drugFreeWorkplace.html. The policy is pursuant to provisions of the Drug Free Workplace Act of 1988 and provides an overview of the Employee Assistance Program, which serves to refer employees to local professionals or agencies for support with drug abuse and education. The OHRL has its policies posted for residential students: housing.csusb.edu/docs/PoliciesRegulations_11-12.pdf and this document includes an overview of expectations as it relates to use of drugs and controlled substances (page 3, number 15). Education - CSUSB offers dozens of online and instructor-led educational courses for employees which include courses on health and well-being and understanding addictions. An overview of the curriculum is available at https://training.csusb.edu/hrtraining/reg/curriculum.php</p> <p>CSUSB includes the story of Samantha Aarts in our annual first year and transfer student orientation. Ms. Aarts, a CSUSB student, died of an accidental overdose from morphine that she ingested at a party. Her mother, Mary Pope, shares the story and its outcomes. A short film of the incident is also available on the CSUSB Student Health Center website as ‘The Samantha Aarts Story’ at http://healthcenter.csusb.edu/.</p> <p>Student Use - During Fall 2013, CSUSB participated in the American College Health Association National College Assessment II. The results of CSUSB 559 student surveys provided insights into student prescription drug misuse. During a 12-month period, 1.6% of students reported using antidepressants that had not been prescribed to them; .9% of students reported using erectile dysfunction drugs that had not been prescribed to them; 8.7% of students reported using painkillers that</p>

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	<p>had not been prescribed to them; 2.9% of students reported using sedatives that had not been prescribed to them and 1.3% of students reported using stimulants that had not been prescribed to them.</p> <p>Enforcement Initiatives - OHRL and University Police work on a 24/7 cycle to enforce local, state and federal laws related to the enforcement of legal use of prescription drugs. CSUSB UPD has been invited by the Institute for Public Strategies in San Bernardino to join the CSV Safer Communities Initiative (www.cvs.com/content/safer-communities). In brief, the initiative provides prescription drug drop boxes for unwanted medications, including controlled substances. The retirement of the Chief of Police has postponed this effort but CSUSB intends to explore this partnership upon hiring the new Chief. The annual Clergy Act Report includes 55 on-campus drug law violations reported in 2013. Of these, none were identified as prescription drug misuse. This report is available at http://police.csusb.edu/documents/University_Police_Safety_Report.pdf.</p>
<p>San Diego</p>	<p>During the reporting year, we have worked with the community to help develop ways of addressing the misuse of prescription medications. The San Diego County Prescription Drug Abuse Task Force has brought together law enforcement, hospitals, pharmacies and prevention professionals to create sustainable policies and programs to prevent prescription drug abuse. SDSU's involvement has included making presentations to the task force on the college student risk factors, and has helped the leadership of the task force create a college subgroup to link campuses together to work together on the issue. The SDSU Health Promotion department has embedded within the health education presentations information on prescription drug abuse risks, and important information for those who may encounter a student in medical distress resulting from prescription medication overdose.</p>
<p>San Francisco</p>	<p>As described in the previous biennial report, PEP's CEASE designed and developed informational "club-cards" and posters on prescription drug use that have been updated and are distributed in housing and around campus; the cost of the initial campaign was shared by both departments. Prevention information about prescription drugs including mixing prescription drugs with alcohol has been integrated into most prevention efforts including workshops and presentations and peer education tabling at outdoor events; the CEASE website has a page focusing on prescription drug use. Each semester, CEASE presents <i>Blurred Lines</i>, a panel of students who share their struggles with alcohol and other drugs. Each panel for the past four years has included at least one student describing prescription drug abuse and recovery. These panels are presented in intimate settings where there is interaction between the panel and the audience of around 40 students.</p> <p>In Spring 2012, CEASE peer educators developed a workshop focusing on drugs students commonly used for studying including prescription stimulant medication and the dangers of mixing these drugs with alcohol, other prescription drugs, and illicit drugs commonly used to counter the effects. These workshops also cover caffeine and a discussion of safer and more productive ways of approaching the demands of college without the use of stimulant medication or over-consumption of caffeine.</p>

Campuses	Activities
	<p>Although the CORE Alcohol and other drug survey for higher education last administered in Spring 2013 indicated a small percentage of students use stimulants, information from students indicates that prescription stimulant medications are readily available in the community.</p>
San Jose	<p>Through our pharmacy operation, we are hyper-vigilant to any indications of drug misuse or abuse and use all available surveillance and reporting methods if concerns should arise. In addition, a Marijuana and other Drugs (MOD) educational team within Wellness and Health Promotion has begun to explore said topic with Peer Health Educators. We have reviewed the newly launched kit developed by the National Council on Patient Information and Education (NCPIE) and have incorporated those materials into our educational efforts, including curriculum for workshops, tabling, web materials, and online magazine articles. Wellness and Health Promotion is in the process of fine-tuning an educational workshop addressing marijuana use/misuse, modeled after the aforementioned alcohol workshop. The target audience is students who violate related campus policies.</p>
San Luis Obispo	<p>PULSE, the Peer Health Education Program integrates the dangers of the misuse of prescription drugs within the ATOD Educational Seminar. The Peer Health Educators have done an additional five prescription drug presentations to student residents in Housing, Greek Life organizations and also a health class in the Kinesiology Department. Campus Health Center Staff strive to continually educate on using prescription drugs as prescribed and the dangers of mixing prescriptions with alcohol, and the illegality of sharing, or selling, prescription drugs to those to whom they are not prescribed.</p>
San Marcos	<p>ATOD collaborated with community partners to present information to regional real estate agents regarding the risks associated with open houses and people having access to prescription drugs contained within unsecured medicine cabinets. This has been found to be a source of prescription drugs for students. Community partners distribute appropriate storage bags for their prescription drugs and advise home owners to secure them in an offsite location during open houses.</p> <p>The present practice of our campus pharmacy continues to be based on Executive Order 943 Policy on University Health Services and standard medical/pharmaceutical practice. According to this Executive Order, our “pharmacy formulary is to be limited to medications that are necessary to provide quality health care and are representative of those medications most effective in terms of treatment. Quantities dispensed per prescription should reflect current standard medical and pharmaceutical practice and appropriate patient monitoring.” Pharmaceuticals are classed (given a schedule number) indicative of the substance abuse potential. Schedule I medications have the highest potential for abuse and are illegal to possess; Schedule V medications have a low potential for abuse relative to the substances in the other categories (II – IV). Schedule II medications also have a high potential for abuse and examples of these medications/substances include Morphine, Cocaine, Methadone, Ritalin, and Adderall. Given this, our practice and protocol is not to maintain any Schedule II medications in the pharmacy. Our pharmacy only carries medications in Schedules III-V. Our psychiatrist does have some students who have been prescribed Schedule II medications, including Ritalin and Adderall; however, they are closely monitored by the psychiatrist and prescriptions follow the current federal regulations for prescriptions written for medications within this schedule. These medications are not maintained within our pharmacy.</p>

Campuses	Activities
Sonoma	<p>Prescription drug and other substance-use education is integral to nearly all Student Health Center interactions with patients. Intake at each medical visit includes questions about current medications, as well as the frequency and quantity of tobacco, alcohol, marijuana, and other substance use. Information about prescribed medications and other substances as well as potential short and longer term impacts on health is provided by the clinician as appropriate. When substance use relates to the primary reason for the medical visit (e.g. respiratory illness, drug interactions, patient seeking of medications with potential for abuse, behavioral or mental health issues) a more comprehensive level of medical intervention and discussion is provided.</p> <p>Similar interventions occur in conjunction with client interactions at SSU Counseling and Psychological Services. Each student interaction with the SHC Pharmacy includes information about the proper use of medications, potential side effects, hazards, precautions, and potential drug and substance interactions. Over the past three years, the Student Health Center has worked with the Sonoma County Water Agency and Russian River Watershed Association to sponsor periodic, on-campus, SHC monitored collection/take back of unused or expired medications under the “Safe Medicine Disposal” program. This year the Student Health Center was able to maintain a “Safe Medicine Disposal” for the entire academic year. The purpose of this effort is to prevent the contamination of environmental and water resources with these medications and also to prevent prescription drug misuse by reducing the amount of unused or discarded medication that could be redirected for illicit use.</p>
Stanislaus	<p>Stanislaus County BHRS Education Series - During the Fall 2014 semester, Stanislaus County Behavioral Health & Recovery Services implemented a two-part education series on campus. The first educational workshop was on prescription drug abuse and the second workshop was on meth use in the Central Valley. These workshops were open to the campus community including students, staff and faculty.</p> <p>“Drop the Drugs” - Drop the Drugs is a prescription drug abuse prevention program that provides campus and community members a controlled and safe place to dispose of medications that may have accumulated in their homes with the aim of diverting potential abuse, overdose and environmental impacts. This training was planned in conjunction with the national drug take-back date which fell on September 27, 2014. This is the first time in four years that this event has been hosted at CSU Stanislaus. CSU Stanislaus partnered with County Behavioral Health and Recovery Services, the local Drug Enforcement Agency, Modesto Police Department, the Department of Environmental Resources, and a local radio station. The CSUS site collected approximately 140 pounds of medications and 158 pounds of sharps. The sponsoring agency considered the event a success and will offer this program again for future Drug Take-Back events.</p> <p>Student Use - We determine student drug use via The ACHA-NCHA II survey. This survey includes the question: “Within the last 30 days, how many days did you use “other drugs?” In response, 77.2% of students indicated they had never used “other drugs,” 15.3% indicated use but not in the last 30 days, and 5.3% of students used 1-9 days, 1.4% used 10-29 days, and 0.8% used all 30 days. The category “other drugs” includes: cigars, smokeless tobacco, cocaine, methamphetamine, other amphetamines, sedatives, hallucinogens, anabolic steroids, opiates, inhalants, MDMA, other club drugs, and other illegal drugs. It excludes alcohol, cigarettes, tobacco from a water pipe and marijuana.</p>

Effective Campus-Initiated Alcohol Education, Prevention, and Enforcement Programs 2013-2015

The following table summarizes the California State University campus' single, most effective alcohol education, prevention, and enforcement program that has affected student behavior in a positive way. It is important to note that campuses have initiated multiple programs. This chart identifies just one of the most effective programs for each campus.

Campus		Program	How Student Behavior Influenced
Bakersfield	OkSoberFest	The week-long event is held each October during the National Collegiate Alcohol Awareness Week and is now in its 9 th year at CSUB. The Committee utilized the results from the spring 2014 CSUB CORE survey results to help guide and make changes to the programming that was offered to students. This year the Committee co-sponsored the event with several offices on campus like the Student Health Services, Counseling Center, Student Rights and Responsibilities, Title IX, Services for Student with Disability, Student Housing and Resident Life and ASI. This event utilized a hands-on approach to engage the students in a learning opportunity. The programming was offered to address many of the issues that presented itself in the CORE survey such as: consent, DUI, using to ineffectively cope with depressive systems, and binge drinking.	
Channel Islands	Safe Spring Break	The purpose of the Safe Spring Break event is to provide experiential and interactive learning opportunities that increase students' awareness and encourage healthy behavior during spring break. "Safe Spring Break" is a two-day event intended to increase student safety awareness and to encourage responsible behavior when engaging in spring break recreational activities. This year, our 2014 Safe Spring Break event began on Tuesday, March 11, 2014 and ended on Wednesday, March 12, 2014. The following activities were offered on both days: <ul style="list-style-type: none"> • Safe Spring Break DUI Prevention: <ul style="list-style-type: none"> ○ A "Crash Car" was made available for viewing. ○ Students used beer goggles to gain a better understanding of the difficulties and dangers of driving under the influence of alcohol. This activity was sponsored and facilitated by the CI University Police Department and California Highway Patrol. • Handouts distributed at tabling in the South Quad included: Safe Spring Break tips, access information for the online interactive Student Suicide Prevention education module in Kognito, information on relaxation techniques, a resource guide highlighting relevant services offered both on and off campus, information on CI counseling services and a safety app. Collateral materials were funded by the CalMHSA Grant and sponsored by Personal Counseling Services (PCS). 	

Campus Program		How Student Behavior Influenced
Chico	Wildcat ROAR! Reach Out & Respond	<ul style="list-style-type: none"> o Additional materials and services sponsored by CI Student Health Services (SHS) and funded by the CalMHSA grant included: STD information; free condoms; information on Student Health 101; information on Covered California provided by the local United Way; and information on SHS. o Safe Spring Break Pledge registration and the distribution of pledge cards was facilitated by PCS staff. o Project Safer sponsored a table where students received alcohol consumption safety information and designated driver information. o Sexual assault prevention and treatment information was sponsored and hosted by the Coalition for Family Harmony. o Aware, Awake, Alive collateral materials were sponsored by the Aware Awake Alive organization and hosted by CI Housing and Residential Education. o Safe Spring Break awareness bracelets were distributed on both days, sponsored and hosted by Associated Students, Incorporated. <p>Safe Spring Break events were made possible through the collaborative efforts of CI students, faculty and staff from several campus departments including University Police, Personal Counseling Services (PCS), Associated Students, Inc. (ASI), Housing and Residential Education (HRE), Student Life, Campus Recreation, CI Multicultural Programs and Student Health Services.</p> <p>CSU Chico began implementation of a new, peer-led Bystander Intervention and Alcohol Overdose Prevention model program entitled Wildcat ROAR! Reach Out & Respond! This program was developed in response to feedback from students, staff, faculty and community members during on-campus forums (Call to Community Action; Campus Commitment to Action) related to continued alcohol and drug misuse problems. Originally titled and modeled after the national Red Watch Band program, this program has now evolved to become unique to CSU Chico. Taught by trained student peer educators to their peers (and also open to anyone on campus or in the community) the goals of the program include increasing knowledge, skills and awareness of alcohol overdose signs and symptoms as well as bystander intervention skills in order to create a safer campus climate in which students look out for one another and are willing and able to intervene in emergency situations. The program also seeks to reduce the stigma of substance misuse and, therefore, increase access to campus resources.</p> <p>The response to this program has been overwhelmingly positive from all segments of the campus community and the Chico community. Within one year from its inception 1,000 students were certified in the Wildcat ROAR! Reach Out & Respond program and to date 1,398 students have been certified. These students serve as visible advocates of a safe, responsible and compassionate campus culture and their peers also know that they are trained and willing to help in an alcohol/drug related emergency.</p>

Campus Program		How Student Behavior Influenced
Dominiquez Hills	Alcohol Awareness Coordinating Team (AACT)	<p>The Alcohol Awareness Coordinating Team (AACT) with major support from our Athletics Department brought Adam Ritz to campus in April 2014. Adam Ritz is a radio personality and former athlete, who focused his conversation towards student-athletes. His message talked about alcohol and drug usage, social media while under the influence, bystander behavior, and sexual assault. While intoxicated, Adam Ritz sexually assaulted his children’s babysitter and went to prison. Adam Ritz was able to share his story on how his usage of alcohol led to an unacceptable decision that not only ruined his life but his children’s babysitter. It is Adam’s hope by sharing his story he can attempt to make sure this doesn’t happen to anyone else. The main targeted audience was student athletes and university housing residence staff. The committee felt this particular population was important for them to understand their roles as leaders on campus and making safer decisions when it comes to the usage of alcohol.</p>
East Bay	Thursday Night Takeover (TNT)	<p>The Thursday Night Takeover (TNT) is a weekly program sponsored by Student Housing and Residence Life (SHRL) that occurs every Thursday night in the residence halls at 10:00 p.m. during the academic year, in collaboration with Student Life and Leadership Programs, the Residence Hall Association student club, Associated Students, Inc., Pioneer Athletics, Student Health & Counseling Services, a wide range of student clubs/organizations, and other campus partners. Designed to provide campus residents with fun, but safe alternatives to the Thursday night party/alcohol scene, examples of past TNT programs include talent showcases, poetry slams, glow-in-the-dark events, game tournaments, pool parties, on- and off-campus movies, and bowling events.</p> <p>Concept In 2009, it was determined that there was an increased number of marijuana and alcohol policy violations on Thursday nights in the residence halls, accompanied with a large number of residents leaving campus to “find the party scene.” In an attempt to address this concern, TNT was created. TNT’s objective is to provide safe alternatives to alcohol consumption and rival the party scene by encouraging students to stay on (or come to) campus for fun/stress relief, avoiding the use of drugs and alcohol on Thursday nights.</p> <p>Planning During TNT’s past five years of operations, there have been numerous staffing/planning models. Past planning committees have included a TNT coordinator, Resident Assistants, and Residence Life Coordinators. However, the planning model that seems to be most effective includes one TNT coordinator (an upper division student assistant), 4-6 TNT student assistants, and one graduate assistant supervisor to facilitate the coordination and planning process.</p>

How Student Behavior Influenced	
Campus	Program
	<p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Students will be exposed to healthy alternatives to consuming drugs and/or alcohol and will learn to adopt/incorporate these alternatives into their lives as a means of managing stress and social needs. 2. Students will learn social skill building through low-risk participation. 3. Through applied learning, student staff members will develop event planning, implementation, and assessment skills. <p>Participant surveys, program evaluations (completed by staff), and the conduct database are used as instruments for collecting data. Conduct statistics are extracted to determine if there is an effect (positive or negative) on the frequency and severity of alcohol/drug related policy violations that are being documented on Thursday nights. Additionally, TNT participants self-report about personal enjoyment/development through completion of electronic and paper surveys following TNT events. Lastly, TNT staff complete a comprehensive program evaluation to discuss the outcomes of each event.</p>
Fresno	<p>Training for Intervention Procedures (TIPS) Trainings</p> <p>Call Stay Cooperate Response Action Practice</p> <p>WATCHDOG, Student Health & Counseling Center</p>

Campus Program	How Student Behavior Influenced
	<p>with hands-on experience in dealing with alcohol emergencies. The goal of the training is to reduce drinking death due on and around campus. Students are educated on the dangers of alcohol overdose and provided with the skills, tools, and prevention strategies necessary to take action and intervene to save a life. The training covers various topics including the bystander effect, alcohol's effect on the body, symptom identification, step by step intervention procedures, how to make a 911 call, what to expect from emergency personnel, and CPR certification training. Trainings attract a diverse group of students from all class levels and majors, including many student leaders. Since the program's inception, eleven trainings have been offered and a total of two hundred students have been trained, including forty-four Greek Life students, fourteen student athletes, and eighty-two student club/organization members. Knowledge was assessed at training's end and in a follow-up at the end of the semester. Overall, 93% of trainees correctly identified the signs of alcohol overdose and 94% correctly identified at least three safe drinking behaviors, a preventive strategy. This program has been nominated for a NASPA Excellence Award.</p>
<p>New Student Orientation Alcohol Video</p>	<p>As part of the ATODSC, two representatives from the Fresno State Student Involvement Office created a 7-minute video that has been shown as part of a 30-minute presentation on alcohol safety during the summer of 2013 and 2014. Through the use of a very realistic vignette as well as student testimonials, over 14,000 incoming freshmen, transfer students and their parents/family members were shown this video that begins their alcohol safety education here at Fresno State. It has been very well received and there are plans to update this video with footage of interviews with the family and friends of a student who died of alcohol poisoning at Fresno State in 2012.</p>
<p>Athletics</p>	<p>The Athletic department continued to be successful in monthly drug testing and enforcement.</p> <ul style="list-style-type: none"> • All incoming freshmen and transfer student-athletes are tested as they arrive on campus. • After they pass a physical, a random selection of 10% of student-athletes from each team on a monthly basis are tested. • In addition, any student-athlete who has tested positive on a prior test are tested monthly. • Any student-athlete that has been identified by reasonable suspicion is tested monthly. • A portion of enforcement includes a referral and assessment to Avante Behavioral Health. Avante specializes in assessments of student athletes' drug or alcohol use and referrals to a provider that will best fit the student athletes' needs. • A change was made to the 2014-2015 Substance Abuse Education and Testing Program with a clarification that the random test schedule can be followed in the summer.

Campus Program		How Student Behavior Influenced
		<p>Education/Awareness Events:</p> <ol style="list-style-type: none"> 1. During the fall of 2013 the freshmen classes as well as a few additional student athletes completed a TIPS certified workshop. TIPS certifications empower student-athletes to reduce high risk drinking behavior and help them make smart choices when faced with unruly situations. 2. January 2014, one staff member and four student-athletes attended the APPLE Conference. 3. In February 2014, Fresno State Athletics contracted with Robert Stutman to put together a presentation addressing the dangers of underage drinking, alcohol over-consumption, and drug abuse (prescription and street drugs); as well as their effects on student-athlete performance. Mr. Stutman covered many areas within these topics, including statistics on drug type use and age groups, the dangers of prescription drug abuse, as well as long term and short term effects of substance abuse. A lot of positive feedback was received from student-athletes on this presentation, particularly the effects on student-athlete performance following substance abuse. 4. In the spring of 2014, Student-Athlete Advisory Committee (SAAC) formed & implemented a student-athlete wellness program to address physical, mental, emotional and psychological wellness & development for our student-athletes; intending to set them on the path to success during and after college. 5. In spring and fall of 2014, student-athletes participated in WATCHDOG training. This program taught valuable skills such as bystander intervention techniques, CPR and provided additional information on the dangers of alcohol. The feedback from student-athletes that participated was overwhelmingly positive.
Fullerton	CHOICES	<p>The Health Education and Promotion department collaborates with Student Conduct and Residence Life to provide CHOICES, a peer-facilitated intervention for students found to have violated the campus alcohol policies. The workshop is provided for first-time offenders of the campus alcohol policy, including the residence halls. CHOICES is a nationally recognized Model Program under the U.S. Department of Education, and uses motivational interviewing and journaling as a way to assist students in identifying how they can avoid problems by making informed and educated choices regarding alcohol use. Pre- and post- tests are administered with each workshop. Results show an increased knowledge in dangers and consequences of alcohol use, as well as improvements in perceptions of risk behaviors. The CSUF program was significantly updated in 2012 to bring the curriculum and facilitator training program in line with national evidence-based program standards. CHOICES sessions are offered monthly during the academic term by the Health Education and Promotion department's Peer Health Educators.</p>

Campus Program		How Student Behavior Influenced
Humboldt	The Carnival of S-Care	<p>This year Humboldt State University expanded our annual Halloween event both in scale and content. The Carnival of S-Care took place on October 24th and focused on harm reduction education about sexual health, sexualized violence, and alcohol and other drug use, which are all areas of high concern on college campuses during holidays like Halloween. The HSU Peer Health Educators worked in collaboration with the CHECK-IT program and the Recreation 220 class to host the event. The Peer Health Education program's ATOD events all use strong harm reduction models of education and specifically avoid the use of shame, fear, and guilt as educational tools.</p> <p>Our target audience was students, mostly freshmen, who are underage and might seek out house parties on Halloween. We had an amazing turnout of about 350 students, most of whom were freshmen. The event was set up like a Halloween carnival with interactive games, a haunted house, and food. The games all included ATOD trivia and challenged students to think critically about their Halloween plans as a method of preempting poor health choices on Halloween. Students made "Party Plans" for Halloween that targeted the areas of sexual health, sexualized violence (in the form of our bystander intervention education model CHECK-IT), and ATOD use. Students were also given supplies and resources in goodie bags and had access to peer health educators for questions about health and wellness issues.</p> <p>Previously this event focused heavily on drinking and driving. After evaluating previous years' events we determined that this wasn't an area that needed as much focus and instead decided to spend more energy on ATOD use and sex, as well as binge drinking, mixing alcohol and drugs, and alcohol poisoning. While it is difficult to assess the direct impact of the event, 80% of the students who completed evaluations indicated that they gained new tools for staying safe on Halloween and 92% of the respondents learned something new about ATOD use/abuse.</p>
Long Beach	Prevention Awareness Uniting Students with Empowerment (PAUSE) Bystander Intervention Program	<p>Prevention Awareness Uniting Students with Empowerment (PAUSE) Bystander Intervention Program seeks to actively train and empower individuals with knowledge and skills to effectively assist in the prevention of sexual assaults, intimate partner violence, and stalking at CSULB. It is the goal of PAUSE that by equipping all members of the campus community with tools to recognize, intervene, and report offenses, our community will be more unified and a safer place for all of us to thrive.</p> <ul style="list-style-type: none"> • Walk a Mile in Her Shoes- This event is an international event that raises awareness in local communities about the serious causes and effects of men's sexualized violence against women. • Presentations to campus organizations (Men's Success Initiative, CHOICE USA, Greek Life) - The PAUSE Bystander Intervention is presented to various campus groups throughout the semester. The peer to peer interaction allows students to discuss ways to become an active bystander.

Campus Program		How Student Behavior Influenced
<p>Los Angeles</p>	<p>Shattering the Myths About Drugs</p>	<ul style="list-style-type: none"> • First Year Experience (FYE) - The First Year Experience (FYE) Program facilitates the successful transition of first year undergraduate students to the university through the provision of programs and services designed to introduce students to critical programs, services and resources as well as connect them to the university and fellow students. • Sexual Assault Recovery Panel - This event increases awareness of sexual assault, the healing process of survivors, and ways one can be an active bystander. • American College Health Association (ACHA) Conference - The PAUSE Bystander Intervention Program will be presented by CSULB ATOD staff at the 2015 ACHA Conference in Orlando, Florida. • Athletics: Ongoing drug and alcohol seminars and regular drug testing minimized incidents involving student-athletes. <p>Collaboration between the Center for Student Involvement, Student Health Center, Housing Services, and Public Safety: "Shattering the Myths About Drugs." The purpose was to provide education on the dangers of illegal drugs and prescription drugs as well as resources on how to obtain help for people who are struggling with drug use. Target audience was students, faculty, and staff. The main focus was students so activities were geared toward their interests. Highly interactive elements included reviewing a drug paraphernalia display to understand possible warning signs/materials of someone in their home using drugs; images of the impact of meth on drug users based on the "Faces of Meth" project conducted by the Multnomah County Sheriff's Office; and an interactive board asking students to identify why people use drugs and what alternatives are available to manage those triggers. The event was successful as many students asked questions, reviewed the materials, and participated. The event will be repeated in 2015.</p> <p>Housing Services: Student Resource Guide (provided to students at move in and covered in mandatory orientations). The purpose was to educate students on alcohol, drug, and student crisis awareness by providing a hard copy booklet of information for students. The target audience was all Housing Residents. The booklet was designed to help residents identify: 1) when they or fellow students are in crisis including alcohol/drugs; 2) how to seek help; 3) how alcohol affects the body; and 4) know the danger signs of alcohol/drug overuse, abuse, or overdose. This information was covered in detail during the mandatory orientation. Students shared that the booklet is helpful and is a useful reference. A brief assessment of the first quarter alcohol/drug violations have shown that referrals or violations numbers have decreased by nearly 10% compared to the previous two years.</p>

Campus Program		How Student Behavior Influenced
		<p>2014 was the first year in which attendance at the housing orientation was mandatory for all students, not just new students, and 785 students attended the first session. Make-up orientations were completed by the remaining students by the end of October. The mandatory orientation provided Housing Services with the opportunity to have meaningful contact with residents and highlight the importance of both safe or non-use of alcohol/drugs. Housing Services also used a different alcohol and other drug education online program this year – 3rd Millennium Classroom’s “Alcoholwise.” The decision to use this product gave Housing Services additional sanctioning tools that have been very useful.</p> <p>Student Health Center: The Student Health Center’s alcohol and other drug education was implemented primarily through its Quick Facts on Health guest lecture; an interactive presentation which assists students in choosing, achieving and maintaining a healthy lifestyle. The lecture was conceived, developed and conducted by the Center’s health educators. The presentation emphasized risk recognition and realistic risk reduction strategies. The lecture addressed: alcohol and other drugs; domestic and sexual violence; influenza; nutrition and fitness; relationships; sexual health; sleep; stress; and suicide. The guest lecture incorporated: Aware Awake Alive content to address alcohol risk recognition and reduction; bystander intervention in relation to alcohol, domestic and sexual violence, and suicide; and related services offered through the Student Health Center (including Counseling and Psychological Services), other campus entities and community resources.</p> <p>Quick Facts’ primary target audience was the University’s introduction to higher education courses for incoming freshman and transfer students. Over the course of the reporting period, more than 150 Quick Facts guest lectures were conducted for courses in the Colleges of Arts and Letters, Natural and Social Sciences, and Health and Human Services, reaching more than 4,500 new students. Evaluations indicated the majority of students learned new (or relearned) information relevant to their lives. For some students, the alcohol and other drug content was the most important component of the presentation.</p>
Monterey Bay	New Student Orientation & alcohol education & sexual assault prevention workshops	<p>During the 2013 and 2014 first time freshmen new student orientation sessions, 13 alcohol education workshops were facilitated by professional staff from the Health Promotion and Education Program and the Office of Judicial Affairs. These 30-minute workshops – reaching 1,931 students – were designed to correct misperceptions about alcohol use in college, provide strategies for recognizing and responding to alcohol poisoning (utilizing materials provided by “Aware, Awake, Alive”), and inform about campus and community resources. Data collected from CSUMB freshmen completing the AlchoLEdu online alcohol education course in previous years was used in the development of the workshop to ensure that information provided to new students was both relevant and accurate. Use of the Poll Everywhere online survey tool during the workshops also allowed facilitators to collect real time data from participants that assessed knowledge and guided the direction of discussions.</p>

How Student Behavior Influenced		
Campus	Program	
Northridge	Alive and Well Peer Health Education Program	<p>Immediately following each of the alcohol education workshops, a 30-minute sexual assault prevention workshop facilitated by staff from the Monterey County Rape Crisis Center, our Dean of Students, and/or the Title IX Deputy Officer was held for the same participants. Holding these two workshops in succession proved to be ideal as students were clearly able to see the correlation between alcohol/other drug use and sexual assault. Evaluations conducted at the conclusion of new student orientation consistently indicated that the overwhelming majority of participants found the information to be useful in preparing them for their first year at college. These sessions also helped to correct some of the misperceptions they held about alcohol use among CSUMB students.</p> <p>One successful CSUN initiative is the Alive and Well Peer Education Program run by the Health Promotion Department of the Klotz Student Health Center. Alive and Well is the campus peer education resource for alcohol, tobacco, and other drug abuse prevention. A certified health educator supervises 10 to 15 volunteer Alive and Well Peer Educators who provide risk reduction presentations and programming for CSUN students. Peer Educators are trained utilizing the BACCHUS Network's Certified Peer Education program as well as via extensive training by the Alcohol, Tobacco, and Other Drugs (ATOD) Counselor. Alive and Well Peer Educators have partnered with CSUN's University Counseling Services, Career Center, Veterans Resource Center, and the Pride Center peer educators on a variety of outreach activities and workshops. Traditionally, Peer Educators connect with targeted groups across campus including housing, fraternities and sororities, and freshmen. The Peer Educators provide presentations and outreach events including the following. During the past two years, the Peer Educators volunteered more than 2,000 hours of service, most of which were spent staffing the Living Well Lounge.</p> <p>The Living Well Lounge, a satellite of the Klotz Student Health Center, is located in the University Student Union, and provides wellness services to address the relevant American College Health Association (ACHA) Academic Impacts identified in CSUN's National College Health Assessment. The Living Well Lounge is a student-run space where students can de-stress in a massage chair, and participate in nutrition counseling, aromatherapy, and meditation. This supportive environment allows Peer Educators the opportunity to engage students in discussions on stress reduction and responsible alcohol use, and to provide resources and referrals for students dealing with substance use issues. Additionally, during this two-year period, more than 6,000 students, including approximately 2,500 freshmen visited the Lounge. All freshman classes received "Aware, Awake, Alive" alcohol poisoning prevention information cards. More than 1,000 others received RADD designated driver program cards.</p>

Campus Program		How Student Behavior Influenced
		<p>Training - Alive and Well Peer Educators attend a four-day training during the summer, a one-day training during the winter, and weekly trainings during the fall and spring semesters. Training examples include:</p> <ol style="list-style-type: none"> 1. Bacchus Certified Peer Educator (CPE) Training 2. TIPs (Training for Intervention Procedures) 3. StrengthsQuest 4. Public Speaking 5. Alcohol, Tobacco, and Other Drugs <ul style="list-style-type: none"> o Mental Health First Aid o Stress Management o Sleep Hygiene <p>Presentations and Outreach - Health Promotion staff and Alive and Well Peer Educators participated in approximately 50 outreach activities, including Matador Nights, National Collegiate Alcohol Awareness Week, Great American Smokeout Safe Spring Break, Welcome to Wellness, and classroom presentations/workshops (e.g., “The 5 Ps of Partying”, a safer partying presentation).</p>
Pomona	New Student Orientation alcohol education & sexual assault prevention workshops	<p>Cal Poly Pomona’s Alcohol and Other Drug Council Programming subcommittee developed and implemented a multi-faceted alcohol prevention program targeting all 5,809 incoming 2014 first year students. This approach included online and in-person alcohol education for first year students and student leaders who have direct contact with these incoming students. Cal Poly Pomona implemented the commercial program “eCheckUpToGo,” created by San Diego State University, as an alcohol abuse prevention tool with incoming first year students during orientation programming beginning July 2013. Our goal was to have all first time students complete this online course. eCheckUpToGo has been evaluated and has earned the stamp of approval from NASPA as having positive outcomes in changing students’ behavior surrounding alcohol use and abuse. The program’s use of motivational interventions and comparisons to actual normative behavior specific to our campus can have positive impacts on our students’ behaviors.</p> <p>During the orientation programming for fall 2013, all incoming first year students were encouraged by Student Health and Counseling Services to complete the online course and be entered for a drawing for an iPad. However, the completion rate was a dismal .79% (46 out of 5,809). However in 2014, Orientation Services agreed to list completion of the course as a soft mandate before attending orientation programming for fall 2014. This information was disseminated as part of an email sent to all incoming students as well as a checklist item on the Orientation website. Further, the link was included</p>

Campus Program

How Student Behavior Influenced

in the Orientation mobile app (Guidebook), which all students had the opportunity to download before Orientation. This change resulted in an 83% completion rate (5,211 out of 6,271).

Additional steps to educate incoming freshmen and Orientation Leaders were also initiated during orientation programming in June of 2014. All 45 Orientation Leaders were given a one-hour training on safe drinking practices, drink size and individual tolerance as well as the link between alcohol use and sexual violence. All Orientation Leaders also received a one-hour training from the Violence Prevention and Women’s Resource Center that covered topics related to facts and myths about sexual assault and dating violence, how to be an active bystander, and how to support students who disclose incidents of sexual assault or dating violence.

Developed in order to address Title IX compliance, all incoming freshmen students participated in a two hour, interactive educational session that focused on safe drinking practices, promoted the “Aware-Awake-Alive” campaign, and provided education on sexual assault and dating violence. The objectives of the alcohol training were for students to:

1. Identify when zero drinks is the best option for someone
2. Identify signs/symptoms of alcohol poisoning
3. Describe steps to take if alcohol poisoning is suspected
4. Identify one new piece of information that can be put into use
5. Identify high-risk drinking behaviors to avoid

An evaluation of the educational programming strategies revealed:

- 93% of students correctly identified all 4 circumstances in which zero drinks is the best option
- 57% of students correctly identified at least 4 signs/symptoms of alcohol poisoning
- 96% of students indicated they strongly agree or agree that they feel confident they would call for help if someone is showing signs of alcohol poisoning
- 91% of students correctly identified all 6 high risk drinking behaviors

This program complemented the 45-minute “It Takes a Village” presentation that was presented to all incoming students (Freshmen and Transfer) at each Orientation Program. This panel-style presentation which included representatives from Judicial Affairs, Student Health and Counseling Services, the Violence Prevention and Women’s Resource Center, and the University Police Department, focused on strategies that students could employ to become active, engaged, and safe members of the campus community. Self-care, bystander intervention and departmental services were covered in this presentation.

Campus Program		How Student Behavior Influenced
Sacramento	Zombies, Alcohol, and You	<p>Beginning in fall 2010, Sacramento State Student Health and Counseling Services (SHCS) implemented a mandatory online alcohol abuse prevention course for all incoming first-year students called <i>Zombies, Alcohol, and You</i>. The online alcohol abuse prevention program is offered by Student Success, and was created in partnership with The BACCHUS Network™, an international association of 1,000 college- and university-based peer education programs focusing on alcohol abuse prevention, tobacco issues, and other health and safety initiatives for students. The suite of online videos and tests are designed to educate students on the risks of alcohol abuse and to teach successful strategies for handling dangerous alcohol-related situations. The Student Success program provides information about standard drink size, moderate drinking guidelines, social norms, and alcohol abuse factors, potential consequences of overconsumption, refusal skills, and alcohol poisoning symptoms. The program also uses motivational interviewing techniques to engage students and encourage them to think more critically about their attitudes and behaviors regarding alcohol consumption.</p> <p>The program is evaluated using a pre- and post- test to assess knowledge gain. In order to “pass” the course and receive credit for completion, students must score 75% on two of the knowledge portions of the post-test (Attachment 1). Students who do not receive a 75% are required to retake the post-test until they pass the course successfully. The program evaluation also includes collection of demographic information and questions about current drinking behavior and motivations (pre-test), and effectiveness of the program and behavioral intentions related to future alcohol use (post-test). Sacramento State piloted the use of this program in fall 2010 with incoming first-year undergraduate students using a “soft” mandate, with no registration holds placed on the records of students not completing the course. Since the first year, Sacramento State has increased the impact of the program by including all new transfer students beginning fall 2011, instituting a hard mandate in fall 2012 that automatically put a registration hold on the records of students who did not complete the course, and adding all international undergraduate students in fall 2014. Since Sacramento State began implementing the program, the number of students reached increased from 2,291 students completing the course in 2010-11 to 9,172 students completing it in 2013-14.</p> <p>Responses from 2013-14 course participants of the Student Success program indicate that 62% of incoming Sacramento State students have not received any alcohol education prior to entering college, with another 24% of students only having received 1-3 hours of alcohol education before arriving on campus. These findings highlight the importance of providing alcohol abuse prevention programs to students as they transition into college. In terms of overall knowledge gain, the percentage of students receiving a passing grade changed from 2% on the pre-test to 77% on the post-test immediately</p>

How Student Behavior Influenced	
Campus Program	Program
<p>San Bernardino</p>	<p>CSUSB's THR!VE Coyote Packs</p>
<p>following the course. Participants showed significant improvement in all measures, including knowledge of alcohol, its effect on the body, and actual (vs. perceived or media representations of) peer alcohol use. At the pre-test, students reported several potentially negative motivations for drinking: 54% reported "having fun"; 26% reported "relieving stress"; and 15% reported "getting drunk" as strong or very strong motivations for drinking. After the program, all three of these motivations decreased. The only remaining strong or very strong motivation reported by more than 10% of students was having fun (28%), which decreased 26 percentage points. Motivations for drinking less or not drinking at all rose by at least 22 percentage points in most measures. Concern about academics, at 87%, was the most strongly cited motivation for not drinking or drinking less. In terms of future behavioral intentions as compared to past behavior, setting a limit on drinking before going out increased from 26% to 60%, and assigning a designated driver or otherwise arranging transportation before drinking rose from 44% to 72%. In addition, students' intention to intervene if they saw a friend drinking too much also rose. The most common intervention behaviors cited were making sure a friend got a safe ride home (93%) and keeping an eye on them (88%).</p> <p>CSUSB's THR!VE Coyote Packs serve as an example of a successful CSUSB alcohol and drug education and prevention initiative. The program was created and coordinated by the Health Promotion Department and is divided into four distinct groups or "Coyote Packs" (in honor of the CSUSB mascot) focusing on various college health issues:</p> <ul style="list-style-type: none"> • ATOD (Alcohol, Tobacco and Other Drugs) • Sexual Health • Behavioral Health (Mental Health issues) • Health & Wellness <p>The goals for all four Coyote Packs are to create a campus climate that:</p> <ul style="list-style-type: none"> • Reduces harm to students • Encourages dialogue regarding students' behavior • Facilitates skill-building and academic success • Demonstrates diversity and unique qualities to provide valuable university opportunities <p>The THR!VE—Health Promotion <i>ATOD Coyote Pack</i> at CSUSB aims to educate students about the potential negative consequences of drug and alcohol use and/or abuse. Through innovative programming, peer education, campus outreach, and community collaborations, the <i>ATOD Coyote Pack</i> serves to create a harm-free environment in which students can achieve their academic goals and acquire skills necessary for life-long success.</p>	

Campus Program		How Student Behavior Influenced
San Diego	Aztec Choices	<p>ATOD Coyote Pack Campaigns: “AWAKE, AWAKE, ALIVE” – Aware, Awake, Alive prevents loss of life to alcohol poisoning by educating teens, young adults and parents on the dangers and symptoms of alcohol overdose. The program generates awareness and dialogue around amnesty-based policy and legislation, and creates an atmosphere of partnership in which young people, parents, educators, and like-minded student clubs and organizations share responsibility for supporting and educating one another. Aware, Awake, Alive is driven by a core belief and philosophy that lives can and will be saved simply by working together. The program coordinators partner with like-minded individuals and organizations while encouraging an atmosphere of shared responsibility among young people, their peers, parents, and educators.</p> <p>ATOD Coyote Pack Year-Round Campaigns:</p> <ul style="list-style-type: none"> • RADD (Rockers Against Drunk Driving) - RADD (Entertainment Industry's Voice for Road Safety) is a nonprofit organization that promotes road safety through a designated driver incentives program at participating establishments. • CSUSB Peer Health Educators (PHEs) provide the campus community with outreach and programming events including information and interactive activities that encourage responsible, healthy, and safe decision-making regarding alcohol consumption. The PHEs have interactive games for students to play, which includes “Gone in 60 Seconds” and “Drunk Woody.” Gone in 60 Seconds involves participants wearing beer goggles while trying to navigate a remote control car through an obstacle course. Most students wind up hitting all the obstacles and failing the test. This activity demonstrates how alcohol can affect motor skills and perception. Drunk Woody is another interactive game whereby the participant, wearing beer goggles, tries to put on a condom correctly onto a wooden condom demonstrator, hence Drunk Woody. Participants realize how difficult it can be to practice safer sex while under the influence of alcohol. <p>The Aztec Choices program was initiated in the Fall of 2013. It features a one-on-one intervention counseling session for all new student athletes. Student athletes received a one session <i>Motivational Enhancement</i> session with a trained counselor within our Counseling & Psychological Services department. The session focuses on providing personalized feedback on the student-athlete’s alcohol use and uses Motivational Interviewing techniques to increase motivation to reduce risky levels of alcohol use. Each session is personalized based on any presenting issues the student-athlete discussed. If appropriate, students may receive up to two additional sessions with the counselor.</p> <p>A six-week follow-up survey was administered via an online web-survey. Compared with the pre-test administration, the participants were more likely to abstain or drink minimally (monthly or less) on</p>

How Student Behavior Influenced	
Campus	Program
<p>San Francisco</p>	<p style="text-align: center;">Alcohol Poisoning Campaign/Step-up Bystander Intervention</p> <p>follow up (64% vs 78%). There was also an apparent decline in reported black outs from alcohol. The survey also demonstrated that as a result of the Aztec Choices program, the student-athletes felt more connected to resources on campus, had greater ability to reduce their use, and improved ability to resist peer pressure.</p> <p>Purpose: Reduce Incidence of Alcohol Poisoning on and off campus</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will develop the skills to identify alcohol-poisoning and know how get the individual in need assistance. 2. Students will learn the skills to: <ul style="list-style-type: none"> • Step-Up in situations with either the potential of an alcohol-poisoning occurring or to initiate action to assist help for someone who may be experiencing alcohol-poisoning. <p>Background: At the January 29, 2014 CSU Board of Trustees meeting, Chancellor Timothy P. White made a “commitment to expand the CSU’s efforts in educating our students, faculty and staff regarding [alcohol poisoning prevention] on our campuses”.</p> <p>The SF State Alcohol Responsibility Taskforce (ART) took on the challenge of developing a systematic campus-wide approach to provide both: (A) alcohol poisoning prevention information and (B) build bystander intervention skills for our students. ART, chaired by the Assistant Program Director of PEP/CEASE, includes student and staff representatives from such key areas as Residential Life, Student Involvement & Career Center (student activities), Athletics, CPSC, the PEP/SF State Cares social media team, SHS, fraternities/sororities, and others with support from the Dean of Students and the Associate Vice President (AVP) for Student Affairs & Enrollment Management (SAEM). In addition, the taskforce collaborated with the Coordinator of The SAFE Place to develop a sexual violence prevention/Title IX module which has been integrated into the Step-up Bystander Intervention training for Resident Advisors, Fraternities/Sororities, and peer educators.</p> <p>Integrating evidence based bystander intervention (Megehee, 2012) and alcohol-poisoning prevention has been a focus of SF State’s prevention efforts for some time in a variety of ways. The CEASE peer-developed <i>I Got You</i> campaign, discussed in the 2011-2013 biennial report has been incorporated into peer-led workshops and larger campus events for both alcohol and other drugs, and sexual violence prevention until it was supplanted by the current campaign. The peers developed a pledge card intended to be signed and given to a friend that states that the student will be there for their friend if she/he has had</p>

Campus	Program	How Student Behavior Influenced
		<p>too much to drink, is in a compromised situation, or needs a ride home. CEASE first developed a <i>Know the Signs of Alcohol Poisoning</i> club card in 2009 that has been widely distributed and information about the California 911 Lifeline Legislation has been integrated in programming since it was implemented.</p> <p>At the CSU 2014 Alcohol, Tobacco and Other Drugs Educational Conference, PEP/CEASE and The SAFE Place presented a model for working with athletes that integrates alcohol and sexual assault prevention, as the vast majority of reported incidents of sexual assault on campus has included the use of alcohol by one or both of the individuals involved. Bystander intervention for both dangerous drinking and sexual assault has been a component of the workshops for athletes and fraternities/sororities. The workshops are gender specific. Workshops for the male athletes/fraternities are grounded in an examination of masculinity, fraternity, community, their perceptions of women and how these attitudes and beliefs influence their behavior. The workshops for both genders explore what facilitates intervening or presents barriers. The workshops discuss the role alcohol plays in inhibiting sound decision-making and the importance of having individuals present in party situations with bystander intervention skills who are not drinking. All of the workshops include Title IX information and role-play exercises involving situations of sexual harassment in a school setting and alcohol related sexual assault. During the last academic year all of the male and all but 2 of the female athletic teams received the trainings, team by team.</p> <p>In January 2014, a team of Alcohol Responsibility Taskforce members attended the CSU/Aware Awake Alive <i>Plug 'n Play</i> conference and began the task of developing the cross-departmental systematic program to address alcohol-poisoning prevention for the SF State community.</p> <p>Major activities: 1) Step-Up Bystander Intervention Trainings; and 2) Alcohol-poisoning media campaign.</p> <p>Program: ART and the PEP media team developed a pilot alcohol-poisoning prevention media campaign initially borrowing heavily from the Aware Awake Alive tool box with adaptations for SF State. Subsequent media have been more SF State based and timely. The media campaign was launched just prior to move-in day for Residential Life with an 8.5x11 flyer, <i>Know the Signs: Save a Life from Alcohol Poisoning</i>, which was adhered to the inside of the front door in all of the University owned housing units. Two weeks later on Alcohol Awareness Day, <i>Drunk or Dying? Know the Signs: Save a Life from Alcohol Poisoning</i> table tents were placed in the Dining Center and Gator Watch: <i>Know the Signs, Save a Life from Alcohol Poisoning</i> posters were placed on sandwich boards at strategic locations around campus.</p>

How Student Behavior Influenced	
Campus Program	
	<p>The next phase targeted the upcoming Halloween and Fall break with a pumpkin poster <i>Don't Get Smashed: Know the Signs, Save a Life from Alcohol Poisoning</i> which was also placed on the e-display monitor in the César Chávez Student Center. Each set of posters was placed around campus for 2-week intervals.</p> <p>Assessment: Although 100% of students living in housing were exposed to the alcohol-poisoning information, reaching SF State's commuter students provides a greater challenge. At the end of the Fall 2014 semester, peer educators solicited students to participate in a brief survey at several locations on campus where commuter students are found. The Fall semester was a pilot for the media campaign and the end of semester survey provides valuable feedback. The results of the survey indicate that 40% of the students surveyed saw the posters and the topical and SF State focused designs, such as the Halloween pumpkin poster <i>Don't Get Smashed</i>, were more significantly effective; 70% remembered seeing the Halloween themed poster vs. 39% for the poster that was adapted from the <i>Aware Awake Alive</i> official website toolbox. Feedback also indicates that if the students noticed the poster, a majority recalled the theme. Results suggest that the posters should be more widely distributed and kept up for longer intervals.</p> <p>Next Steps: Social media will be utilized more and posters for the campus BART shuttles will be in place for the start of the spring semester. <i>Must Help! Drunk or Dying. You Make the Call</i> refrigerator magnets have been produced and are ready for start-of-the-semester events.</p>
San José	<p>Alcohol abuse prevention, bystander intervention and choices surrounding sexual activity workshops</p> <p>Through collaboration between Wellness and Health Promotion, Counseling Services, Student Conduct and Ethical Development, and University Housing an average of 10 alcohol education workshops are administered each semester for potential high risk students who have violated SJSU's alcohol policy. These workshops are co-facilitated by a health educator and a counselor trained in alcohol abuse prevention. The purpose of the workshop is to give students the skills and tools needed to make responsible choices regarding alcohol consumption, bystander intervention, and choices surrounding sexual activity.</p> <p>Throughout the workshop students are encouraged to participate in activities and engage in discussions about their personal drinking habits, standard drink size, protective strategies, alcohol poisoning, and drug-facilitated sexual assault. At the beginning of the workshop students are required to complete a pre-test that measures their knowledge on these topics. At the end of the 2-hour workshop students complete a post-test that aims to measure any change in knowledge. Below are some of the key findings from the pre/post-test administered in fall 2014:</p>

Campus Program		How Student Behavior Influenced
<p>Cal Poly San Luis Obispo</p>	<p>Student Community Success Program “PULSE” educational seminar</p>	<ul style="list-style-type: none"> • A total of 117 students participated in the workshops • The average score of the pre-test stood at 5.15 out of 23 possible points • The average score of the post-test stood at 18.22 out of 23 possible points indicating an increase in knowledge among participants • A two-tailed T-test showed a significance of 3.26 <p>Thirty days after the workshop is delivered students receive an invitation to complete an on-line survey that assesses change in behavior that may have occurred as a direct result of the workshop. Below are some key findings from fall 2014:</p> <ul style="list-style-type: none"> • 35 students participated in the survey • 100% of participants agreed or strongly agreed that the learning they obtained from the workshop was helpful • 94.28% of participants agreed or strongly agreed that they have been able to apply techniques learned in the workshop to their lives • 85.29% of participants agreed or strongly agreed that the workshop was a worthwhile investment in their development • 94.28% of participants agreed or strongly agreed that they are seeing positive results from the workshop <p>California Polytechnic State University hired an Off-Campus Coordinator to oversee the community liaison program. The Student Community Success Program, housed within Dean of Students, was introduced late 2013 to serve students who have received an alcohol arrest/citation or noise citation off-campus. This program is designed to inform and educate students on issues related to the San Luis Obispo Community and inspire students to make positive decisions off campus. The program interacts with students who have been identified as being disruptive in the community, through a 90-minute educational workshop. Cal Poly has recognized a need for this position to bridge the gap between off-campus, disruptive behavior and an on-campus discussion about unfavorable behavior in the community.</p> <p>Beginning fall 2014, subsequent to students violating alcohol and/or other drug policies they are mandated to the three-hour, peer-facilitated, PULSE Educational Seminar that is offered every Friday afternoon. The Educational Seminar has a \$65 fee associated with it; second campus policy and/or other drug violations are \$100. Research data supports that assigning a dollar amount to a sanction doubly reinforces the message of intolerable behavior and also generates discussion between supporter [parent] and student of why extra dollars are needed.</p>

Campus Program		How Student Behavior Influenced
Campus	Program	<p>The money generated by the PULSE Educational Seminar will be overseen by the SUAAC combined Programming and Steering sub-committees. Our Campus Fee Advisory Committee forbids establishing a “savings account.” This money will be re-filtered back into the campus community, financially supporting alternative events on high-risk holidays and for further prevention efforts hosted by student groups, clubs and organizations. To date the fee from the class resides in what is titled a Prevention Fund for which all student groups may apply. The SUAAC Fee sub-committee is reviewing the first round of applications.</p> <p>Awareness Week - Cal Poly has an integrated Orientation Program composed of three distinct areas: Open House, SOAR and Week of Welcome (WOW). To facilitate awareness of alcohol and other drugs, Cal Poly’s Orientation Program leaders developed a series of activities, presentations and collaborations designed to educate prospective students and newly- admitted students and their parents on the dangers associated with the inappropriate use and misuse of alcohol and other drugs. One activity included the implementation of an Awareness Gallery providing educational information about ATOD. During WOW the Activities Facilitators (highly-trained students) led groups of newly admitted students through the exhibit and facilitated discussions on the different topics presented, fielding questions, comments and concerns.</p> <p>Another Awareness Week program involved showing the newly-admitted students and parents the “Carson’s Story” video. This video recaps the night a Cal Poly freshman--Carson Starkey--died from being poisoned by alcohol (the birth of the Aware, Awake, and Alive program). Other events during Cal Poly’s comprehensive Awareness Week include the presentations: Personal Choices and Struggles, A Life Discovered, Drunk Sex and Date Rape. This multi-media approach to providing many opportunities for both parents and the newly-admitted students to discuss amongst themselves the importance of making responsible, healthy and dignified choices has proven to empower Cal Poly students to practice care-taking, lifesaving behaviors. Having parents involved in the discussion doubles our efforts of safety so they can talk to their student as well.</p>
San Marcos	Safer Spring Awareness Week	<p>In conjunction with the annual Safer Spring Awareness Week, Dr. Matt Ballace presented to a target audience of students representing sororities, fraternities, and intercollegiate athletic teams. Dr. Ballace’s interactive and humorous presentation focused on substance free-living, adolescent brain development, and seeking natural highs (e.g. laughing, running, and eating) rather than chemical highs. Of the 175 respondents:</p> <ul style="list-style-type: none"> • 99% agree that natural highs are superior to chemical highs • 98% were satisfied with the program

Campus Program		How Student Behavior Influenced
		<ul style="list-style-type: none"> • 95% correctly identified healthy natural highs • 91% feel the issues presented in the program were important to them • 62% were interested in creating a substance-free student organization <p>Program results indicate that CSUSM should continue offering wellness programs that promote attainment of natural highs.</p> <p>Safer Spring Break Awareness Week also included a responsible drinking workshop and a campus and community fair featuring the RADD table. Other successful outcomes include:</p> <ul style="list-style-type: none"> • 800 students participated • 500 students completed a RADD card (designated driver program) • 282 students pledged to have a safe and sober Spring break • 200 students received educational packets and resources <p>These successful outcomes motivate CSUSM to continue offering Safer Spring Break Awareness Week as a means to facilitate a safe, sober, and healthy Spring Break for students.</p>
Sonoma	Alcohol Use Disorders Identification Test (AUDIT)	<p>Purpose: The Student Health Center (SHC) uses the AUDIT in both clinical and outreach settings to provide students with written information about the potential impact of their own alcohol use, with the intention of encouraging self-reflection.</p> <p>Target Audience: The AUDIT questionnaire and associated use information handout has been shared with others on campus including members of the Alcohol and Drug Advisory Council (ADAC) , faculty, staff, and student leaders with the intention of reaching more students.</p> <p>Major Activities: In outreach settings, students can self-score their questionnaire or discuss the result with the health educator or RN present. In the SHC clinical setting, an AUDIT screening is unlikely to interfere with the primary purpose of the visit. RNs and medical assistants administer the questionnaire in conjunction with the patient rooming and vital signs process. Patients typically have time to review the written information about potential impacts of alcohol use patterns consistent with their AUDIT score before the provider enters the exam room. The provider is able to use the AUDIT information to frame their interactions and discussion with the patient about alcohol use. The AUDIT is administered to an individual student no more than once per semester. The Student Health Center will also collect data for QI or learning outcomes review for this project.</p>

How Student Behavior Influenced	
Campus	Program
Stanislaus	<p>Outcome/Impact: Usage statistics indicate half the student population visits the Student Health Center at least once per academic year. As time allows in the clinic setting, an increasing number of students will receive individualized feedback, motivational interviewing interactions, and/or be referred for counseling or other interventions based on their AUDIT scores. Providers will use the patient's AUDIT response information to follow up with identified at-risk behavior on an on-going basis. Process among Student Health Center staff has been positive because of ease of use and positive feedback from students about their increased awareness. At outreach events in October 2014, 100 AUDIT questionnaires (with associated alcohol use pattern information) were administered to students by SHC RNs, MAs, and Student Health Advisory Committee (SHAC) trained volunteers. Because the AUDIT is written in a format that has resource information on the back side of the questionnaire, it is easy to reproduce and easy for health education volunteers to administer and provides immediate feedback to the participant. The interactive component with the administration of the AUDIT at tabling events provides an opportunity to reach students who would not seek medical care or have not considered themselves to be at risk for alcohol problems.</p> <p>The CSU Stanislaus Alcohol, Tobacco and Other Drug (ATOD) Program utilize a comprehensive approach to reducing problems on and around campus. Research suggests that individuals, groups, community factors and public policy all play a role in impacting environments and change. The ATOD Program focuses on enhancing policies and programs at the University, at the departmental level, and on an individual basis, as well as within the local community. The ATOD Program webpage (www.csustan.edu/health-ed) is available on the Student Health Center website and provides resources for the campus community regarding ATOD-related issues and solutions. The campus is currently updating its alcohol policy to reflect this philosophy.</p> <p>Alcohol Education Presentations:</p> <ul style="list-style-type: none"> • The CSU Alcohol Policies and Prevention Programs require campuses to provide orientation programs for student club and organization advisors and officers that outline policies, expectations, and information on alcohol use and abuse. This requirement is also outlined in Executive Order (EO) 1068. • To fulfill EO 1068, the Health Educator and Peer Health Educators created a presentation titled: <i>What CSU Stanislaus Students Should Know about Alcohol</i>. This presentation covers a variety of topics related to alcohol and college drinking including: drinking trends in college, standard drinks defined, low-risk vs. high-risk drinking, potential drinking consequences, alcohol overdose, California laws pertaining to alcohol, safer party tips and harm-reduction strategies, as well as alcohol misuse resources.

Campus	Program	How Student Behavior Influenced
		<p>A total of 176 students attended one of four presentations offered during the fall 2014 semester.</p> <ol style="list-style-type: none"><li data-bbox="277 191 626 1509"><p><i>Warriors Up At Night:</i> The philosophy of the <i>Warriors Up At Night</i> program is to offer students a variety of programs and events in a fun and interactive setting. The program has a strong focus on providing opportunities for students to be active on campus at times frequently associated with collegiate alcohol consumption. In support of this focus, the program is typically offered Friday evenings from 8:00 p.m. to 12:00 a.m. In addition to the themed programs sponsored during <i>Warriors Up At Night</i>, the University Student Union and Housing maintains extended evening hours and offers students additional activities including pool, ping-pong, foosball and various gaming consoles (Wii, PlayStation, etc.). Program participants are provided free food and refreshments throughout the evening. The program has been well-received by students and has developed a faithful participant base.</p><li data-bbox="662 191 938 1509"><p><i>SMART Day</i> <i>SMART Day</i> was conceived during the 2009-2010 academic year through a partnership between Housing and Residential Life, the University Police Department, and the Student Health Center. The name of the program (<i>SMART Day</i>) stands for <i>Students Managing Alcohol Responsibly Together</i>. The philosophy of the program is to provide an interactive format through which students receive information on the responsible consumption of alcohol, as well as the dangers and consequences which may arise as a result of impaired judgment. It is held shortly before the campus Warrior Day concert during the Spring semester.</p>

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

**California State University
Office of the Chancellor
Glenn S. Dumke Auditorium
401 Golden Shore
Long Beach, CA 90802**

July 21, 2015

Presiding: Lou Monville, Chair

1:00 p.m. Board of Trustees Dumke Auditorium

Call to Order and Roll Call

Public Comment

Chair's Report

Chancellor's Report

Report of the Academic Senate CSU: *Chair—Steven Filling*

Report of the California State University Alumni Council: *President—Dia S. Poole*

Report of the California State Student Association: *President—Taylor Herren*

Board of Trustees

Consent

1. Approval of the Minutes of the Board of Trustees Meeting of May 20, 2015
2. Approval of Committee Resolutions as follow:

Committee on University and Faculty Personnel

2. Compensation for Executives

*The Board of Trustees is a public body, and members of the public have a right to attend and participate in its meetings. This schedule of meetings is established as a best approximation of how long each scheduled meeting will take to complete its business. Each meeting will be taken in sequence, except in unusual circumstances. Depending on the length of the discussions, which are not possible to predict with precision in advance, the scheduled meeting times indicated may vary widely. The public is advised to take this uncertainty into account in planning to attend any meeting listed on this schedule.

Committee on Campus Planning, Buildings and Grounds

1. Amend the 2015-2016 Capital Outlay Program for California State University, Fullerton and California State University, Sacramento
2. Approve Schematic Plans for California State University, Northridge and San Diego State University

**2:00 p.m.
Room**

Board of Trustees—Closed Session

Munitz Conference

Executive Personnel Matters
Government Code §11126(a)(1)

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**MINUTES OF THE MEETING
OF BOARD OF TRUSTEES**

**Trustees of the California State University
Office of the Chancellor
Glenn S. Dumke Auditorium
401 Golden Shore
Long Beach, California**

May 20, 2015

Trustees Present

Lou Monville, Chair
Rebecca D. Eisen, Vice Chair
Silas Abrego
Talar Alexanian
Toni Atkins, Speaker of the Assembly
Kelsey Brewer
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe Garcia
Lillian Kimbell
Hugo Morales
J. Lawrence Norton
Steven Stepanek
Peter Taylor
Timothy P. White, Chancellor

Chair Monville called the meeting to order.

Public Comment

The board of heard from several individuals during the public comment period: Anna Norris, CSU Sacramento, spoke to the board about a personal matter with the program on campus; Israh Ahmad, San Jose representative, COUGH, thanked the Chancellor, Board and several CSU presidents for adopting a tobacco free policy; Kathleen Wong, Cal Poly Pomona COUGH representative, spoke to the board about initiating a stronger healthy and safe free of tobacco systemwide policy; Pat Gantt, president, CSUEU addressed the board about the good news in the May revise and how we need to continue the hard work for additional funding for higher education; Mike Geck, vice president, CSUEU organizing San Marcos, spoke to the board about bullying and retaliation in the CSU workplace; Joan Kennedy, chapter president CSUEU, San Luis Obispo, thanked President Armstrong for addressing compensation issues on campus; Kim Harrington, chapter president, CSUEU CSU Sacramento, thanked the Chancellor and Vice Chancellor Lori Lamb for listening to concerns regarding the work environment at the CSU; Alisandra Brewer, vice president representation, CSUEU, spoke about equity programs for staff; Jennifer Eagan, incoming CFA President, urged the board to

read the fourth in a series of papers released by CFA titled “Race to the Bottom, The Price Students Pay;” Tricia Garcia, student, CSU, East Bay, voiced her concerns over faculty salaries; Nicholas Baham, CFA President, CSU East Bay, spoke about his personal struggle and financial issues and the need for equity in faculty salaries; Emily Beals, president, UAW, addressed the board about a tuition waivers for teaching assistants.

Chair’s Report

Chair Monville’s complete report can be viewed online at the following URL:
<http://calstate.edu/BOT/chair-reports/may2015.shtml>

Chancellor's Report

Chancellor Timothy P. White’s complete report can be viewed online at the following URL:
<http://www.calstate.edu/bot/chancellor-reports/150520.shtml>

Report of the Academic Senate CSU

CSU Academic Senate Chair, Steven Filling’s complete report can be viewed online at the following
URL: http://www.calstate.edu/AcadSen/Records/Faculty_Trustee/documents/FacultyTrusteeReportonMay2015BOTmeeting.pdf

Report of the California State University Alumni Council

Alumni Council President, Kristin Crellin’s complete report can be viewed online at the following
URL: <http://www.calstate.edu/alumni/council/bot/20150520.shtml>

Report from the California State Student Association

CSSA President Devon Grave’s complete report can be viewed online at the following URL:
http://www.csustudents.org/wp-content/uploads/CSSA-Report_May-20151.pdf

Board of Trustees

Approval of the Minutes of Board of Trustees Meeting

The minutes of the meeting of May 20, 2015, were approved.

Approval of the Consent Items

Chair Monville asked to move the items on the consent agenda, there was a second. The Board of Trustees approved the following resolutions:

Conferral of the Title President Emeritus – Dr. Alexander Gonzalez (RBOT 05-15-03)

WHEREAS, Dr. Alexander Gonzalez has served for the past 12 years as the 11th president of California State University, Sacramento, capping off a distinguished 36-year career in the California State University system as a faculty member, mentor, academic leader and chief executive, and

WHEREAS, Dr. Gonzalez was appointed in 2003 to serve as president of Sacramento State, and two months after his arrival, he announced *Destination 2010*, a far-reaching plan that transformed the capital campus; and

WHEREAS, *Destination 2010* fostered a vibrant campus life with new student housing, a new bookstore, a state-of-the-art student recreation and wellness center, the construction of the Eli and Edythe L. Broad Fieldhouse, and new academic programs that include an undergraduate Honors Program, an Executive MBA Program, a master's program in stem cell research, a doctoral program in educational leadership and a new home for what is now the School of Nursing with the purchase and renovation of the former CalSTRS building, now Folsom Hall; and

WHEREAS, Dr. Gonzalez, along with students, faculty and staff, created a new six-point university-wide Strategic Plan and, with cooperation and input from the City, a separate facilities Campus Master Plan, both of which lay the foundation for the growth and prosperity of Sacramento State for the next several years; and

WHEREAS, student diversity at Sacramento State has reached a level where the campus is now recognized as both an Asian American- and Hispanic-serving higher education institution, and initiatives such as the Guardian Scholars Program and the Veterans Success Center are model student support programs; and

WHEREAS, Dr. Gonzalez has set in motion a new initiative, *Redefine the Possible*, which promotes innovation in fostering an atmosphere of intellectual curiosity and academic excellence as well as stronger community engagement, resulting in new initiatives such as the establishment of a doctoral degree in Physical Therapy and the International Business Master's Program; and

WHEREAS, the pride among students, faculty, staff and alumni is stronger than ever, and the University is a full community partner and is recognized as the anchor institution for regional economic and workforce development; and

WHEREAS, the availability of higher education opportunities as well as recreational, art and cultural events contribute to the community's quality of life and are important factors considered by corporations and individuals in seeking new locations; and

WHEREAS, during Dr. Gonzalez's tenure, the Sacramento State Hornets have won 57 conference titles and hosted seven NCAA Championship events, including four track and field championships, two rowing championships and one volleyball championship, as well as the 2004 U.S. Olympic Track and Field Trials and the 2014 U.S. Track and Field Championships, and will serve as a regional host for the 2017 NCAA Men's Basketball Championship first and second rounds, all of which have a positive economic impact on the region; and

WHEREAS, with more than 29,000 students, 3,000 employees and more than 220,000 alumni, Sacramento State plays an integral role in helping the City meet its needs for a highly skilled workforce and economic development; and

WHEREAS, under Dr. Gonzalez's guidance, Sacramento State has become a destination campus, as evidenced in fall 2014 when faculty and staff welcomed the largest freshman class in University history, and today, overall enrollment is at a record high: Therefore, be it

RESOLVED, by the Board of Trustees of the California State University, that this board confers the title of President Emeritus on Dr. Alexander Gonzalez, with all the rights and privileges thereto.

Conferral of the Title Student Trustee Emerita—Talar Alexanian (RBOT 05-15-04)

WHEREAS, Talar Alexanian was appointed as a member of the Board of Trustees of the California State University in 2013 by Governor Jerry Brown, and since that time has actively served in that position; and

WHEREAS, throughout her service as a member of the Board of Trustees, she has provided a valuable student voice to the consideration of matters imperative to the purpose of this system of higher education; and

WHEREAS, Ms. Alexanian is a strong advocate for service learning and civic engagement, having received countless awards and accolades for her dedication to underrepresented communities in the Los Angeles region; and

WHEREAS, Ms. Alexanian is a trusted advocate for her peers who, in 2013, was elected vice president for Associated Students at California State University, Northridge; and

WHEREAS, Ms. Alexanian served on the committees for Campus Building, Planning, and Grounds, Educational Policy, Finance and Governmental Relations; and

WHEREAS, Ms. Alexanian's service to the Board and the aforementioned committees has been influential to deliberations and decisions, so that the CSU may continue to serve the present and future good of the state and its people; and

WHEREAS, it is fitting that the California State University recognize those members who have made demonstrable contributions to this public system of higher education and the people of California; now, therefore, be it

RESOLVED, by the Board of Trustees of the California State University, that this board confers the title of Student Trustee Emerita on Talar Alexanian, with all the rights and privileges thereto.

Committee on Institutional Advancement

Naming of an Academic Program– San Diego State University (RIA 05-15-06)

RESOLVED, by the Board of Trustees of the California State University, that the Brazil Program at San Diego State University, be named The J. Keith Behner and Catherine M. Stiefel Brazil Program.

Naming of a Facility – California State Polytechnic University, Pomona (RIA 05-15-07)

RESOLVED, by the Board of Trustees of the California State University, that The Learning Center at The Collins College of Hospitality Management at California State Polytechnic University, Pomona be named the Marriott Learning Center.

Committee on Campus Planning, Buildings and Grounds

Amend the 2014-2015 Capital Outlay Program for California State University, Stanislaus (RCPBG 05-15-07)

RESOLVED, By the Board of Trustees of the California State University, that the 2014-2015 Capital Outlay Program be amended to include \$4,238,000 for preliminary plans, working drawings and construction for the California State University, Stanislaus Physical Education Pool Renovation and Infrastructure Upgrade.

Approve the 2015 Campus Master Plan Revision and the Amendment of the 2014-2015 Capital Outlay Program for the Engineering and Interdisciplinary Sciences Complex for San Diego State University (RCPBG 05-15-08)

RESOLVED, by the Board of Trustees of the California State University, that:

The Final Initial Study/Mitigated Negative Declaration has addressed any potentially significant environmental impacts, mitigation measures, comments and responses associated with approval of the San Diego State University Engineering and Interdisciplinary Sciences Complex Master Plan Revision and all discretionary actions related.

The Final Initial Study/Mitigated Negative Declaration was prepared pursuant to the California Environmental Quality Act and State CEQA Guidelines.

This resolution is adopted pursuant to the requirements of Section 21081 of Public Resources Code and Section 15091 of the State CEQA Guidelines which require that the Board of Trustees make findings prior to the approval of a project that the mitigated project, as approved, will not have a significant impact on the environment, that the project will be constructed with the recommended mitigation measures as identified in the mitigation monitoring program, and that the project will benefit the California State University. The Board of Trustees makes such findings with regard to this project.

The chancellor is requested under Delegation of Authority granted by the Board of Trustees to file the Notice of Determination for the San Diego State University Engineering and Interdisciplinary Sciences Complex Master Plan Revision and all discretionary actions related thereto as identified in the Final Initial Study/Mitigated Negative Declaration for this project.

The San Diego State University Campus Master Plan Revision, dated May 2015, is hereby approved.

The 2014-2015 Capital Outlay Program is amended to include \$79,656,000 for preliminary plans, working drawings, construction and equipment for the San Diego State University Engineering and Interdisciplinary Sciences Complex.

Acceptance of Interest in Real Property for California State Polytechnic University, Pomona (RCPBG 05-15-09)

RESOLVED, By the Board of Trustees of the California State University, that the chancellor or designee is authorized to negotiate and execute the terms of a Memorandum of Understanding with the state to accept on behalf of the Board of Trustees the interest in 287 acres of real property, known as Lanterman Developmental Center, transferred to the California State University from the California Department of General Services.

Certify the Final Environmental Impact Report and Approve the Campus Master Plan 2015 for California State University, Sacramento (RCPBG 05-15-10)

RESOLVED, by the Board of Trustees of the California State University, that:

The Final Environmental Impact Report (FEIR) for the California State University, Sacramento Campus Master Plan 2015 has addressed any potentially significant environmental impacts, mitigation measures, and project alternatives, comments and responses to comments associated with approval of the proposed campus master plan revision pursuant to the requirements of the California Environmental Quality Act and State CEQA Guidelines.

The Final EIR addresses the proposed campus master plan revision.

This resolution is adopted pursuant to the requirements of Section 21081 of Public Resources Code and Section 15091 of the State CEQA Guidelines which require that the Board of Trustees make findings prior to the approval of a project.

The board hereby adopts the Findings of Fact and Mitigation Monitoring and Reporting Program, including all mitigation measures identified therein, for Agenda Item 4 of the May 19-20, 2015 meeting of the Board of Trustees' Committee on Campus Planning, Buildings and Grounds, which identifies the specific impacts of the proposed campus master plan and related mitigation measures, which are hereby incorporated by reference.

The board has adopted the Findings of Fact and Statement of Overriding Considerations that outweigh certain remaining significant and unavoidable short-term air quality impacts and temporary and intermittent noise impacts from construction of future facilities.

The Final EIR has identified potentially significant impacts that may result from implementation of the proposed campus master plan revision. However, the Board of Trustees, by adopting the Findings of Fact, finds that the inclusion of certain mitigation measures as part of the project approval will reduce most, but not all, of those effects to less than significant levels. Those impacts which are not reduced to less than significant levels are identified as significant and unavoidable and are overridden due to specific project benefits to the CSU identified in the Findings of Fact and Statement of Overriding Considerations.

Prior to the certification of the Final EIR, the Board of Trustees reviewed and considered the above-mentioned Final EIR, and finds that the Final EIR reflects the independent judgment of the Board of Trustees. The board hereby certifies the Final EIR for the project as complete and adequate in that the Final EIR addresses all potentially significant environmental impacts of the project and fully complies with the requirements of CEQA and the CEQA Guidelines. For the purpose of CEQA and

the CEQA Guidelines, the administrative record of proceedings for the project includes the following:

- a. The 2015 Draft EIR for the California State University, Sacramento Campus Master Plan;
- b. The Final EIR, including comments received on the Draft EIR, and responses to comments;
- c. The proceedings before the Board of Trustees relating to the subject master plan revision, including testimony and documentary evidence introduced at such proceedings; and
- d. All attachments, documents incorporated, and references made in the documents as specified in items (a) through (c) above.

The Board of Trustees hereby certifies the Final EIR for the California State University, Sacramento Campus Master Plan dated May 2015 as complete and in compliance with CEQA.

The California State University, Sacramento Campus Master Plan Revision dated May 2015 is approved.

The chancellor or his designee is requested under Delegation of Authority granted by the Board of Trustees to file the Notice of Determination for the Final Environmental Impact Report for the California State University, Sacramento Campus Master Plan 2015.

Committee on Finance

Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for Projects at San Francisco State University and San Diego State University (RFIN 05-15-08)

Orrick, Herrington & Sutcliffe LLP, as bond counsel, prepared resolutions that authorize interim and permanent financing for the projects at San Francisco State University (Mashouf Wellness Center Project) and San Diego State University (Research Foundation–Engineering and Interdisciplinary Sciences Complex Project). The resolutions as described in Agenda Item 1 of the Committee on Finance at the May 19-20, 2015, meeting of the CSU Board of Trustees will achieve the following:

1. Authorize the sale and issuance of Systemwide Revenue Bond Anticipation Notes and/or the related or stand-alone sale and issuance of the Trustees of the California State University Systemwide Revenue Bonds in an aggregate amount not-to-exceed \$125,860,000 and certain actions relating thereto.
2. Provide a delegation to the chancellor; the executive vice chancellor and chief financial officer; the assistant vice chancellor, Financial Services; and the assistant vice chancellor, Financing, Treasury, and Risk Management; and their designees to take any and all necessary actions to execute documents for the sale and issuance of the bond anticipation notes and the revenue bonds.

Approval to Extend the Bond Anticipation Note and Bond Sale Dates for an Auxiliary Project at California State University, Fullerton (RFIN 05-15-09)

Orrick, Herrington & Sutcliffe LLP, as bond counsel, prepared a resolution presented in Agenda Item 2 of the Committee on Finance at the May 19-20, 2015, meeting of the CSU Board of Trustees for the project at California State University Fullerton (Auxiliary Services Corporation—Western State University College of Law Acquisition Project) that amends the board’s previous authorizations for interim and permanent financing. The resolution will achieve the following:

1. Amend previous authorizations for the sale and issuance of Systemwide Revenue Bond Anticipation Notes and the related sale and issuance of the Trustees of the California State University Systemwide Revenue Bonds in an amount not-to-exceed \$14,005,000 and certain actions relating thereto.
2. Provide a delegation to the chancellor; the executive vice chancellor and chief financial officer; the assistant vice chancellor, Financial Services; and the assistant vice chancellor, Financing, Treasury, and Risk Management; and their designees to take any and all necessary actions to execute documents for the sale and issuance of the bond anticipation notes and the revenue bonds. Risk Management; and their designees to take any and all necessary actions to execute documents for the sale and issuance of the bond anticipation notes and the revenue bonds.

COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL

Executive Compensation: President – California State University Sacramento (RUF 05-15-01)

RESOLVED, by the Board of Trustees of the California State University, that Dr. Robert Nelsen shall receive a salary set at the annual rate of \$303,850 and an annual housing allowance of \$60,000 effective the date of his appointment as president of California State University Sacramento; and be it further

RESOLVED, that Dr. Nelsen shall receive additional benefits as cited in Item 1 of the Committee on University and Faculty Personnel at the May 19-20, 2015 meeting of the Board of Trustees.

Committee on Committees

Election of the Chair and Vice Chair of the Board of Trustees for 2015-2016 (RCOC 05-15-01)

RESOLVED, By the Board of Trustees of The California State University, on recommendation by the Committee on Committees, that Lou Monville be elected chair 2015-2016.

RESOLVED, By the Board of Trustees of The California State University, on recommendation by the Committee on Committees, that Rebecca D. Eisen be elected vice chair for 2015-2016.

Committee Assignments for 2015-2016 (RCOC 05-15-02)

RESOLVED, By the Board of Trustees of The California State University, on recommendation by the Committee on Committees that the following appointments be made to the Standing Committees for the 2015-2016 year:

AUDIT

Lupe C. Garcia, Chair
Peter J. Taylor, Vice Chair
Adam Day
Steven M. Glazer
Hugo N. Morales

COLLECTIVE BARGAINING

Adam Day, Chair
Lupe C. Garcia, Vice Chair
Steven Glazer
Lillian Kimbell
Hugo N. Morales

CAMPUS PLANNING, BUILDINGS AND GROUNDS

J. Lawrence Norton, Chair
Peter J. Taylor, Vice Chair
Kelsey Brewer
Adam Day
Margaret Fortune
Steven M. Glazer
Steven G. Stepanek

FINANCE

Steven M. Glazer, Chair
Adam Day, Vice Chair
Silas H. Abrego
Kelsey Brewer
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Lillian Kimbell
Peter J. Taylor

GOVERNMENTAL RELATIONS

Douglas Faigin, Chair
Kelsey Brewer, Vice Chair
Silas H. Abrego
Adam Day
Debra S. Farar
Lupe C. Garcia
Steven M. Glazer
J. Lawrence Norton
Steven G. Stepanek

EDUCATIONAL POLICY

Debra S. Farar, Chair
Margaret Fortune, Vice Chair
Silas H. Abrego
Kelsey Brewer
Douglas Faigin
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
J. Lawrence Norton
Steven G. Stepanek

INSTITUTIONAL ADVANCEMENT

Steven G. Stepanek, Chair
Silas H. Abrego, Vice Chair
Douglas Faigin
Debra S. Farar
Margaret Fortune
Hugo N. Morales
J. Lawrence Norton

ORGANIZATION AND RULES

Lillian Kimbell, Chair
Steven G. Stepanek, Vice Chair
Douglas Faigin
Hugo N. Morales
J. Lawrence Norton

UNIVERSITY AND FACULTY**PERSONNEL**

Hugo N. Morales, Chair
Silas H. Abrego, Vice Chair
Debra S. Farar
Lillian Kimbell
Peter J. Taylor