

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY
California State University
Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802

AGENDA
July 23, 2013

Long Beach, CA 90802

Time*	Committee	Place
<u>Tuesday, July 23, 2013</u>		
8:30 a.m.	Board of Trustees – Closed Session Executive Personnel Matters Government Code 11126 (a)(1)	Munitz Conference Room
9:30 a.m.	Committee on Collective Bargaining—Closed Session Government Code Section 3596[d]	Munitz Conference Room
10:15 a.m.	Committee on Collective Bargaining—Open Session 1. Adoption of Initial Proposals For 2013/2014 Salary/Benefits Re-Opener Negotiations With Bargaining Units 2, 5, 7 & 9) (California State University Employees Union), <i>Action</i> 2. Adoption of Initial Proposals For 2013/2014 Salary/Benefits Re-Opener Negotiations With Bargaining Unit 3 (California Faculty Association), <i>Action</i> 3. Adoption of Initial Proposals For 2013/2014 Salary/Benefits Re-Opener Negotiations With Bargaining Unit 4 (Academic Professionals of California), <i>Action</i> 4. Adoption of Initial Proposals For 2013/2014 Salary/Benefits Re-Opener Negotiations With Bargaining Unit 8 (Statewide University Police Association), <i>Action</i> 5. Adoption of Initial Proposals For 2012/2013 and 2013/2014 Salary/Benefits Re-Opener Negotiations With Bargaining Unit 10 (International Union of Operating Engineers), <i>Action</i>	Dumke Auditorium
10:45 a.m.	Committee on Governmental Relations 1. Legislative Update, <i>Information</i>	Dumke Auditorium

*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.

- 11:00 a.m. Committee of the Whole Dumke Auditorium**
 1. Policy on the Advisory Committee to the Trustees’ Committee for the Selection of the President, *Information*
- 11:30 a.m. Committee on Audit Dumke Auditorium**
 1. Status Report on Current and Follow-Up Internal Audit Assignments, *Information*
 2. Update on External Auditor Selection Process, *Information*
- 12:00 p.m. Luncheon**
- 12:45 p.m. Committee on Campus Planning, Buildings and Grounds Dumke Auditorium**
 1. Amend the 2013-2014 Capital Outlay Program, Non-State Funded, *Action*
 2. Final Report on the 2013-2014 State Funded Capital Outlay Program, *Information*
- 1:15 p.m. Committee on Institutional Advancement Dumke Auditorium**
 1. Naming of a Facility – Sonoma State University, *Action*
- 1:30 p.m. Committee on Finance Dumke Auditorium**
 1. Report on the 2013-2014 Support Budget and Multi-Year Funding/Performance Plan, *Information*
 2. Report on the Refinancing of California State University Debt, *Information*
 3. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for an Auxiliary Project, *Action*
 4. Granada State University House –Funding Plan, *Information*
- 2:15 p.m. Committee on University and Faculty Personnel Dumke Auditorium**
 1. Human Resources Strategic Vision and Goals, *Information*
 2. Executive Compensation, *Action*
- 2:45 p.m. Committee on Educational Policy Dumke Auditorium**
 1. California State University Alcohol Policies and Prevention Programs: Sixth Biennial Report, *Information*
 2. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
 3. Update on California’s Transition to Common Core State Standards and Smarter Balanced Assessment in K-12 Schools, *Information*
 4. Update on Baccalaureate Unit Limits, *Information*
- 3:45 p.m. Board of Trustees Dumke Auditorium**

*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.

Call to Order and Roll Call

Approval of Minutes of Board of Trustees' Meeting of May 23, 2013

Committee Reports

Committee on Collective Bargaining: *Chair—Lou Monville*

Committee on Governmental Relations: *Chair—Steven M. Glazer*

Committee of the Whole: *Chair—Bob Linscheid*

Committee on Audit: *Chair—Henry Mendoza*

Committee on Campus Planning, Buildings and Grounds: *Chair—Peter Mehas*

1. Amend the 2013-2014 Non-state Funded Capital Outlay Program

Committee on Institutional Advancement: *Chair—Hugo N. Morales*

1. Naming of a Facility – Sonoma State University

Committee on Finance: *Acting Chair—Roberta Achtenberg*

3. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for an Auxiliary Project

Committee on University and Faculty Personnel: *Chair—Debra S. Farar*

2. Executive Compensation

Committee on Educational Policy: *Chair—Roberta Achtenberg*

Public Comment

Chair's Report

Chancellor's Report

Report of the Academic Senate CSU: *Chair—Diana Guerin*

Report of the California State University Alumni Council: *President— Kristin Crellin*

Report of the California State Student Association: *President—Sarah Couch*

*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.

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 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

*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.

AGENDA

COMMITTEE ON COLLECTIVE BARGAINING

Meeting: 9:30 a.m., Tuesday, July 23, 2013
Munitz Conference Room—Closed Session

10:15 a.m., Tuesday, July 23, 2013
Glenn S. Dumke Auditorium—Open Session

Lou Monville, Chair
Roberta Achtenberg, Vice Chair
Debra S. Farar
William Hauck
Henry Mendoza

Closed Session – Munitz Conference Room
(Government Code Section 3596[d])

Open Session – Glenn S. Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of May 21, 2013

Discussion Items

1. Adoption of Initial Proposals For 2013/2014 Salary/Benefits Re-Opener Negotiations With Bargaining Units 2, 5, 7 & 9) (California State University Employees Union), *Action*
2. Adoption of Initial Proposals For 2013/2014 Salary/Benefits Re-Opener Negotiations With Bargaining Unit 3 (California Faculty Association), *Action*
3. Adoption of Initial Proposals For 2013/2014 Salary/Benefits Re-Opener Negotiations With Bargaining Unit 4 (Academic Professionals of California), *Action*
4. Adoption of Initial Proposals For 2013/2014 Salary/Benefits Re-Opener Negotiations With Bargaining Unit 8 (Statewide University Police Association), *Action*
5. Adoption of Initial Proposals For 2012/2013 and 2013/2014 Salary/Benefits Re-Opener Negotiations With Bargaining Unit 10 (International Union of Operating Engineers), *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 21, 2013

Members Present

Lou Monville, Chair
Debra S. Farar, Vice Chair
William Hauck
Peter G. Mehas
Timothy White, Chancellor

Trustee Debra S. Farar called the Committee on Collective Bargaining to order.

Approval of Minutes

The minutes of the March 19, 2013 meeting were approved as submitted.

Action Item

The Committee adopted initial proposals for full contract negotiations with the United Auto Workers, Bargaining Unit 11. Vice Chancellor Gail Brooks presented the item.

Public Speakers

The Committee then heard from the public speakers. United Auto Workers (UAW) members Rich Anderson, Emily Frankel, Lautaro Galleguillos, and Patrick Stanley talked about the upcoming contract negotiations with the CSU. California State University Employees Union (CSUEU) members then addressed the Board. Pat Gantt talked about the importance of relationships in dealing with labor management issues; Sharon Cunningham, Mike Geck, and Susan Smith spoke about contracting out; Tessy Reese spoke about healthcare center staffing; John Orr spoke about the availability of in-range progressions; and, Alisandra Brewer spoke about ongoing negotiations with Bargaining Unit 13.

Trustee Monville adjourned the committee.

AGENDA

COMMITTEE ON GOVERNMENTAL RELATIONS

Meeting: 10:45 a.m., Tuesday, July 23, 2013
Glenn S. Dumke Auditorium

Steven M. Glazer, Chair
Douglas Faigin, Vice Chair
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Henry Mendoza
Peter G. Mehas
J. Lawrence Norton
Cipriano Vargas

Consent Items

Approval of Minutes of Meeting of May 21, 2013

Discussion Items

1. Legislative Update, *Information*

**MINUTES OF THE MEETING OF
COMMITTEE ON GOVERNMENTAL RELATIONS**

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

May 21, 2013

Members Present

Steven M. Glazer, Chair
Bernadette Cheyne
Rebecca D. Eisen
Douglas Faigin
Debra S. Farar
Lupe C. Garcia
William Hauck
Peter G. Mehas
Lou Monville, Acting Chair of the Board
J. Lawrence Norton
Ian J. Ruddell
Timothy P. White, Chancellor

Approval of Minutes

The minutes of March 19, 2013 were approved as submitted.

Legislative Update

Garrett P. Ashley, vice chancellor for university relations and advancement, introduced the legislative update. He reported on the completion of the first round of policy committee hearings and the upcoming fiscal committee deadline. Mr. Ashley also reported on the CSU Agricultural Advocacy Day, CSU Budget Advocacy Day and CSU Chancellor Timothy P. White's meetings in the state capitol with the Legislative Latino Caucus and Legislative Black Caucus.

Karen Y. Zamarripa, assistant vice chancellor, advocacy and state relations, reported on the CSU's direct and indirect advocacy efforts. For example, the Academic Senate, California State Students Association, California Faculty Association, and the Californian State University Employees Union are jointly advocating for \$54 million in state funding for additional enrollment growth.

Ms. Zamarripa also provided updates on the following bills:

- Assembly Bill 1287 (Quirk-Silva) Student Financial Aid: Cal Grant Eligibility

- Assembly Bill 46 (Pan) California State University: Trustees
- Assembly Bill 39 (Skinner) and Senate Bill 39 (De Leon) regarding energy efficiency
- Assembly Bill 386 (Levine) Public Postsecondary Education: Cross-Enrollment: Online Education at California State University
- Assembly Bill 387 (Levine) Public Postsecondary Education: California State University: Online Education:
- Assembly Bill 895 (Rendon) Postsecondary Education
- Senate Bill 547 (Block) Public Postsecondary Education: Online Courses
- Senate Bill 520 (Steinberg) California Virtual Campus: Leadership Stakeholder Meetings: Representatives
- Senate Bill 440 (Padilla) Public Postsecondary Education: Student Transfer Achievement Reform Act
- Senate Bill 241 (Evans) Oil Severance Tax Law

Trustee Monville raised concerns about previous versions of Senate Bill 241, specifically whether the new legislative proposal provides for maintenance of effort. Ms. Zamarripa replied that, though the bill is in the fiscal committee suspense file, the CSU has communicated its concerns with the author.

Trustee Bernadette Cheyne inquired about *Senate Bill 495 (Yee) Postsecondary Education Employees: Physicians*. Ms. Zamarripa replied that the bill is sponsored by American Federation of State, County and Municipal Employees (AFSCME), the union that represents many of the staff at the University of California (UC). The bill is in the fiscal committee suspense file.

Trustee Rebecca D. Eisen inquired if a plan was in place where the CSU could take advantage of the energy efficiency opportunities provided in specific bills. Ms. Zamarripa replied that the CSU and UC created a utilization and measurement plan if the funding became available. The two segments remain active in deliberations on the bills.

Trustee Cipriano Vargas inquired about *Assembly Bill 13 (Chavez) Nonresident Tuition Exemption: Veterans*. Ms. Zamarripa replied that the CSU could support tuition exemption and fee waiver proposals if the state reimburses the CSU for lost revenue.

Trustee Glazer adjourned the committee.

COMMITTEE ON GOVERNMENTAL RELATIONS

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 update on bills of interest to the California State University (CSU) tracked during the first year of the 2013-14 legislative session. The status of each bill is shown as of June 21, 2013. More recent updates will be provided during the board meeting.

Background

The Legislature and Governor Brown provided critical reinvestment for the CSU system in the budget adopted for the new fiscal year. This follows a period of budget decline, with a loss of nearly \$1 billion in state support since 2007-2008. CSU students, staff, faculty, leadership and advocates collaborated to demonstrate the university's value to the state and its economy. The CSU continues to address the gap between projected workforce requirements and preparation with lawmakers.

The budget process paralleled the work of policy and fiscal committees on thousands of measures introduced this year. May 31, 2013, was the deadline to move proposals out of their house of origin. Hundreds of bills were dropped, defeated or stalled until next year due to fiscal impact. Advancing bills now go to second-house policy committees.

For the first time in decades, both houses have different second-house policy deadlines. Depending on the measure, some bills won't have their first second-house policy hearing until August with a deadline to be approved no later than August 16, 2013. This leaves little time for negotiations on critical measures in a public hearing setting. All measures have to be approved

by both houses of the Legislature on or before September 13, 2013, when session recesses for the year.

Accountability

SB 195 (Liu) California Postsecondary Education: State Goals: This measure creates a process to develop statewide goals for California's higher education systems and associated metrics to help make future policy and budget decisions.

CSU Position: SUPPORT
Status: Senator Liu reintroduced the measure as a clear signal that the Legislature and other stakeholders should be a part of any effort related to accountability. With the inclusion of goals for the three public segments in the budget act, SB 195 could play a role in the setting of targets, metrics and budgetary consequences for the CSU, University of California (UC), and the California Community Colleges (CCCs). The bill passed out of the Senate and will be heard in the Assembly in the near future.

Compensation

SB 8 (Yee) Public Postsecondary Education: Executive Officer Compensation: This measure would prohibit the CSU and discourage the UC from increasing compensation for executive officers within two years after the mandatory systemwide fee has been increased, or in a year when the system receives the same or less revenue from the state. It would also prohibit a newly hired executive (including system leaders, campus presidents and vice presidents) from earning more than 105 percent of their predecessor's pay. All of these provisions would apply to an employee hired between 2014 and 2024.

CSU Position: OPPOSE
Status: The measure was set to be heard by the Senate Education Committee but the author pulled it from the calendar. The measure is now a two-year bill. CSU and UC oppose this measure, which is sponsored by the California Faculty Association (CFA).

SB 495 (Yee) Postsecondary Education Employees: Physicians: The measure as amended encourages the CSU and the UC to increase funding for their campus health centers and, as part of that effort, increase funding for their doctors.

CSU Position: OPPOSE
Status: The measure was passed out of the Senate and will be heard in the Assembly this summer.

Financial Aid Disclosure

AB 534 (Wieckowski) Postsecondary Education: Institutional and Financial Assistance Information for Students: This bill would require most institutions of higher learning, including for-profits, to provide entrance and exit counseling for any student receiving institutional or state-funded loans offered or recommended to the student by the institution or segment.

CSU Position: NO OFFICIAL POSITION
Status: While the measure passed out of the Assembly Higher Education Committee, the Assembly Appropriations Committee decided to hold the measure due to costs.

Governance

AB 46 (Pan) California State University: Trustees: This measure has been reintroduced on behalf of the CFA and would allow ex-officio members of the Board of Trustees to designate an alternate to attend board meetings and vote in their absence. It also includes the one provision sought by our students last year – to allow the student designee to vote should the current student Board of Trustee member be unable to attend a meeting.

CSU Position: OPPOSE UNLESS AMENDED
Status: The measure passed out of the Assembly on a partisan vote. The measure was then made a two-year bill in the Senate Education Committee when the author apparently determined that the fate of the measure would be the same. The author was asked to consider amendments deleting reference to ex-officio surrogates and only move forward with the provisions that allow CSU students to have a full vote even when the voting trustee has to be absent. The CSSA and the CSU both support the student trustee provisions and hope that Assembly Member Pan and CFA will work with our students to get this provision enacted this year.

AB 736 (Fox) California State University: Antelope Valley Campus: This measure would require the CSU to conduct a feasibility study for a campus in the Antelope Valley using non-state funds.

CSU Position: NO OFFICIAL POSITION
Status: The CSU has discouraged the author from pursuing this measure given the fiscal constraints of the system and state. The measure passed out of the Assembly but will face more scrutiny in the Senate Education Committee this summer.

AB 1348 (Pérez) Postsecondary Education: California Higher Education Authority: This measure would establish a 13-member panel called the California Higher Education Authority to replace the California Postsecondary Education Commission (CPEC), which has not been funded by the state in the last two years. This entity would be responsible for developing, presenting and monitoring postsecondary education goals for the state. Unlike CPEC, this new entity would not include segmental representatives which can be important to the coordination and collaboration between segments and the Authority.

CSU Position: NO OFFICIAL POSITION
Status: The CSU has not taken an active position on this measure yet but has joined with UC in our concern that K-12 schools, public and private higher education segments would not be represented on the new body. The measure passed out of the Assembly and will be heard next in the Senate Education Committee. Given the deletion of all funding for CPEC by Governor Brown in the last two years it is unclear whether the administration supports the creation of a new commission.

SB 325 (Block) Trustees of the California State University: Student Members: This measure allows students who are sophomores in good standing, instead of the now required junior year, to seek appointment through the California State Students Association (CSSA) and the Governor to the Board of Trustees. The bill also waives systemwide mandatory tuition fees for student trustees so they can focus on their academic studies and work as a board member and student representative.

CSU Position: SUPPORT
Status: The measure is sponsored by CSSA. It was approved by the Senate with bipartisan support and is on a similar track in the Assembly, having just passed out of the Assembly Higher Education Committee on consent. The measure will be heard in the Appropriations Committee after the summer recess.

Proposition 39/ Energy Efficiency

AB 39 (Skinner) Proposition 39: Implementation: This bill would require the Energy Commission to administer grants, loans, or other financial assistance to an eligible institution, defined as a K-12 public school or a community college, in order to reduce energy demand and consumption at eligible institutions and to create jobs in California. At this point, the CSU and the UC are not specifically mentioned in the measure.

CSU Position: SUPPORT

Status: The measure passed out of the Assembly and is now in the Senate, assigned to both the Education and the Energy, Utilities and Communication's policy committees. The CSU is actively supporting this and two other Proposition 39 measures to make sure that ultimately the CSU is included in a final measure giving campuses access to these funds. Current action taken by the Governor and the Legislature during this year's budget negotiations directed the bulk of immediate Proposition 39 dollars to K-12 education and CCCs. The CSU and UC are still working together to advocate for a long-term plan that allows both systems to use these dollars to reduce energy costs, expand use of renewable energy sources and create jobs.

SB 39 (de León) Energy: School Facilities: Energy Efficiency Upgrade Projects: This measure directs the Energy Commission to allocate grants to school districts for energy efficiency upgrade projects. The proposal would also require the development of a financing program to fund energy efficiency programs at K-12 schools and community colleges using matching funds, low interest loans or other financing methods.

CSU Position: SUPPORT

Status: The measure passed out of the Senate and is now in the Assembly awaiting referral. CSU is actively supporting this and the two other Proposition 39 measures to make sure that ultimately the university has access to these dollars as intended.

SB 267 (Pavley) Proposition 39 Implementation: Higher Education Projects: This measure requires the Energy Resources Conservation and Development Commission to develop and administer a financial assistance program to assist the CCCs, the CSU and the UC with energy efficiency and clean energy onsite generation projects.

CSU Position: SUPPORT

Status: The measure was amended earlier this month as the budget conference committee developed their plan for K-12 and CCCs and is expected to be the vehicle to include CSU and UC in this important effort. SB 267 passed out of the Senate and is now in the Assembly ready to be assigned to a policy committee.

Tuition Fees/Affordability

AB 67 (Olsen) Public Postsecondary Education: Funding: This measure would prohibit the CSU and UC from increasing mandatory systemwide tuition fees until 2017 as long as the state abides by the Governor's multi-year funding proposal.

CSU Position: CONCERNS
Status: The measure passed out of the Assembly Higher Education Committee with bipartisan support and was then held on the Assembly Appropriation Committee's suspense file due to cost pressures associated with the proposal.

SB 58 (Cannella) Public Postsecondary Education: Funding: This measure is almost identical to AB 67, as introduced by Assembly Member Olsen. Just as AB 67 states, this measure would prohibit tuition fee increases for the CSU, UC, and CCC systems until 2018-19, when the taxes associated with Proposition 30 expire and states their intent to maintain funding levels for the systems.

CSU Position: CONCERNS (see AB 67)
Status: Senate Education Committee was set to hear this measure, but the author cancelled the hearing and has yet to reset the measure making it a two-year bill.

Financial Aid

AB 1241 (Weber) Student Financial Aid: Cal Grant Program: The measure extends the Cal Grant Entitlement program period of eligibility from one to two years, effective January 1, 2015. This will allow an applicant for Cal Grant A and B Entitlement Awards to submit a complete financial aid application no later than March 2 of the third academic year after his or her high school graduation.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Assembly and will be heard in the Senate Education Committee on June 26th. The CSU has not taken an active position on most of these measures given their fiscal impact in the context of budget deliberations. The \$305 million investment by the state for the Middle Income Scholarship Program may also give us an opportunity to focus more on access.

AB 1285 (Fong) Student Financial Aid: Cal Grant Program: Current law allows only two percent of Cal Grant B recipients to receive their full aid package in the first year of college. This measure increases the grant up to 25 percent and phases in the increase over the next three years thus expanding the amount of aid available to all students.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Assembly and will be heard in the Senate Education Committee on June 26th.

AB 1287 (Quirk-Silva) Student Financial Aid: Cal Grant Eligibility: This measure would remove statutory provisions requiring renewing Cal Grant recipients to meet annual income and asset criteria to maintain eligibility, which in many cases forces students out of one Cal Grant program but then restricts access to others they may be eligible for. This requirement was enacted as part of the 2011 budget and it has been estimated that as many as 19,000 students lost eligibility due to this change, many of which were CSU students.

CSU Position: SUPPORT
Status: The measure passed out of the Assembly and will be heard in the Senate Education Committee on June 26th.

AB 1318 (Bonilla) Student Financial Aid: Cal Grant Program: This measure establishes a formula for determining the maximum Cal Grant award for students attending nonpublic postsecondary educational institutions that provide a threshold amount of institutional financial aid.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Assembly and will be heard in the Senate Education Committee on June 26th.

AB 1364 (Ting) Student Financial Aid: Cal Grant Program: This proposal creates a statutory formula to adjust the maximum Cal Grant B awards by the percentage increase, if any, in California per capita personal income.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Assembly and will be heard in the Senate Education Committee on June 26th.

SB 285 (De León) Student Financial Aid: Cal Grant Program: This proposal would increase the Cal Grant award size from \$1,551 per student to almost \$5,000 per student per year using funds established in a companion measure, SB 284, by the same author.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Senate and has now been referred to the Assembly Higher Education Committee.

Online Learning/Alternative Pathways

AB 386 (Levine) Public Postsecondary Education: Cross-enrollment: Online Education at California State University: This measure will require the CSU to create a convenient means by

which students can find and enroll (including cross enrollment within the system) in online courses that assist them in completing their academic objectives.

CSU Position: SUPPORT
Status: The measure was approved by the Assembly on a 77 to 0 vote earlier this month and is now scheduled in the Senate Education Committee on July 3rd.

AB 895 (Rendon) Postsecondary Education: Online Education Task Force: This measure would establish the California Postsecondary Online Education Task Force, consisting of 11 members to examine online education programs in other states and analyze methods to implement online education programs in California postsecondary institutions.

CSU Position: NO OFFICIAL POSITION
Status: The measure was placed onto the Assembly Appropriation Committee's suspense file and was held due to costs.

AB 944 (Nestande) Distance Learning: This measure would require the CSU and CCC, and request the UC, to report to the Legislature by 2016, and every two years thereafter, on workload and key performance data on distance learning courses.

CSU Position: NO OFFICIAL POSITION
Status: The measure was placed onto the Assembly Appropriation Committee's suspense file and was held due to costs.

SB 520 (Steinberg) California Virtual Campus: Leadership Stakeholder Meetings: Representatives: This measure creates an incentive grant program to encourage CSU, UC and CCC faculty to develop online and hybrid courses that could be made available to students between segments.

CSU Position: PENDING
Status: The measure passed out of the Senate Appropriations Committee with substantial amendments which are being reviewed by CSU experts for further revisions to make this incentive program practical and workable. The measure does not yet include funding for the incentive grants but could be a focus for the Senate Pro Tempore after June when state revenues are confirmed. The bill will be heard in the Assembly policy committee in late summer.

SB 547 (Block) Public Postsecondary Education: Online Courses: This bill would require the Academic Senates of the three public segments to jointly identify and develop online courses that

would be made available to all students by the fall of 2014, focusing on high demand transferable lower division courses under the Intersegmental General Education Transfer Curriculum (IGETC). The bill would also require the CCC to create an internet portal through the California Virtual Campus that facilitates enrollment in the online courses.

CSU Position: SUPPORT
Status: The measure was held by the Senate Appropriations Committee due to costs.

Revenues

SB 241 (Evans) Oil Severance Tax Law: This proposal would establish an oil severance tax of 9.9 percent. Of the revenues raised by this tax, seven percent would be directed towards California's state parks, while the remaining 93 percent would be divided up between the CSU, UC and CCC equally.

CSU Position: SUPPORT
Status: The measure was held by the Senate Appropriations Committee due to costs.

SB 284 (De León) Income Tax: Contribution to Education Fund: This proposal would allow an individual taxpayer or corporate donor to contribute a tax credit towards the College Access Tax Credit Fund, with a total annual cap of \$500 million. These funds would then, per SB 285, be tied to increased Cal Grant B awards.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Senate and is now in the Assembly ready to be assigned to a policy committee.

Transfer

SB 440 (Padilla) Public Postsecondary Education: Student Transfer Achievement Reform Act: This measure was introduced by Senator Padilla, the author of the CSU and CCC sponsored transfer reform act enacted three years ago. At present, the measure would require: (1) the CCC to create transfer degrees for specific majors; (2) the CSU to develop admission redirection policies, and; (3) require the two systems to develop a marketing strategy to ensure students can take advantage of this streamlined pathway. The measure also would require that *any such associate transfer degrees apply to all options within a degree program at a significant cost to the system.*

CSU Position: PENDING

Status: The measure passed out of the Senate and has yet to be referred to a committee in the Assembly. The CSU has been working with the author to address concerns with bill language that would jeopardize the work accomplished to date for students. Both the CSU and CCC have proposed amendments to the measure that will hopefully be taken up in the policy committee hearing later this summer. If such changes are not adopted, the CSU will be forced to oppose the measure as it would represent a significant cost to the system without providing any real value to the state or the students.

Veterans Services

AB 13 (Chavez) Nonresident Tuition Exemption: Veterans: This measure would allow any member of the military who was discharged or released from active duty in California, but is not a California resident, to receive a waiver for the non-resident fee in undergraduate programs regardless of whether they were stationed in the state or not. Current law only provides this waiver for members of the military who were stationed in California while on active duty.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Assembly and was heard in the Senate Education Committee on June 19th. The CSU has consistently deferred to the Legislature and Governor to determine whether new or expanded veterans' benefits are appropriate and that any loss of revenue is backfilled by the state General Fund. The CSU reports over \$30 million in lost revenue associated with current tuition fee waivers for veterans.

AB 409 (Quirk-Silva) Student Veteran: Services: This measure would encourage the CSU, CCC, and the UC to convene a taskforce which would develop a report related to student veteran transitions, including a look at some of the best practices for meeting the needs of this population.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Assembly and is in the possession of the Senate Rules Committee, which often holds study bills.

SB 290 (Knight) Nonresident Tuition Exemption: Veterans: This proposal would allow all members of the military who were discharged honorably from paying the non-resident fee if they enroll at a California public institution two years after completing their service. Current law offers this benefit to those members of the military who were stationed here in California.

CSU Position: NO OFFICIAL POSITION

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

AGENDA

COMMITTEE OF THE WHOLE

Meeting: 11:00 a.m., Tuesday, July 23, 2013
Glenn S. Dumke Auditorium

Bob Linscheid, Chair
Lou Monville, Vice Chair
Roberta Achtenberg
Rebecca D. Eisen
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
William Hauck
Peter G. Mehas
Henry Mendoza
Hugo N. Morales
J. Lawrence Norton
Cipriano Vargas

Consent Items

Approval of Minutes of Meeting of March 19, 2013

Discussion Items

1. Policy on the Advisory Committee to the Trustees Committee for the Selection of the President, *Information*

**MINUTES OF MEETING OF
COMMITTEE OF THE WHOLE**

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

March 19, 2013

Members Present

Bob Linscheid, Chair
Bernadette M. Cheyne
Rebecca D. Eisen
Douglas Faigin
Debra S. Farar
Kenneth Fong
Lupe C. Garcia
Steven M. Glazer
William Hauck
Peter G. Mehas
Henry Mendoza
Lou Monville
J. Lawrence Norton
Ian J. Ruddell
Glen O. Toney
Cipriano Vargas
Timothy P. White, Chancellor

Approval of Minutes

The minutes of meeting of September 18, 2012 were approved as submitted.

General Counsel's Report

General Counsel Helwick presented her semi-annual update on legal issues facing the CSU.

Trustee Glazer inquired about protection against any potential loss in the student fee class-action case, and if there were any reserves set aside. General Counsel Helwick explained that CSU has a Risk Management program, which sets aside reserves for CSU claims, but that because of the nature of this particular claim, the student fee litigation was not covered by the Risk Management program. She remarked that the University of California had covered similar losses by imposing a charge against future students. Trustee Glazer requested some additional thinking about the wisdom of contingency funding for the class action case.

2

Whole

Trustee Eisen asked if there is a process for reporting cases in closed session. General Counsel Helwick responded that there is a litigation exception in the Open Meetings Act, and that it is used whenever trustee input on particular strategies is required.

Chair Linscheid and the members of the board thanked General Counsel Helwick for her years of service, and good work.

The committee was adjourned.

COMMITTEE OF THE WHOLE

Policy on the Advisory Committee to the Trustees Committee for the Selection of the President

Presentation By

Timothy P. White
Chancellor

Summary

This is an information item on proposed changes to Board of Trustees Policy for the Selection of Presidents. These proposed changes would adjust the guidelines by which the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP) is created in order to ensure that the composition of the ACTCSP reflects the needs of the campus community. There are also a few non-substantive clarifications recommended. Following the presentation to the Board of Trustees the Chancellor's Office will consult with appropriate systemwide constituencies including but not limited to the Systemwide Academic Senate leadership, CSSA leadership and representatives of systemwide staff leadership.

Background

The Board of Trustees Policy for the Selection of Presidents currently creates two committees to advise the Board of Trustees on the selection of presidents. The first of the two committees is the Trustees Committee for the Selection of the President (TCSP). The TCSP is composed of the Chair of the Board, four Trustees, and the Chancellor. The Chair of the Board designates a trustee as chair of the TCSP. Although the TCSP is the ultimate body to make the final decisions regarding the selection process, including the advancement of candidates to the full Board, the process is to be conducted in a manner that includes the campus representatives.

To ensure campus community input on the selection of the president, the Chair of the Board also appoints an advisory group to the TCSP, known as the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP). Current Board of Trustees policy prescribes the makeup of the ACTCSP as the Chair of the Academic Senate on the campus, two faculty representatives selected by the campus faculty, one member of the campus support staff selected by the staff, one student selected by the duly constituted representatives of the campus student body, one member of the campus Advisory Board selected by that board, one alumnus/alumna of the campus selected by the campus Alumni Association, and one vice

president or academic dean from the campus, and the president of another CSU campus selected by the Chancellor.

The current policy allows for adequate reflection of the breadth of the campus community in terms of members from the ranks of faculty, staff, students, alumni, administrators, and community members, but is potentially limiting in other ways. Current policy allows each constituency group to put forward their recommendation for the ACTCSP absent of discussion with other constituency groups. The lack of coordination and discussion between the constituency groups creates a challenge when looking to ensure a committee that adequately reflects the campus needs. While current policy ensures that the committee reflects faculty, staff, students, alumni, administrators, and community members, it does not ensure that the committee reflects the full rich diversity of the campus community including, academic, ethnic, racial, gender and identity differences.

The proposed changes to the policy engage with the campus constituency groups by asking for a slate of candidates, rather than just the prescribed number, that meet the qualifications to serve on the ACTCSP and adequately represent their views. From the slate of nominations the Chair of the Board and the Chancellor will select the ACTCSP ensuring that the committee reflects the full needs of the campus community. The ACTCSP would continue to be made up of the same number of faculty, staff, students, alumni, administrators, and community members.

These proposed changes are presented as information to the Board in a draft attachment. Following discussion with the Board of Trustees the Chancellor's Office will consult with appropriate systemwide constituencies including but not limited to the Systemwide Academic Senate leadership, CSSA leadership and representatives of systemwide staff leadership. This item will be brought back to the board for action after all appropriate consultation has been received and any changes are made based on that input.



Board of Trustees Policy for the Selection of Presidents

Responsibility for Appointment of Presidents

The Board of Trustees of the California State University, in partnership with the Chancellor, is responsible for the recruitment, selection and appointment of CSU campus presidents. There is a deep commitment throughout the process to the principles of consultation with campus and community representatives and diversity. The ultimate decision and responsibility for the transition of executive leadership rests with the Board. The Chancellor designates staff to support the process.

The Trustees Committee for the Selection of the President

The Chair of the Board appoints a Trustees Committee for the Selection of the President (TCSP) for any campus with an impending or current vacancy. The TCSP is composed of the Chair of the Board, four Trustees, and the Chancellor. The Chair designates a Trustee as chair of the TCSP.

The TCSP determines the attributes desired for a successful candidate, ~~approves the final campus and job descriptions, and any advertising copy,~~ and reviews and interviews candidates. Although the TCSP is the ultimate body to make the final decisions, including the advancement of candidates to the full Board, the process is to be conducted in a manner that includes the campus representatives. The Chancellor may indicate his or her ranking of final candidates before the Board. The Board Chair and the Chancellor may use executive search firms to assist on specific tasks related to the selection process. The Chancellor is responsible for background and reference checks of the final candidates advanced to the Board.

The Advisory Committee to the Trustees Committee for the Selection of the President

The Chair of the Board also appoints an advisory group to the TCSP, known as the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP). The ACTCSP is composed of three campus faculty members, one member of the campus support staff, one member of the student body, one member of the campus Advisory Board, one alumnus/alumna of the campus, one Vice President or academic Dean from the campus, and the President of another CSU campus selected by the Chancellor. ~~the Chair of the Academic Senate on the campus, two faculty representatives selected by the campus faculty, one member of the campus support staff selected by the staff, one student selected by the duly constituted representatives of the campus student body, one member of the campus Advisory Board selected by that board, one alumnus/alumna of the campus selected by the campus Alumni Association, and one Vice President or academic Dean from the campus, and the President of another CSU campus selected by the Chancellor.~~ Each of the campus representatives shall be determined by the Chair of the Board, and the Chancellor according to procedures established by the campus. ~~with~~ The nominations from the campus to the ACTCSP should reflect the breadth and diversity of the constituency groups. The faculty nominations should be no less than four to six faculty members of which three will be selected, the campus support staff nominations should be no less than two to three of which one will be selected, the student body nominations should be two to three of which one will be selected, the campus Advisory Board nominations should be two to three of which one will be selected, the alumnus/alumna nominations should be two to three of which one will be selected, the Vice President or academic Dean nomination should be two to three of which one will be selected. ~~should be no less than three, the campus Advisory Board nominations should be two to three of which one will be selected, should be no less than three, the alumnus/alumna nominations should be two to three of which one will be selected, should be no less than three.~~ If the campus has a standing policy on campus representation to the ACTCSP that does not call for open election by each constituency, that policy shall be reviewed at the start of a new presidential search, and ratified or amended. The Chair of the Board or the Chancellor may appoint up to two additional members from constituent groups to the ACTCSP to strengthen its capacity to cope with the complex requirements of a specific search, including diversity of the campus, the service area and/or the state.

The ACTCSP provides advice and consultation regarding the position and campus descriptions and any advertisement of the position. Members of the ACTCSP may also suggest potential candidates with the leadership qualities, administrative ability, academic qualities and other talents appropriate to the position. The ACTCSP reviews and comments on all candidate applications, participates in candidate interviews and the deliberations that lead to the selection of the final candidate(s). The consultative procedures are to be conducted in a manner designed to generate confidence in the selection process and garner local support for the eventual appointee.

Confidentiality and Professionalism

To ensure that the search process respects the professional needs of candidates and is conducted with integrity, strict confidentiality must be maintained by members of the TCSP and the ACTCSP, the Chancellor and staff. Only the Chair of the TCSP or the Chancellor will act as spokesperson for the committees during the presidential search process. After providing a notice of violation and an opportunity for a meeting, the Chair may dismiss a member of the TCSP or the ACTCSP if confidentiality is determined by the Chair to have been violated, or if the behavior of a member is determined by the Chair to have been unethical, unprofessional, disruptive to the conduct of business, or if a member is determined by the Chair to have ignored or failed to follow these rules and procedures.

The Presidential Selection Process

The TCSP meets initially, together with the ACTCSP, to discuss the needs of the campus, and the desired attributes of the new President. The committees also receive information from the campus and the community on these subjects. After these initial sessions, advertising copy is developed, candidates are invited to submit applications, and a broad pool is developed. The Chancellor and the Chair of the TCSP confer and evaluate whether any additional internal CSU candidate(s) is/are a good fit for the position to be added to the pool and considered for the position. The TCSP and the ACTCSP then meet again, review all candidates and decide whether to interview internal candidates, internal and external candidates, or external candidates. After consultation with the TCSP and the ACTCSP, the Chancellor and the Chair of the TCSP determine whether to schedule campus visits, which

are optional, or to schedule campus visits on a modified basis, depending on the circumstances of the search.

Deviations from These Procedures

The Board of Trustees will normally confine itself to the names presented by the TCSP. In rare instances and for compelling reasons, the Board reserves the right if, in its judgment, circumstances warrant to depart from the recommended candidate(s) or from the procedures outlined in this policy.

Adopted September 20-21, 2011
CSU Board of Trustees

DRAFT

AGENDA

COMMITTEE ON AUDIT

Meeting: 11:30 a.m., Tuesday, July 23, 2013
Glenn S. Dumke Auditorium

Henry Mendoza, Chair
Lupe C. Garcia, Vice Chair
Rebecca D. Eisen
Steven M. Glazer
William Hauck
Hugo N. Morales

Consent Items

Approval of Minutes of Meeting of May 21, 2013

Discussion Items

1. Status Report on Current and Follow-Up Internal Audit Assignments, *Information*
2. Update on External Auditor Selection Process, *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 21, 2013

Members Present

William Hauck, Vice Chair
Lupe C. Garcia
Steven M. Glazer
Lou Monville, Acting Chair of the Board
Hugo N. Morales
Timothy P. White, Chancellor

Vice Chair Hauck called the meeting to order.

Approval of Minutes

The minutes of the meeting of March 19, 2013, were approved as submitted.

Status Report on Current and Follow-up Internal Audit Assignments

Mr. Larry Mandel, university auditor, presented the Status Report on Current and Follow-up Internal Audit Assignments, Agenda Item 1 of the May 20-22, 2013, Board of Trustees agenda.

Mr. Mandel reminded everyone that updates to the status report are displayed in green numerals and indicate progress toward or completion of outstanding recommendations since the distribution of the agenda. He noted that the campuses are continuing to make very good progress in this process. He reported that the CSU Chancellor's Office has systemwide recommendations pertaining to ADA Compliance and Academic Personnel that have been outstanding for several months. He added that these items have been discussed with the chair of the Committee on Audit and are expected to be completed by the July Board meeting. In addition, Mr. Mandel stated that the audit assignments, including the construction projects, from the 2013 audit plan are currently in progress and anticipated completion by the end of the calendar year.

The committee was adjourned.

COMMITTEE ON AUDIT

Status Report on Current and Follow-up Internal Audit Assignments

Presentation By

Larry Mandel
University Auditor

Summary

This item includes both a status report on the 2013 audit plan and follow-up on past assignments. For the current year, assignments have been made to conduct reviews of Auxiliary Organizations, high-risk areas (International Programs, Sensitive Data Security, Centers and Institutes, Hazardous Materials Management, Student Health Centers, and Conflict of Interest), high profile area (Sponsored Programs – Post Awards), core financial area (Credit Cards), and Construction. In addition, follow-up on current/past assignments (Special Investigations, Auxiliary Organizations, ADA Compliance, Academic Personnel, Title IX, Data Center Operations, Facilities Management, Identity Management, International Programs, Police Services, CSURMA and Credit Cards) is being conducted on approximately 30 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 305 staff weeks of activity (29.7 percent of the plan) would be devoted to auditing internal compliance/internal control at eight campuses/30 auxiliaries. One campus/five auxiliary reviews have been completed. Two campuses/six auxiliaries are awaiting a response prior to finalization, report writing is being completed for one campus/four auxiliaries, and fieldwork is being conducted at one campus/four auxiliaries.

High-Risk Areas

International Programs

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 program approvals, fiscal administration and controls; risk

management processes; curriculum and credit transfers; utilization of third-party providers; compliance with U.S. Department of State and other regulatory international travel requirements; and processes used to recruit international students, verify student credentials, and provide support on campus. Six campuses will be reviewed. One report has been completed, four reports are awaiting a campus response prior to finalization, and report writing is being completed for one campus.

Sensitive Data Security

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 policies and procedures for handling confidential information; communication and employee training; tracking and monitoring access to sensitive data; and retention practices of key records. Six campuses will be reviewed. Two reports are awaiting a campus response prior to finalization, and report writing is being completed for three campuses.

Centers and Institutes

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 policies and procedures for establishing, operating, monitoring, reviewing, and discontinuing centers, institutes, and similar entities; fiscal administration and controls; faculty workload including the potential for conflicts of interest; policies and procedures for identifying and reporting allegations of misconduct in research and other related activities; and campus processes for reporting entity activities including the implementation status of campus policies and procedures to the CSU Chancellor's Office. Six campuses will be reviewed. Report writing is being completed for three campuses, and fieldwork is being conducted at three campuses.

Hazardous Materials Management

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 the systems and procedures for controlling the purchase, generation, storage, use and disposal of hazardous materials and wastes; employee training; emergency response plans; reporting requirements; and compliance with federal and state regulations. Six campuses will be reviewed. Report writing is being completed for three campuses, and fieldwork is being conducted at one campus.

Student Health Centers

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 compliance with federal and state laws, Trustee policy, and CSU Chancellor's Office directives; establishment of a student health advisory committee; accreditation status; staffing, credentialing and re-credentialing procedures; safety and sanitation procedures, including staff training; budgeting procedures; fee authorization, cash receipt/disbursement controls and trust fund management; pharmacy operations, security and inventory controls; and the integrity and security of medical records. Six campuses will be reviewed.

Conflict of Interest

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 the process for identification of designated positions; monitoring, tracking and review of disclosures relating to conflicts of interest, such as research disclosures; faculty and CSU designated officials reporting; employee/vendor relationships; ethics training; and patent and technology transfer. Six campuses will be reviewed.

High Profile Area

Sponsored Programs – Post Awards

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 contract/grant budgeting and financial planning; indirect cost administration including cost allocation; cost sharing/matching and transfer processes; effort-reporting, fiscal reporting, and progress reporting; approval of project expenditures; sub-recipient monitoring; and management and security of information systems. Six campuses will be reviewed. Fieldwork is being conducted at one campus.

Core Financial Area

Credit Cards

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 credit card administration; compliance with campus policies and procedures; approval to use credit cards; monitoring and review of credit card purchases; enforcement of sanctions for misuse; and processes to deactivate credit cards upon employee termination or transfer. Six campuses will be reviewed. Two reports have been

completed, three reports are awaiting a campus response prior to finalization, and report writing is being completed for one campus.

Construction

The initial audit plan indicated that approximately 44 staff weeks of activity (4.3 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 reports have been completed, and report writing is being completed for one project.

Advisory Services

The initial audit plan indicated that approximately 171 staff weeks of activity (16.7 percent of the plan) would be devoted to partnering with management to identify solutions for business issues, offer opportunities to improve the efficiency and effectiveness of operating areas, and assist with special requests, while ensuring the consideration of related internal control issues. Reviews are ongoing.

Information Systems

The initial audit plan indicated that approximately 45 staff weeks of activity (4.4 percent of the plan) would be devoted to technology support for all high-risk and auxiliary audits. Reviews and training are ongoing.

Investigations

The Office of the University Auditor 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

The Office of the University Auditor is periodically called upon to provide consultation to the campuses and/or to perform special audit requests made by the chancellor. Seven staff weeks have been set aside for this purpose, representing approximately 0.7 percent of the audit plan.

Special Projects

The Office of the University Auditor is periodically called upon to provide non-investigative support to the CSU Chancellor's Office/campuses. Fifty-five staff weeks have been set aside for this purpose, representing approximately 4.9 percent of the audit plan.

Follow-ups

The audit plan indicated that approximately 11 staff weeks of activity (1.1 percent of the plan) would be devoted to follow-up on prior audit recommendations. The Office of the University Auditor is currently tracking approximately 30 current/past assignments (Special Investigations, Auxiliary Organizations, ADA Compliance, Academic Personnel, Title IX, Data Center Operations, Facilities Management, Identity Management, International Programs, and Police Services) to determine the appropriateness of the corrective action taken for each recommendation and whether additional action is required.

Annual Risk Assessment

The Office of the University Auditor annually conducts a risk assessment to determine the areas of highest risk to the system. Four staff weeks have been set aside for this purpose, representing approximately 0.4 percent of the audit plan.

Status Report on Current and Follow-Up Internal Audit Assignments
 (as of 7/2/2013)

2013 ASSIGNMENTS												FOLLOW-UP PAST/CURRENT ASSIGNMENTS					
Aux Orgs	Int'l Prog	Credit Cards	Sen Data Security/Protection	Ctrs and Insfit	Haz Mat Mgmt	Spon Prog	Health Ctrs	Conflict of Interest	Special Investigations	Auxiliary Organizations	ADA Compliance	Academic Personnel					
									*Recs **Mo.	*No. *Recs **Mo.	*Recs **Mo.	*Recs **Mo.					
BAK		AI			FW					4	16/16	-					
CHI	AI					FW			2/8	3	15/25	4					
CI			AI		RW					3	15/15	-	4/4				
DH			RW							3	13/19	4					
EB		AI		RW						3	21/21	-		6/6	-		
FRE		RW								6	25/25	-					
FUL										4	28/28	-					
HUM	RW									4	25/25	-		4/4	-		
LB	AI		RW							3	22/27	6	3/3	4/4	-		
LA	RW			FW						4		-	4/4				
MA										2	4/4	-					
MB										2	16/16	-					
NOR		AI		FW						5	22/22	-		5/5	-		
POM	AI									3		-					
SAC	AI									6	36/36	-					
SB			AI	RW						3	28/28	-	5/5	-			
SD	AI									4	24/24	-	6/6	-			
SF		AC			RW					5	19/19	-					
SJ	AC			RW						5	0/26	2		4/4	-		
SLO										4	12/12	-					
SM	AI			FW						3		-	4/4	-	4/4		
SON	AC				RW					4	5/5	-					
STA	FW	AC								4		-					
CO			RW							2	0/0	-					
SYS													2/3	16	2/3	15	

* 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.
 # Represents recommendations that are being held in abeyance pending compliance with new systemwide policies.

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 7/2/2013)

FOLLOW-UP PAST/CURRENT ASSIGNMENTS															
Title IX	*Recs **Mo.	Data Center Operations		Facilities Management		Identity Mgmt/ Comm Access		International Programs		Police Services		CSURMA		Credit Cards	
		*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.
BAK				5/5	-										
CHI	2/2	1/2	9												
CI		7/7	-	4/4	-										
DH		4/4	-							7/7	-				
EB		6/6	-							4/12	5				
FRE										6/6	-				
FUL	3/3							4/4	-						
HUM						1/1	-								
LB		8/8	-												
LA	1/1							4/4	-						
MA				6/6	-										
MB						1/1	-								
NOR								0/8	4						
POM		7/8	9	4/4	-	0/3	5								
SAC				4/4	-										
SB								1/13	5						
SD	3/3					2/2	-			6/9	4				
SF								8/8	-					2/4	3
SJ	7/7			4/4	-										
SLO										5/5	-				
SM	2/2					0/0	-								
SON								0/3	3						
STA								5/5	-					0/4	3
CO													0/12	2	
SYS	0/3			0/2	5					0/3	3				

* 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.

Represents recommendations that are being held in abeyance pending compliance with new systemwide policies.

COMMITTEE ON AUDIT

Update on External Auditor Selection Process

Presentation By

George V. Ashkar
Assistant Vice Chancellor/Controller
Financial Services

Summary

As directed by the Board of Trustees at the November Board meeting, the Chancellor's Office has been working with Trustee Mendoza, the Chair of the Committee on Audit, seeking guidance and participation from the members of the Committee on Audit to move forward with the selection of an audit firm, beginning with the next fiscal year.

The evaluation team, consisting of four campus representatives and five Chancellor's Office personnel including one non-voting representative from the procurement office, had a conference call with Trustees Garcia and Hauck in April to discuss the status and next steps. As a result, a communication piece was sent out to the five audit firms that had submitted proposals last October to give them an opportunity to update their proposals with any changes since then. Four of the five audit firms submitted updates, but there were no material changes from their initial proposals as the changes were mainly staffing changes.

The evaluation team had another conference call in June, with Trustee Garcia participating, to select the audit firms to interview based on the results of the evaluation of their proposals, and to formulate the interview questions to seek more detailed information on their proposed audit plans. These questions will be sent out to the two audit firms selected for interview and responses to the questions will be collected before the interview. The interview date has not been determined at the time of drafting the agenda, though it is expected to be scheduled in late July. A formal recommendation to the Audit Committee is planned for the September Board meeting.

AGENDA

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Meeting: 12:45 p.m., Tuesday, July 23, 2013
Glenn S. Dumke Auditorium

Peter G. Mehas, Chair
Rebecca D. Eisen, Vice Chair
Douglas Faigin
Margaret Fortune
William Hauck
Lou Monville
J. Lawrence Norton
Cipriano Vargas

Consent Items

Approval of Minutes of Meeting of May 21, 2013

1. Amend the 2013-2014 Capital Outlay Program, Non-State Funded, *Action*

Discussion Items

2. Final Report on the 2013-2014 State Funded Capital Outlay Program, *Information*

**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 21, 2013

Members Present

Peter Mehas, Chair
Margaret Fortune, Vice Chair
William Hauck
Lou Monville, Acting Chair of the Board
J. Lawrence Norton
Ian Ruddell
Timothy P. White, Chancellor

Approval of Minutes

The minutes for the March 2013 meeting were approved as submitted.

Amend the 2012-2013 Capital Outlay Program, Non-State Funded

With the concurrence of the committee, Trustee Mehas presented agenda item 1 as a consent action item. The committee recommended approval by the board of the proposed resolution (RCPBG 05-13-04).

Status Report on the 2013-2014 State Funded Capital Outlay Program

With the use of a PowerPoint presentation, Assistant Vice Chancellor Elvyra F. San Juan presented a report on the 2013-2014 State Funded Capital Outlay Program. The assembly and senate subcommittees have approved \$7.7 million to fund equipment for five projects and preliminary plans, working drawings and construction for a seismic upgrade project. The CSU also submitted the Cal Poly Pomona Administration/Student Services Replacement Building (Seismic) (\$76.5 million and the system's highest priority project) and Systemwide Infrastructure Improvement Program (\$22.8 million) for May Revise consideration. While these two projects were not approved for the May Revise, there is an opportunity to have them included in the Budget Bill through legislative committees. Staff is working on obtaining Department of Finance and Legislative Analyst's Office support for these projects for the forthcoming hearings.

Trustee Hauck asked the source of funding for these items and how much is left. Ms. San Juan responded that remaining General Obligation Bond funds are proposed for the Infrastructure Improvement Program and Lease Revenue Bond funds are anticipated for the Pomona project.

The amount of money left in the General Obligation (GO) Bond funds is sufficient to fund the \$22.8 million Infrastructure Improvement program request and equipment for projects already approved for construction. These remaining equipment projects are proposed for the 2014-2015 capital outlay program and total about \$10 million.

Ms. San Juan addressed the status of proposed trailer bill language that would provide the CSU with authority to use a limited amount of the support budget appropriation for capital improvements for either pay as you go, or for debt financing. The key language changes that the CSU proposed to the Department of Finance were: 1) to allow the CSU to pledge all the general fund revenues, to promote a stronger bond financing program, and 2) to remove the language that would shift the responsibility for the existing GO Bond debt from the state to the CSU. The Senate and Assembly subcommittees rejected the governor's trailer bill proposal, and the May Revise did not include any revised language from the administration for the subcommittees to consider.

Draft State and Non-State Funded Five-Year Capital Improvement Program 2014-2015 through 2018-2019

Ms. San Juan presented the draft state and non-state funded five-year capital improvement program to the board for approval that included the 2014 action year request. A final program will be presented for board approval at the September meeting with expected changes in the project cost based on an updated California construction cost index from the Department of Finance, along with possible revisions to project scope and budget.

In summary, the state request for the draft 2014-2015 capital program is \$481 million, relying upon legislative approval of Lease Revenue Bonds or voter approval of a General Obligation Bond for funding, assuming that the governor's trailer bill proposal to increase CSU's authority to finance academic buildings is not successful. The non-state program request is \$18.4 million.

A revised priority list proposed a change in the order of projects identifying the Pomona Administration/Student Services Replacement building as the CSU's highest priority project followed by the Systemwide Infrastructure Improvements program, Minor Capital Outlay program, and Equipment for new or renovated buildings.

Trustee Monville asked whether the projects on the priority list described as seismic retrofits or otherwise upgrades are part of the system's deferred maintenance list. Ms. San Juan responded that the estimate of capital renewal needs does not include program improvements such as accessibility or seismic upgrades, only renewal of existing systems.

The committee recommended approval by the board of the proposed resolution (RCPBG 05-13-05).

Approval of Schematic Plans

With a PowerPoint presentation, President Qayoumi along with Ms. San Juan presented the item for approval of schematic plans for San José State University—Spartan Stadium End Zone Building project. CEQA requirements for the project have been completed and staff recommends approval.

The committee recommended approval by the board of the proposed resolution (RCPBG 05-13-06).

Trustee Mehas adjourned the meeting.

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Amend the 2013-2014 Capital Outlay Program, Non-State Funded

Presentation By

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

Summary

This item requests approval to amend the 2013-2014 non-state funded capital outlay program to include the following project:

**California State University, Stanislaus
Baseball and Softball Field Lighting**

PWC

\$939,000

California State University, Stanislaus seeks board approval to design and construct new field lighting for the Warrior Baseball and Warrior Softball Fields. The fields are located on the northeast side of campus, near the Student Recreation Complex. The proposed project will install energy efficient lighting with spillover shields at both fields, in conformance with NCAA guidelines. There is currently no lighting specifically for the two fields. The project includes bringing the appropriate power and related equipment to the sites.

This project will be funded by athletic donations and an Athletic fee referendum.

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, that the 2013-2014 non-state funded capital outlay program is amended to include \$939,000 for preliminary plans, working drawings, and construction for the California State University, Stanislaus Baseball and Softball Field Lighting project.

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Final Report on the 2013-2014 State Funded Capital Outlay Program

Presentation By

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

Summary

The governor signed the 2013-2014 state budget on June 27, 2013. The enacted budget reflects an increase over the amount the governor proposed in January 2013 to improve campus life-safety and to equip buildings funded for construction. The total amount approved for the CSU Capital Outlay Program is \$84,227,000.

Trustees' Request

The trustees approved the 2013-2014 capital outlay program at the September 2012 board meeting. The entire state funded priority list (38 projects) totaled \$520 million. The trustees approved the program even though capital funding was uncertain and relied upon the governor's and legislature's approval of lease revenue bond financing, and the use of remaining general obligation (GO) bond funds.

Governor's Budget

The governor's January budget and April revision proposed the use of remaining GO bonds to fund six projects totaling \$7.7 million. The governor also proposed to revert GO bond funds for projects that did not receive Federal Emergency Management Agency (FEMA) grant matching funds to perform critical seismic renovations. Lastly, the governor proposed a change to the CSU support budget under the description "Fiscal Incentives," whereby the current practice of the state to separately budget and annually adjust the debt service for general obligation bond and lease revenue bond financing for CSU capital improvement projects would change and no longer be funded as discrete items.

2013-2014 Budget

During the legislative process, changes were made to the Governor's budget proposal including the Assembly's Budget Subcommittee No. 2 on Education Finance approving the use of \$76.546

million in lease revenue bond financing to fund the California State Polytechnic University, Pomona Administration/Student Services Replacement Facility. On June 14, 2013 the legislature reached agreement with the governor on all outstanding budget proposals and voted approval of the 2013-2014 budget bill, AB 110. The governor signed the budget on June 27, 2013 and has additional time to sign any budget trailer bills. The total CSU 2013-2014 Capital Outlay Program funding for new projects (excluding the FEMA reversions noted above) includes:

Campus	Project	Phase	Amount
Bakersfield	Art Center and Satellite Plant	E	\$533,000
Fresno	Faculty Office/Lab Building	E	\$383,000
Maritime Academy	Physical Education Replacement	E	\$1,295,000
San José	Spartan Complex Renovation (Seismic)	E	\$1,428,000
Channel Islands	West Hall	E	\$2,258,000
Bakersfield	Seismic Upgrade, Dore Theater	PWC	\$1,784,000
Pomona	Admin/Student Services Replacement	PWC	\$76,546,000
Total			\$84,227,000

The governor's proposal to increase the CSU's authority to manage the combining of the capital and support budgets and restructuring of the lease revenue bond debt was deleted from the budget trailer bill. The University of California was granted the consolidation of capital outlay and support budgets to include bond debt service as a pilot program for restructuring the capital outlay funding process.

AGENDA

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

Meeting: 1:15 p.m., Tuesday, July 23, 2013
Glenn S. Dumke Auditorium

Hugo N. Morales, Chair
Roberta Achtenberg
Rebecca D. Eisen
Douglas Faigin
Debra S. Farar
Margaret Fortune
Peter G. Mehas
Cipriano Vargas

Consent Items

Approval of minutes of meeting of May 21, 2013

Discussion Items

1. Naming of a Facility– Sonoma State University, *Action*

**MINUTES OF THE MEETING OF
COMMITTEE ON INSTITUTIONAL ADVANCEMENT
Office of the Chancellor
Glenn S. Dumke Auditorium
401 Golden Shore
Long Beach, California**

May 21, 2013

Members Present

Roberta Achtenberg, Chair
Bernadette Cheyne
Rebecca D. Eisen
Douglas Faigin
Debra S. Farar
Margaret Fortune
Peter G. Mehas
Lou Monville, Acting Chair of the Board
Hugo N. Morales
Ian Ruddell
Timothy P. White, Chancellor

Trustee Achtenberg called the meeting to order.

Approval of Minutes

The minutes of March 19, 2013 were approved by consent.

Naming of an Academic Entity, San José State University

Garrett P. Ashley, vice chancellor university relations and advancement, provided background information. The proposed naming recognizes an \$11 million contribution from the Donald Lee and Sally Steadman Lucas Foundation.

President Mohammad Qayoumi shared information regarding the long-standing relationship of the donors with the university and stated the benefits provided by the gift will support a number of initiatives designed to further the campus mission including endowed professorships, fellowships and visiting scholars programs. The committee approved the resolution (RIA 05-13-02).

Alumni Attitudes Study

Mr. Ashley introduced this information item as a measure to determine if the CSU is on the right track with alumni and to identify areas of improvement. Mr. Ashley reported that eighteen CSU

Inst. Adv.

campuses participated in the study in 2008, nineteen campuses participated in 2012 with 20,000 alumni responding to the survey. The study was administered by the Performance Enhancement Group and over 200 universities across the nation participating.

Mr. Aaron Moore, director of alumni relations, presented a PowerPoint on the results and reported that top level findings have been identified in four areas:

- (1) Student Alumni Programs
- (2) Recent Alumni Programs
- (3) Alumni Career Programs
- (4) Communications.

The responses indicate that a majority of alumni feel positive about their experience both as students and as alumni. They see value in a CSU degree and promote the university to others. The data also indicated that 25 percent of alumni have not given in the past but plan to in the future. Post 911 graduates, in particular, show interest in volunteering and philanthropy.

Mr. Moore reported the following are areas where the CSU has continued opportunity to further engage alumni and enhance affinity:

- Engage CSU students and recent graduates with more targeted programming
- Provide information, programming and continuing education related to careers
- Segment and customize CSU communications in additional ways

Mr. Moore stated that results in detail from the study may be obtained at www.calstate.edu/alumni/study and he concluded his report.

Trustee Eisen commented about the contribution comparisons between the CSU and other schools. She inquired whether the success from other schools could be replicated. Mr. Moore replied that campuses share best practices and participate in professional development through the CSU Alumni Council. Part of the CSU's challenge in replicating the results of other universities is that our ratio of staff to alumni is low.

Trustee Morales inquired about the future of alumni and if strategies were in place for the expansion of diversity in alumni. Mr. Moore replied that strategies include email correspondence with topics and photos of interest to segmented audiences. He also suggested customizing alumni magazine covers for multiple demographics.

Trustee Lou Monville directed attention to slide 14 regarding affinity programs and asked if California's regulations negatively impact alumni. Mr. Moore replied that the requirements to provide alumni with annual opt out notifications could be a contributing factor to the response that alumni feel they receive too much information about affinity programs.

Trustee Lou Monville inquired about performance data on CSU campuses with an active alumni board versus a non-active board. Mr. Moore replied that there are three ways to operate an alumni association: (1) as an independent 501(c)3, (2) as a program of an auxiliary organization or (3) as

a program of the university. Mr. Moore stated that the construction of the organization has not significantly impacted alumni participation.

Trustee Achtenberg adjourned the meeting.

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

Naming of a Facility – Sonoma State University

Presentation By:

Garrett P. Ashley
Vice Chancellor
University Relations and Advancement

Summary

This item will consider naming a new facility within the Department of Intercollegiate Athletics at Sonoma State University as the Gordon Smith Training Center.

This proposal, submitted by Sonoma State University, meets the criteria and other conditions specified in the Board of Trustees' Policy on Naming California State University Facilities, including approval by the system review panel and the executive committee of the campus Academic Senate.

Background

The proposed naming recognizes a \$1.25 million bequest from Gordon Damon Smith who passed away in June 2011. This gift is the largest single cash gift to the Department of Intercollegiate Athletics at Sonoma State University.

As a result of Mr. Smith's bequest, the baseball training center project broke ground in Fall 2012 and construction will be completed by September 2013. The baseball training center includes indoor batting cages, pitcher's mounds, a team locker room and meeting room, coaches' offices and equipment storage areas. While the training center will be used by the baseball team, the facility will also be open to other sports to promote gender equity at Sonoma State University.

A former major league baseball player, Mr. Smith was a long-time supporter of the Sonoma State University baseball program and a volunteer assistant coach for the Sonoma State University, San José State University and San Francisco State University baseball teams.

Gordon Smith graduated from San José State University in 1971 with a bachelor's of science degree in Industrial Management. He was a combat medic with the United States Air Force, a police officer, and an engineer with Bechtel for 20 years.

Inst. Adv.
July 23, 2013
Page 2 of 2

The following resolution is recommended for approval:

RESOLVED, by the Board of Trustees of the California State University, that the new baseball training center at Sonoma State University be named as the Gordon Smith Training Center.

AGENDA

COMMITTEE ON FINANCE

Meeting: 1:30 p.m., Tuesday, July 23, 2013
Glenn S. Dumke Auditorium

William Hauck, Chair
Roberta Achtenberg, Vice Chair
Rebecca D. Eisen
Douglas Faigin
Margaret Fortune
Steven M. Glazer
Henry Mendoza
Lou Monville

Consent Items

Approval of Minutes of Meeting of May 21, 2013

Discussion Items

1. Report on the 2013-2014 Support Budget and Multi-Year Funding/Performance Plan, *Information*
2. Report on the Refinancing of California State University Debt, *Information*
3. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for an Auxiliary Project, *Action*
4. Granada State University House –Funding Plan, *Information*

**MINUTES OF THE MEETING OF
COMMITTEE ON FINANCE**

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

May 21, 2013

Members Present

William Hauck, Chair
Roberta Achtenberg, Vice Chair
Rebecca D. Eisen
Douglas Faigin
Margaret Fortune
Steven M. Glazer
Lou Monville, Acting Chair of the Board
Ian Ruddell
Timothy P. White, Chancellor

Approval of Minutes

The minutes of March 19, 2013 were approved by consent as submitted.

Report on the 2013-2014 Support Budget and Multi-year Funding/Performance Plan

Dr. Benjamin F. Quillian, executive vice chancellor and chief financial officer, commented that the \$125.1 million programmatic increase to the CSU from the state general fund remains in place. He also updated the board on the Governor's May budget revision and changes affecting the CSU and the Administration's multi-year funding/performance plan. The budget revision addresses accountability, emphasizes student success and increased access to technology-enhanced courses.

The committee discussed the Governor's May budget revision and the multi-year funding/performance plan presented in Finance Committee agenda Item No. 1 of May 2013, which included the following components:

- Legislative budget subcommittee hearings were held and focused on policy changes contained in the proposed budget bill or budget trailer bill language rather than on the proposed appropriation amounts.

- The Governor's proposal to merge CSU and UC support and capital outlay budgets into the same appropriation and to make future debt service on state bonds payable from the university appropriations.
- Additional state revenues that would be claimed by Proposition 98, the state's constitutional spending guarantee for K-12 schools and community colleges which could eliminate potential state appropriation increases for the CSU.
- The initial long-term funding and performance plan released by the Department of Finance to the budget subcommittees. The multi-year funding plan ties the year-by-year appropriation increases of 5%, 5%, 4% and 4%, to the attainment of a 10% systemwide improvement in each of seven specified outcome measures by 2016-2017 and are contingent on a tuition fee freeze for the entire period. The Chancellor and staff have had discussions with the Department of Finance assuring that an adopted funding/performance plan incorporates measures and targeted rates of improvement appropriate to the CSU mission and to match ambitious performance goals with resources.
- Forecasted economic growth and estimated revenues for 2013-2014.

Public Speakers

The committee heard from the following individuals: Matt Walsh, student, California State University, San Marcos, commented on the May revision and stressed the importance of ensuring student voices are heard and that student priorities are considered; Sarah Couch, student, California State University, Sacramento, stated that the students are excited to work with the governor to address their concerns, as they have done previously on other issues; David Ashley, student, California State University, Channel Islands, shared his concern on the four-year graduation rate for freshmen and the proposed performance initiatives.

Granada State University House – Major Repairs and Funding Plan

Dr. Quillian, reported that the Granada State University House is in dire need of repairs and requests board approval to rescind the existing spending rules adopted in 2000 by resolution of the board (RFIN 07-09-00).

In January 2013, after heavy rain storms, the roof of the residence was damaged and began leaking into the house. It was determined that immediate repairs were necessary to avoid more extensive damage. Estimates were competitive and the roof damage was repaired. Prior to the repair, A Facility Condition Assessment was conducted on March 12, 2013, by ISES Corporation to assess the need to repair or replace the roof as well as multiple hazards in and around the home and details necessary maintenance over 10 years to bring the house to a reasonable living standard and to protect the value of the house.

There is a restricted endowment, managed through a trust account established in 1991 that is used for the repair and maintenance of the house. This account is required to stay in the fixed income area by state code and cannot be invested in equities. To help offset the impact of these expenses on the endowment corpus, the CSU is recommending moving the endowment from the CSU to the CSU Foundation, which is an approved systemwide auxiliary in good standing, that has the ability to invest in equity securities and is able earn a higher long-range total average annual return on the endowment.

Mr. George Ashkar, assistant vice chancellor for financial services will provide the board in July with a hypothesis performance report and projections going out until when they anticipate returns will start rebuilding the endowment.

Trustee Hauck requested to amend the last two sentences of the resolution to replace the word “board” with “board of trustees” so that it is explicitly clear that the approval of the annual operating budget is done by the chair of the board of trustees.

The committee recommended approval by the board of the proposed resolution (RFIN 05-13-03).

Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for a Project

Mr. George Ashkar, assistant vice chancellor for financial services, requested board approval to authorize the issuance of systemwide revenue bonds of the California State University in an aggregate amount not-to-exceed \$3,140,000 to provide funds for the California State University, East Bay Foundation, Inc. (the “Foundation”) -- Campus Bookstore refunding. The project will be the current refunding of \$3,470,000 in outstanding principal on the Foundation’s Auxiliary Organization Refunding Revenue Bonds, Series 1998, which refunded the original series 1994 bonds. The loan agreement for the refunding of the stand-alone auxiliary organization bonds will be secured by a general obligation pledge of the Foundation’s unrestricted revenues which is estimated to generate a net savings of \$548,370 or 15.8% of the refunded bonds. This refunding will have minimal impact on systemwide debt capacity. The board is being asked to approve resolutions relating to this refunding.

Trustee Eisen requested clarification on the definition of refunding. Mr. Ashkar clarified that it is the reissuing of a bond at a lower interest rate.

Trustee Glazer inquired about the monitoring of opportunities for refunding and if there were other outstanding bonds that could qualify for a refund. Mr. Robert Eaton, senior director for financing and treasury, responded that the CSU monitors all auxiliary bonds on a regular basis and when interest rates drop, the campus or auxiliary involved is advised and a decision is made as to whether or not a refund should occur. Some bonds cannot be refunded due to IRS regulation and certain types of refunds can only be done once in the life of the bond. The CSU is

4

Fin.

monitoring outstanding bonds that still qualify for a refund. Trustee Hauck suggested presenting an annual summary report to the board highlighting savings achieved.

The committee recommended approval by the board of the proposed resolution (RFIN 05-13-04).

Trustee Hauck adjourned the Committee on Finance.

COMMITTEE ON FINANCE

Report on the 2013-2014 Support Budget and Multi-Year Funding/Performance Plan

Presentation By

Benjamin F. Quillian
Executive Vice Chancellor and
Chief Financial Officer

Robert Turnage
Assistant Vice Chancellor
Budget

Background

The Governor signed the 2013-2014 Budget Act on June 27, 2013. The enacted state budget estimated \$96.3 billion in General Fund revenues. In terms of appropriations for the CSU, the enacted budget is consistent with the Governor's proposal released last January. It provides a programmatic increase of \$125.1 million from the state General Fund for support of the CSU, bringing state support for the CSU to \$2.3 billion. The enacted budget is also consistent with the following spending plan tied to that amount that was reviewed and discussed at the March 19-20, 2013 meeting of the Board of Trustees:

- \$48.2 million for mandatory cost increases (health benefits, new space, and energy);
- \$38.0 million for a compensation increase "pool";
- \$21.7 million for enrollment growth (4,794 full-time equivalent students [FTES] or about 6,000 individuals);
- \$10.0 million to address course "bottlenecks" through innovative use of technology and online courses.
- \$7.2 million for various campus efforts in support of the Graduation Initiative and student success.

Legislative Hearings

The budget subcommittees for education finance in the Assembly and the Senate held several hearings this spring on the Governor's higher education budget proposals. Ultimately, the Assembly and Senate budget committees adopted similar higher education budget proposals and the relatively few outstanding issues between the two houses were resolved in the budget

conference committee. The Assembly and Senate passed the Budget Bill on June 14, 2013, meeting the state constitutional deadline for legislative action.

Several issues are worthy of note. Trailer bill language proposed to conform provisions of collective bargaining law for the CSU related to employer/employee shares of health care benefit premiums to the provisions governing this issue for the state Department of Human Resources and state unions was rejected. Subcommittee members acknowledged that the CSU faces extraordinary cost pressures in this area, yet the majority believes the issue should be left to bargaining under current law.

Both subcommittees also rejected the proposal to merge CSU and UC support and capital outlay budgets into the same appropriation, and to make future debt service on state bonds payable from the university appropriations. Ultimately, a form of the proposal was adopted in the enacted budget for the UC, which sees an opportunity to achieve near-term savings on annual debt service by replacing the existing state bonds with its own bonds. For the CSU, the liability and risk of future debt service far outweighed potential savings from a bond “restructure,” and the legislature kept in place the existing law under which the state is responsible for debt service.

Anticipating the possibility that the enacted budget might recognize and appropriate substantially more funds than proposed in the Governor’s January plan, the CSU, working with student, faculty and staff groups, proposed that the Governor and legislature invest an additional \$54 million for enrollment growth at the CSU. This would have brought state-funded enrollment to the level originally approved by the Board of Trustees last November for the 2013-2014 budget request, and would have permitted the admission and enrollment of 15,000 more individual students in the upcoming fall and spring than is possible under the budgetary constraints reviewed by the board last March. However, the proposal ultimately failed to make the enacted budget once the legislature agreed to the Governor’s more conservative state revenue estimates.

Multi-year Funding and Performance Plan

As part of his January budget proposal, the Governor called for a stable multi-year funding plan for the university systems under which state General Fund appropriations to the UC would grow in the following year by year sequence—5 percent, 5 percent, 4 percent and 4 percent—and appropriations to the CSU would grow by annual dollar amounts equal to the UC’s growth. Under this plan, annual appropriations to each university system would grow by an estimated \$511 million by the fourth year (2016-2017). The Governor’s Administration indicated that would develop performance expectations tied to the annual funding increases for consideration by the Legislature during budget hearings.

In late April, the Department of Finance released an initial “long term funding and performance plan” to the budget subcommittees. The initial plan tied annual funding increases for each

university system to the attainment of specified percentage improvements in seven outcome measures. Ultimately, the universities would be required to improve outcomes by 10 percent on each measure by the 2016-2017 fiscal year (relative to the outcomes attained in the designated base year of 2011-2012).

The initial funding/performance plan generated a wide range of concerns at the budget hearings. In addition, the Chancellor and staff engaged with the Department of Finance in discussions aimed at assuring that any adopted funding/performance plan have measures and targeted rates of improvement that are appropriate to the CSU's mission, the realities faced by many students who work full or part-time or who come to college in need of additional preparation, and the need to match ambitious performance goals with commensurate resources.

Based on these discussions and the discussions in the legislative hearings, the legislature adopted a set of modified outcome measures as part of the higher education budget trailer bill (AB 94, signed by the Governor on July 1, 2013). The enacted legislation requires the UC and CSU to report by March 1 of each year on the following outcome measures for the preceding academic year:

- The number of transfer students enrolled from the California Community Colleges, and the percentage of transfer students as a proportion of total undergraduate enrollment.
- The number of low-income students enrolled, and the percentage of low-income students as a proportion of total enrollment. The legislation defines "low-income" as students receiving a Pell grant during their matriculation at the university.
- The systemwide four-year and six-year graduation rates for each cohort of students entering as freshmen and, separately, for each cohort of low-income students.
- The systemwide two-year and three-year graduation rates for transfer students and, separately, low-income transfer students.
- The number of degree completions, in total and for the following categories:
 - Freshman entrants.
 - Transfer students.
 - Graduate students.
 - Low-income students.
- The "percentage of first-year undergraduates who have earned sufficient course credits by the end of their first year of enrollment to indicate they will complete a degree in four years."
- Total funding (state General Fund plus tuition and other student fee revenues) divided by the number of degrees awarded that year.

- The average number of course credits accumulated by students at the time they complete their degrees, disaggregated by freshman entrants and transfers.
- The number of degree completions in science, technology, engineering and mathematics (STEM) fields, disaggregated by undergraduates, graduate students and low-income students.

The Administration has committed to work with the legislature, the universities and others to develop the further details of a funding/performance plan, including the development of “targets” for the above outcome measures and the definition of fiscal consequences for attainment or non-attainment of specified targets. This work is expected to be the subject of legislation to be considered later in this year’s legislative session.

Middle Class Scholarship Program

The enacted trailer bill also creates a new financial aid program for qualifying UC and CSU undergraduates called the Middle Class Scholarship (MCS). When phased in fully in the 2017-2018 academic year, qualifying students with household incomes of \$100,000 or less will be eligible for a grant equal to 40 percent of the tuition fee. This grant percentage is reduced on a sliding scale for qualifying students with household incomes between \$100,000 and \$150,000. For example, a student with household income of \$125,000 would potentially qualify for a 25 percent grant; a student with income just below \$150,000 would potentially qualify for a 10 percent grant. In order to qualify, students must file the federal Free Application for Federal Student Aid (FAFSA), make a timely application for other publicly funded aid programs, maintain a 2.0 grade point average, and be exempt from paying non-resident tuition.

The Student Aid Commission, assigned overall administration of the new program, will reduce the MCS grant by the combined amount each student receives from Pell Grant, Cal Grant, State University Grant, and other institutional need-based grants (CSU or campus sources). Almost all CSU undergraduates with household incomes below approximately \$70,000 receive a combination of these grants in amounts that would exceed the MCS entitlement. Thus, the MCS would provide a benefit primarily for students with household incomes between approximately \$70,000 and \$150,000. In order to avoid supplanting those various sources with the state funds intended for the MCS, the enacted trailer bill requires the CSU and UC to maintain funding amounts for its institutional need-based grants at least equal to the amount spent in the 2013-2014 academic year.

The MCS program will be phased in gradually. The 2013-2014 fiscal year will be a planning year that will include the promulgation of regulations by the Student Aid Commission. Students will be eligible for grants starting in the 2014-2015 academic year. Full MCS award amounts, however, would not happen until the 2017-2018 academic year. For the three academic years 2014-2015 through 2016-2017, the maximum amount of a student’s MCS award would be 35

percent, then 50 percent, then 75 percent, respectively, of the total MCS award amount the student would otherwise be eligible to receive.

The MCS entitlement, in effect, reduces the amount of tuition fee that a student must pay and therefore reduces the amount of tuition fee revenue collected by the university. The state makes up the difference by appropriating funds to the Student Aid Commission for the grants. The commission then sends the grant funds to the relevant campus as a reimbursement for the lost tuition fee revenue. There is no net gain to the campus or university and no additional funds are available for program growth or enhancement. The total amount appropriated from the state General Fund to reimburse CSU and UC for lost tuition revenue will be phased in, and capped, as follows:

- \$107 million for 2014-15.
- \$152 million for 2015-16.
- \$228 million for 2016-17.
- \$305 million for 2017-18 and each fiscal year thereafter.

The Student Aid Commission must determine each year if the aggregate amount of MCS awards for which students qualify exceeds the capped appropriation. If so, the commission must then reduce each student's award amount proportionately in order to stay within the appropriation. In this respect, the MCS differs fundamentally from the Cal Grant entitlement program, where authority exists to augment annual appropriations as necessary to match demand.

Summary

The Governor signed the 2013-2014 Budget Act on June 27, 2013 and the higher education budget trailer bill on July 1, 2013. In terms of appropriations for the CSU, the enacted budget is consistent with the Governor's proposal released last January. It provides a programmatic increase of \$125.1 million from the state General Fund for support of the CSU, bringing state support for the CSU to \$2.3 billion out of a \$96.3 billion state General Fund budget. The enacted budget is also consistent with the spending plan tied to that amount that was reviewed and discussed at the March 19-20, 2013 meeting of the Board of Trustees. This will start a process of welcome reinvestment in the students, faculty, staff and campuses of the CSU. The enacted budget also contains significant policy changes, including the identification of outcome measures intended to be part of a long-term funding/performance plan and the creation of a new financial aid program, the Middle Class Scholarship.

COMMITTEE ON FINANCE

Report on the Refinancing of California State University Debt

Presentation By

George V. Ashkar
Assistant Vice Chancellor
Financial Services

Robert Eaton
Senior Director
Financing and Treasury

Summary

This item reports on the refinancing of debt under the California State University Systemwide Revenue Bond (SRB) program. In summary, since 2005, \$1.1 billion of outstanding stand-alone auxiliary bonds and outstanding SRB debt has been refinanced through the SRB program providing net present value savings totaling \$99.7 million. This amount of debt refinancing represents 28 percent of the total \$3.6 billion of SRB debt currently outstanding.

Background and Debt Rating Update

The SRB program, under the provisions and authorities of The State University Bond Act of 1947 (Education Code Sections 90010-90081), was established by the board at its March 2002 meeting. At the same meeting, the board also amended the CSU Policy on Financing Activities to recognize the principles that established the basis for the SRB program, established aspects of how auxiliary organization financings would occur in the future as part of the program, and provided the Chancellor with additional authority to establish management procedures to administer the program to ensure that the objectives of the SRB program would be met. The CSU Policy on Financing Activities also provides general guidance on the refinancing of debt, including auxiliary debt, under the SRB program. Pursuant to the authority established in the CSU Policy on Financing Activities, the Chancellor issued Executive Order 994 in October 2006. Executive Order 994, which incorporates the CSU Policy on Financing Activities that was approved by the board in March 2002 (RFIN 03-02-02), is included herein as Attachment A.

The CSU also has a commercial paper (CP) program, which was approved by the Board in January 2001 and established shortly thereafter. The CP program's primary purpose is to provide bridge financing for revenue generating projects of the CSU that ultimately will be financed on a

long term basis through the SRB program. CP is also issued for equipment and for select revenue generating projects that are not scheduled for long term financing. The CP is issued through the CSU Institute, an auxiliary of the CSU, and is secured by Bond Anticipation Notes approved and issued by the Board or, in the case of equipment financing, by financing agreements with the CSU. The CP program is supported by a Letter of Credit issued by State Street and JPMorgan at a program size of \$200 million, although the Board has authorized a program size up to \$500 million. The current Letter of Credit supporting the CP program expires in July 2014, but the plan is to renew the Letter of Credit and continue the CP program.

On June 28, 2013, Standard & Poor's Ratings Services upgraded the debt rating on the SRB program to AA- with a stable outlook. Moody's Investors Service continues to rate the SRB program at Aa2 with a stable outlook.

Auxiliary Bond Refinancing into SRB

Consistent with the CSU Policy on Financing Activities and Executive Order 994, \$553.5 million of stand-alone auxiliary bonds have been refinanced into the SRB program since 2005 with net present value savings totaling \$36.9 million. While a portion of the savings have been a result of lower overall interest rates in the general market compared to the rates at which the original auxiliary bonds were sold, a portion of the savings have been a result of the structural benefits of the SRB program compared to the auxiliary bond structures. For example, the diversity of the revenues and the gross revenue pledge structure of the SRB program reduce risk, allow for stronger debt ratings, and result in a lower interest rate compared to auxiliary bond structures. Another example, again reflective of risk, is that auxiliary bond structures usually require a debt service reserve, which is funded by bond proceeds. The SRB program does not have a debt service reserve requirement, therefore less debt is issued and less interest is paid compared to an auxiliary bond structure.

Currently, only \$49.4 million of stand-alone auxiliary bonds across three auxiliaries remain outstanding. Of these, one auxiliary bond for \$3.7 million is scheduled to be refinanced as part of a mid-July SRB sale. The remaining bonds are not currently eligible for refinancing due to regulations governing tax-exempt debt.

Refinancing of Existing SRB Debt

In order to take advantage of the record low interest rates over the past couple of years, the CSU has also refinanced a significant portion of its existing SRB debt portfolio.

In September 2011, the CSU issued \$429.9 million of SRB debt, of which \$193.1 million was issued to refinance existing Series 2002A and 2003A SRB debt, producing net present value savings of \$18.6 million, or 9.2 percent of the prior bonds.

In August 2012, the CSU issued \$452.9 million of SRB debt, of which \$296.1 million was issued to refinance existing Series 2002A, 2003A, and 2004A SRB debt, producing net present value savings of \$44.1 million, or 14.2 percent of the prior bonds.

Current Opportunities to Refinance Existing SRB Debt

All outstanding SRB and remaining stand-alone auxiliary bond debt is monitored regularly for refinancing opportunities. In many cases, regulations governing the issuance of tax-exempt debt limit the ability of the CSU to refinance certain series of outstanding debt. In other cases, the structure of the bonds—for example, the call date at which certain bonds may be paid off in full prior to their stated maturity—may impact the amount of savings that can be generated by a refinancing.

As of the writing of this item, the CSU is in the process of preparing for a mid-July bond sale to refinance certain maturities of the Series 2005A and Series 2005C SRB debt, as well as one stand-alone auxiliary bond as noted above. The amount of SRB debt that may be refinanced and the amount of savings that may be generated are still subject to market conditions. Staff will provide an update on the refinancing of the Series 2005A and Series 2005C SRB debt at the board's July meeting.

Other series of SRB debt that have not been refinanced or are not being considered for the mid-July bond sale are not eligible for refinancing due to regulations governing tax-exempt debt or because they currently do not provide sufficient net present value savings. These series will continue to be monitored for possible refinancing in the future.

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

BAKERSFIELD

CHANNEL ISLANDS

October 23, 2006

CHICO

MEMORANDUM

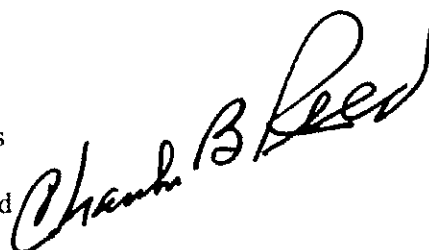
DOMINGUEZ HILLS

EAST BAY

TO: CSU Presidents

FRESNO

FROM: Charles B. Reed
Chancellor



FULLERTON

HUMBOLDT

SUBJECT: Financing and Debt Management Policy — Project Development and the Systemwide Revenue Bond Program Executive Order No 994

LONG BEACH

Attached is a copy of Executive Order No 994 relating to the CSU's Financing and Debt Management Policy.

LOS ANGELES

MARITIME ACADEMY

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

MONTEREY BAY

NORTHRIDGE

If you have questions regarding this executive order, please contact Colleen Nickles, Senior Director, Financing & Treasury, at (562) 951-4570 or cnickles@calstate.edu.

POMONA

CBR/tr

SACRAMENTO

Attachment

SAN BERNARDINO

cc: Vice Presidents for Business/Administration
Executive Staff, Office of the Chancellor

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4570

Executive Order: 994
Effective Date: October 23, 2006
Supersedes: Executive Order No. 876
Title: Financing and Debt Management Policy — Project Development and the Systemwide Revenue Bond Program

Section 1: General Policies Regarding Financing Activities of the CSU

1.1 Authority: This policy statement provides information and procedures in connection with financing activities of campuses and auxiliary organizations. It is issued pursuant to Standing Orders of the Board of Trustees, Section 2, and the authority delegated to the Chancellor in the Trustees CSU Policy for Financing Activities, (RFIN 03-02-02; see Attachment B).

1.2 General Rule: Use of the capital markets to finance revenue-based, and in some limited cases, non-revenue-based non-state funded capital outlay projects of CSU campuses, auxiliaries, and other affiliated organizations shall be limited to the use of the Chancellor's Office tax-exempt or taxable commercial paper programs and the issuance of notes, bonds and other instruments, as approved by the Trustees, within the CSU Systemwide Revenue Bond Program as described below, hereafter referred to as the SRB Program. Additionally, the tax-exempt or taxable commercial paper program may also be used for the purpose of financing Chancellor's Office, campus, auxiliaries, and other affiliated organizations' personal property needs. The aspects of the Systemwide Revenue Bond Program and this policy are based on the fact that debt management is a dynamic undertaking, that evaluation of debt capacity and credit quality involves many different measures, and that the choice to use the specific criteria and measures in this policy may require change over time.

1.3 Types of Debt: The Trustees have traditionally issued variable-rate, short-term commercial paper for the construction period of a project, and fixed-rate, long-term debt for the permanent financing of a project. With the introduction of the commercial paper program use for personal property financing, the Trustees may not refinance these commercial paper issuances with long-term, fixed-rate debt, and the financed amounts will be amortized while the issuance remains in commercial paper.

Given this change in approach, the Trustees will establish a parameter that not more than 25% of its debt be unhedged variable rate debt, including commercial paper, to be consistent with rating agency expectations and market targets appropriate for the CSU's debt rating.

1.4 Alternative Financing Activities: An alternative financing structure to Section 1.2 above may be utilized if the Chancellor's Office or the campus is able to demonstrate significant benefits and if the Trustees approve the alternative structure. The Chancellor's Office or campus must not only demonstrate benefits for the use of an alternative structure, but must

also identify the detailed structure of the proposed financing. In reviewing the proposed structure, the Trustees shall evaluate such things as 1) impacts on the CSU's financial statements, 2) the extent to which the financing will be counted as a use of the Trustees' credit, 3) the relative cost of the proposed financing, 4) the proposed use of financing techniques that involve greater repayment risk than are typically used in the SRB Program, and 5) any other short-term or long-term impacts to the Trustees' credit profile.

Section 2: Definitions

2.1 "Project": Construction of a facility or group of facilities related to the same use and constructed at the same approximate time (example; one or more dormitories constructed with one construction contract). Project may also be defined as personal property with a dollar value greater than \$100,000.

2.2 "Stand-Alone Project": For a campus, a Stand-alone Project is a campus self-supporting activity supported by an Established CSU Fee that provides the source for repayment of debt for only one campus-related Project (e.g. the first campus-operated student housing facility). For an auxiliary organization a Stand-alone Project is a single Project operated by the auxiliary that is supported by the project-related revenue, or all of the auxiliary organization's available revenue (e.g. the first auxiliary-operated bookstore facility).

2.3 "Debt Program": For a campus, a Debt Program is a campus self-supporting activity funded by an Established CSU Fee that provides the source for repayment of debt for more than one campus-related Project (e.g. two or more separately financed campus-operated student housing facilities). For an auxiliary organization, a Debt Program is a program operated by the auxiliary that provides the source for repayment of debt for more than one auxiliary-operated Project (e.g. two separately financed auxiliary-operated food service facilities). Note that a general revenue pledge of all available auxiliary organization revenue makes it possible for the entire auxiliary organization program to be classified as a single Debt Program.

2.4 "Established CSU Fees": The following fee categories established in the Education Code have been pledged to the repayment of bonds issued by the SRB Program:

- Parking Fees (Education Code Section 89701)
- Student Body Center Fees (i.e., Student Union Fees) (Education Code Section 89304)
- Rental Housing Fees (Education Code Section 89703)
- Health Center Facility Fees (Education Code Section 89702)
- Continuing Education Revenue Fund Fees (Education Code Section 89704)

2.5 "Net Revenue Debt Service Coverage Ratios" (DSCR): A DSCR consists of annual gross revenue, less annual operating expenses divided by annual debt service. This ratio serves as a benchmark at the systemwide and campus level for decisions about new debt and the management of debt (See Section 4).

2.6 "Operating Expenses": For a Project or Program, Operating Expenses are defined as all costs related to providing a good or service, including regular maintenance charges, expenses of reasonable upkeep, a properly allocated share of charges for insurance, direct or special administrative expenses directly chargeable to the Project or Program, and all other expenses incident to the operation of the Project or Program, but excluding depreciation expense and

other non-cash charges, general administrative expenses of the Board or the State, Extraordinary Expenses and Major Maintenance and Repairs, and Debt Service.

2.7 “Extraordinary Expenses and Major Maintenance and Repairs”: For a Project or Program, Extraordinary Expenses and Major Maintenance and Repairs will not be included in the DSCR, and the expenses are expected to be paid from Building Maintenance and Equipment Reserves or from Prior Year Fund Balances.

Note: Operating Expenses, as defined in the SRB indenture, include extraordinary repairs in the calculation of debt service coverage; the indenture requires the Board to set rates, charges, and fees for all Projects so that Net Income Available for Debt Service is at least equal to Aggregate Debt Service for all indebtedness. Sections 2.5, 2.6, and 2.7 are intended for internal operations purposes and shall not result in a conflict with indenture requirements. Campuses are expected to monitor their Programs to ensure overall compliance with the indenture requirements for annual DSCR tests.

Section 3: Systemwide Revenue Bond Program (SRB)

3.1 Trustee Approval: Each issuance of debt instruments under the SRB Program shall be approved by the Trustees.

3.2 Gross Revenue Pledge: Bonds issued under the SRB Program are secured by a gross revenue pledge of all Established CSU Fees.

3.2.1 Lawfully available revenue may be pledged from a campus, auxiliary, or other organization through a formal binding agreement if approved by the Trustees.

3.3 Commercial Paper Program: Within the capacity of the CSU Chancellor's Office commercial paper program, each non-state funded capital outlay or personal property project may receive acquisition or construction funding through the issuance of commercial paper.

3.4 Auxiliary Organization Projects: Except as indicated in Section 1.3, Projects of auxiliary or other organizations (special purpose governmental units, such as a joint powers authority) shall be financed through the SRB Program.

3.4.1 Each auxiliary or other organization SRB project financing shall be supported by the execution of a financing lease between the auxiliary organization and the CSU with a legal structure that is permitted by the provisions of the State University Bond Act and the SRB Master Resolution.

3.4.1.1 For auxiliary or other organizations with no existing debt obligations, the lease shall contain provisions that 1) pledge all available corporation revenue to the Trustees for payment of the lease obligations; 2) require deposit of all pledged revenues (i.e., all revenues) into a pledged "gross revenue fund" bank account; 3) establish criteria for issuance of additional bonds; and 4) covenant that the auxiliary or other organization will set rates or otherwise maintain pledged income that will generate the required net revenue (See Section 4.4).

3.4.1.2 For auxiliary or other organizations with existing debt obligations, the lease shall contain provisions that 1) require the corporation to abide by the criteria of existing bonds for the issuance of "parity" debt; 2) establish that Trustees share in

pledged revenue with all other bondholders on a parity basis; and 3) require that Trustees receive the same covenants as existing bondholders for the issuance of additional bonds and the same coverage required for a rate covenant for the existing bonds.

3.4.1.3 The financing lease shall be considered parity debt with all other, existing auxiliary or other organization debt.

3.4.1.4 The financing lease payment from the auxiliary or other organization to the CSU shall be calculated to include: 1) debt service associated with the bonds including the cost of participation in the commercial paper program, interest and principal on bonds issued to permanently finance the project and other debt management related costs of the CSU; and 2) any costs incurred by the auxiliary organization's campus for operation and maintenance for the financed facility. (See Executive Order No. 753)

3.4.2 At each campus the aggregate annual direct and indirect debt service for other third-party financings and for auxiliary or other financings that are either part of or separate from the SRB Program is limited to a maximum amount of 25% of the respective allocation of debt capacity to the respective campus (See Section 5).

3.5 Structure and Timing of Bond Transactions: The structure and timing of each issuance of SRB bonds shall be determined by the Chancellor's Office.

3.6 Allocation of Costs: Debt service and other debt management costs shall be allocated to campuses on the basis of a formula determined by the Chancellor's Office.

Section 4: DSCR Benchmarks

4.1 Systemwide (DSCR): For the system, the DSCR is computed using the total of the gross revenue of the Established CSU Fee plus any pledged revenue supporting SRB capital lease payments from auxiliary or other organizations. Operating expenses and debt service for the computation consist of the total operating expenses and debt service relating to these programs. The systemwide DSCR should be maintained at or above 1.45. If the SRB systemwide DSCR falls below 1.45, the campus benchmarks may be changed to strengthen the credit position of the Program. (See also Attachment A)

4.2 Combined Campus and Auxiliary Organizations (DSCR): At the combined campus and auxiliary organization level, the DSCR is similar to the systemwide DSCR test except that the amounts of pledged revenue, operating expenses, and debt service are related to the combined pledged revenues of the campus and auxiliary organizations' Established CSU Fees plus pledged revenue, operating expense and debt service that is related to the specific auxiliary organization Debt Program. The minimum requirement of the DSCR for a Combined Campus and its Auxiliary Organizations is 1.35.

4.3 Campus Debt Program (DSCR): The DSCR for a campus Debt Program must be equal to a minimum of 1.10. The DSCR for a campus Stand-alone Project must be equal to a minimum of 1.10. For these requirements the DSCR is computed from pledged revenue, operating expense and debt service that is related to the specific Debt Program or the Stand-alone Project.

4.4 Auxiliary Organization Project and Debt Program (DSCR): The DSCR for a campus auxiliary organization Debt Program must be equal to a minimum of 1.25. The DSCR for a campus SRB auxiliary organization Stand-alone Project must equal a minimum of 1.25. For these requirements the DSCR is computed from pledged revenue, operating expense and debt service that is related to the specific auxiliary organization Debt Program or the Stand-alone Project.

4.5 DSCR and Effective Year: The chief financial officer of a campus is responsible to implement plans and budgets so that the required DSCRs for campus CSU Established Fee programs and campus auxiliary organizations be supportable and maintained at or above the minimum level for the first operating year, and at or above the minimum for all subsequent years of operation for Stand-alone or Debt Program Projects.

Section 5: Debt Capacity

5.1 General Rule: Financing shall not be recommended by the Chancellor's Office if the issuance of new bonds will cause the total amount of issued and outstanding SRB bonds to exceed the CSU's debt capacity as determined by the Trustees.

5.2 Calculation of the CSU's Debt Capacity: Debt service on all issued and outstanding SRB bonds shall not at any time exceed an amount that would cause the quality of the CSU's credit to fall below a minimum level as determined by the Trustees.

5.3 Allocation of Debt Capacity to Campuses: Capacity, as measured by debt service on campus debt, shall be allocated to CSU campuses as follows:

5.3.1 Campus general allocation: The aggregate debt service related to a campus' individual projects shall not exceed an amount computed from its net unrestricted expenditures times two-thirds (2/3) of the same ratio that the Trustees have recognized as appropriate for the system.

5.3.2 Chancellor's Office special allocation: With concurrence of the Trustees, the Chancellor's Office may allocate portions of up to an additional one-third (1/3) of the CSU's debt service capacity to individual campuses for special priority purposes.

Section 6: General Financial Planning Principles For Projects

6.1 Project Size: The CSU SRB Program is intended to provide a mechanism to finance revenue based, and in some limited cases, non-revenue-based non-state capital outlay projects pursuant to the State University Revenue Bond Act of 1947 and the issuance of debt to the public through a complex legal structure and financial marketing process. As such, the Program is suitable for projects of greater than \$3 million, and with a useful life of greater than ten years. For personal property financed through the commercial paper program, financings should be \$100,000 to \$5,000,000, with a useful life of 1-8 years. See Section 7 for program-related costs that should be funded through a reserve plan rather than through the issuance of debt.

6.2 Allocation of Debt Service: The plan of finance for SRB Projects shall assume level debt service and allocation of long-term debt over 25 or 30 years unless the useful life of the asset

financed is less. In some cases, the debt service may be structured to allow for accelerating debt service, bullet repayments of principal, shorter repayment terms, or other special arrangements as determined appropriate for a project. The Trustees will be notified in the Financing item at the time of approval if an alternative debt service repayment schedule will be utilized.

6.3 Timing of Bond Sale: The plan of finance shall assume the sale of long-term debt at the time of initiation of construction (i.e., including capitalized construction period interest) to meet net revenue debt coverage ratio tests.

6.4 Interest Rate Assumptions: The plan of finance for Projects shall incorporate a moderate interest rate contingency for unfavorable changes in interest rates between the time of the initial financial plan and the time long-term bonds will be sold.

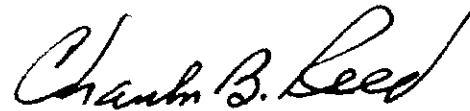
6.5 Consistency of Computations: Upon request the Chancellor's Office will provide the debt service information to be used in all financial plans relating to debt issuance in order to ensure that information regarding the debt is consistently prepared.

Section 7: Reserves

7.1 Reserve Development: The campus president and chief financial officer are responsible for developing and maintaining a campus policy to provide reserves from Project revenues for projects funded by debt issued by the Board of Trustees. The campus reserve policies, at a minimum, should address the following needs:

- Major Maintenance and Repair/Capital Renovation and Upgrade
- Working Capital
- Capital Development for New Projects
- Catastrophic Events

7.2 Reserve Review: At a minimum of once every three years, each campus shall conduct an in-depth review to assess the adequacy of the reserves and the campus reserve policies applicable to the projects funded by debt, and shall make necessary adjustments and changes to account for changing conditions. For Major Maintenance and Repair/Capital Renovation and Upgrade Reserves, the reviews should include formal studies of facility systems and necessary funding levels to cover all aspects of cost of replacement through the reserve-funding plan.



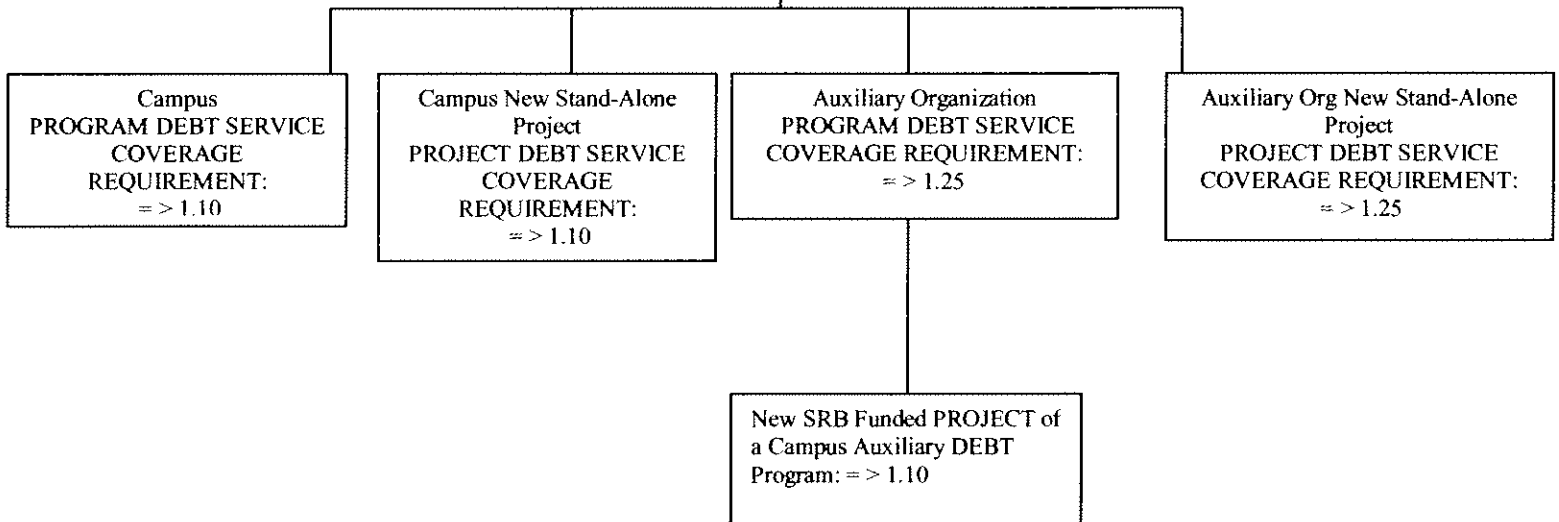
Charles B. Reed, Chancellor

Date: October 23, 2006

Attachment A

CSU Systemwide Revenue Bond (SRB) Program
Requirements
CSU Debt Capacity: $\leq .06$
CSU System DS Coverage: ≥ 1.45

**Debt Capacity, Combined Campus and Auxiliary
Organizations: $\leq .04$
Coverage Requirements: ≥ 1.35**



Attachment B

CSU Policy for Financing Activities Board of Trustees' Resolution RFIN 03-02-02

WHEREAS, The Board of Trustees of The California State University ("the Board" or "the Trustees") finds it appropriate and necessary to use various debt financing programs afforded to it through the methods statutorily established by the legislature, and to use to its advantage those programs available to it through debt financing by recognized auxiliary organizations of the California State University; and

WHEREAS, The Board wishes to establish and maintain policies that provide a framework for the approval of financing transactions for the various programs that enable appropriate oversight and approval by the Trustees; and

WHEREAS, Within a policy framework the Board desires to establish appropriate delegations that enable the efficient and timely execution of financing transactions for the CSU and its recognized auxiliary organizations in good standing; and

WHEREAS, The Board recognizes that there is a need from time to time to take advantage of rapidly changing market conditions by implementing refinancings that will lower the cost of debt financing for the CSU and its auxiliary organizations and that such refinancings could be better implemented by reducing the time required to authorize such refinancings; and

WHEREAS, The Board finds it appropriate to establish the lowest cost debt financing programs for the CSU, and to use the limited debt capacity of the CSU in the most prudent manner; and

WHEREAS, There are certain aspects of the tax law related to the reimbursement of up-front expenses from tax-exempt financing proceeds that would be more appropriately satisfied through a delegation to the Chancellor without affecting the Trustees' ultimate approval process for such financings; now, therefore be it

RESOLVED, by the Board of Trustees of The California State University as follows:

Section 1. General Financing Policies

1.1 The State University Revenue Bond Act of 1947 (Bond Act) provides the Board of Trustees with the ability to acquire, construct, or refinance projects funded with debt instruments repaid from various revenue sources.

1.2 The long-term debt programs of the Board of Trustees established pursuant to the Bond Act shall be managed by the Chancellor to credit rating standards in the "A"e category.

1.3 The intrinsic rating of any debt issued by the Trustees shall be at investment grade or better.

1.4 The Trustees debt programs should include the prudent use of variable rate debt and commercial paper to assist with lowering the overall cost of debt.

1.5 The Trustees programs shall be designed to improve efficiency of access to the capital markets by consolidating revenue bond programs where possible.

1.6 The Chancellor shall develop a program to control, set priorities and plan the issuance of all long-term debt consistent with the five-year non-state capital outlay program.

1.7 The Chancellor shall annually report to the Trustees on the activity related to the issuance of long-term debt.

Section 2. Financing Program Structure of the CSU's Debt Program

2.1 To use the limited debt capacity of CSU in the most cost effective and prudent manner, all on-campus student, faculty and staff rental housing, parking, student union, health center, and continuing education capital projects will be financed by the Trustees using a broad systemwide multi-source revenue pledge under the authority of the Bond Act in conjunction with the respective authority of the Trustees to collect and pledge revenues.

Other revenue-based on-campus and off-campus projects will also be financed through this program and the Bond Act unless there are compelling reasons why a project could not or should not be financed through this program (see Section 3 below).

2.2 The Chancellor shall establish minimum debt service coverage and other requirements for Bond Act financing transactions and/or for the related campus programs, which shall be used for implementation of the Trustees' debt programs. The Chancellor shall also define and describe the respective campus program categories.

2.3 The Chancellor, the Executive Vice Chancellor and Chief Financial Officer, the Assistant Vice Chancellor Financial Services, the Senior Director of Financing and Treasury, and each of them (collectively, "Authorized Representatives of the Trustees"), are hereby authorized and directed, for and in the name and on behalf of the trustees, to take any and all actions necessary to refinance any existing bonds issued pursuant to the Bond Act of 1947 if the refinancing transaction will result in net present value savings, as determined by an Authorized Representative of the Trustees and which determination shall be final and conclusive. Authorized Representatives of the Trustees are authorized to execute, acknowledge and deliver, and to prepare and review, as each of them deems appropriate, all bond resolutions, bond indentures, official statements and all other documents, certificates, agreements and information necessary to accomplish such refinancing transactions.

Section 3. Other Financing Programs

3.1 The Board recognizes that there may be projects, or components of projects, that a campus wishes to construct that are not advantaged by, or financing is not possible, or is inappropriate for the Bond Act financing program. A campus president may propose that such a project be financed as an auxiliary organization or third party entity financing if there is reason to believe that it is more advantageous for the transaction to be financed in this manner than through the Bond Act financing program.

3.1.1 Such financings and projects must be presented to the Chancellor for approval early in

the project's conceptual stage in order to proceed. The approval shall be obtained prior to any commitments to other entities.

3.1.2 These projects must have an intrinsic investment grade credit rating, and shall be presented to the Trustees to obtain approval before the financing transaction is undertaken by the auxiliary organization or other third party entity.

3.1.3 If a project is approved by the Trustees, the Chancellor, the Executive Vice Chancellor and Chief Financial Officer, the Assistant Vice Chancellor Financial Services, the Senior Director of Financing and Treasury, and each of them (collectively, "Authorized Representatives of the Trustees") are hereby authorized and directed, for and in the name and on behalf of the Trustees, to execute, acknowledge and deliver, and to prepare and review, as each of them deems appropriate, any and all documents and agreements with such insertions and changes therein as such Authorized Representatives of the Trustees, with the advice of the General Counsel, may require or approve, such approval to be conclusively evidenced by the execution and delivery thereof, in order to assist with the planning, design, acquisition, construction, improvement, financing, and refinancing of the projects.

3.2 The Chancellor may require campus presidents to establish campus procedures applicable to campus auxiliary organizations for the issuance of debt instruments to finance or to refinance personal property with lease purchase, line-of-credit, or other tax-exempt financing methods. The procedures issued by the Chancellor need not contain a requirement for approval of the Trustees or the Chancellor but may include authority for campus presidents to take all actions to assist the auxiliary organization on behalf of the Trustees to complete and qualify such financing transactions as tax-exempt.

Section 4. State Public Works Board Lease Revenue Financing Program

4.1 The authorizations set forth in this section shall be in full force and effect with respect to any State Public Works Board project which has been duly authorized by the Legislature in a budget act or other legislation and duly signed by the Governor and which is then in full force and effect.

4.2 The Chancellor, the Executive Vice Chancellor and Chief Financial Officer, the Assistant Vice Chancellor Financial Services, the Senior Director of Financing and Treasury, and each of them (collectively, "Authorized Representatives of the Trustees") are hereby authorized and directed, for and in the name and on behalf of the Trustees, to execute, acknowledge and deliver, and to prepare and review, as each of them deems appropriate, any and all construction agreements, equipment agreements, equipment leases, site leases, facility leases and other documents and agreements with such insertions and changes therein as such Authorized Representatives of the Trustees, with the advice of the General Counsel, may require or approve, such approval to be conclusively evidenced by the execution and delivery thereof, in order to provide for the planning, design, acquisition, construction, improvement, financing, and refinancing of the projects.

Section 5. Credit of the State of California

5.1. The delegations conferred by this resolution are limited and do not authorize the Chancellor or other Authorized Representatives of the Trustees to establish any indebtedness

of the State of California, the Board of Trustees, any CSU campus, or any officers or employees of any of them. Lending, pledging or otherwise using the credit established by a stream of payments to be paid from funds appropriated from the State of California for the purpose of facilitating a financing transaction associated with a capital project is permitted only if specifically authorized by a bond act or otherwise authorized by the legislature.

Section 6. Tax Law Requirement for Reimbursement of Project Costs

6.1 For those projects which may be financed under the authority of the Trustees, the Chancellor, the Executive Vice Chancellor and Chief Financial Officer, the Assistant Vice Chancellor Financial Services, the Senior Director of Financing and Treasury, and each of them (collectively, "Authorized Representatives of the Trustees"), are hereby authorized to make declarations on behalf of the Trustees solely for the purposes of establishing compliance with the requirements of Section 1.150-2 of the U.S. Treasury Regulations; provided, however that any such declaration:

6.1.1 Will not bind the Trustees to make any expenditure, incur any indebtedness, or proceed with the project or financing; and

6.1.2 Will establish the intent of the Trustees at the time of the declaration to use proceeds of future indebtedness, if subsequently authorized by the Trustees, to reimburse the Trustees for expenditures as permitted by the U.S. Treasury Regulations.

Section 7. Effective Date and Implementation

7.1 Within the scope of this financing policy, the Chancellor is authorized to further define, clarify and otherwise make and issue additional interpretations and directives as needed to implement the provisions of this policy.

7.2 This resolution supercedes RFIN 11-98-18 and shall take effect immediately. However, the Chancellor shall have the authority to authorize on a individual basis, auxiliary organization projects that are in the planning stage as of the adoption of this policy to proceed under the previous policy in order to prevent situations that would result in additional project costs or additional time-to-completion.

COMMITTEE ON FINANCE

Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for an Auxiliary Project

Presentation By

George V. Ashkar
Assistant Vice Chancellor
Financial Services

Summary

This item requests the Board of Trustees to authorize the issuance of Systemwide Revenue Bonds and the issuance of Bond Anticipation Notes (BANS) to support interim financing under the commercial paper program of the California State University in an aggregate amount not-to-exceed \$30,770,000 to provide financing for an auxiliary project. The board is also being asked to approve resolutions relating to this financing. The long-term bonds will be part of a future Systemwide Revenue Bond sale and are expected to bear the same ratings from Moody's Investors Service and Standard & Poor's as the existing Systemwide Revenue Bonds.

The project is as follows:

CSU Fullerton Auxiliary Services Corporation—Irvine Campus Property Acquisition Project

California State University, Fullerton, through CSU Fullerton Auxiliary Services Corporation (the "Corporation"), a recognized auxiliary organization in good standing at the campus, has the opportunity to purchase a certain real property, commonly known as Banting Corporate Center (the "Project").

The Project is comprised of two 2-story office park buildings (Banting 1 and 3) containing 139,610 net rentable square feet built in 1990 and 2005 on 12.65 acres of land in the City of Irvine. The property includes approximately 877 surface parking spaces. Presently, the campus leases the Banting 3 building in which it operates its Irvine Satellite campus, serving the communities of South Orange County. The current lease runs through 2017. The second building is leased to two commercial tenants, each of whom occupies roughly half of the second building under leases that expire in 2014 and 2018.

The purchase price is estimated at \$30,000,000 and is supported by an appraised market value of \$31,000,000 as of June 5, 2013. At the time of this write-up, the campus was conducting due diligence on the Project in compliance with the California State University requirements for real

property acquisition. Final determinations on the Project's property condition inspection, seismic condition, ADA, etc., are expected to be completed by the time this item is presented to the board. Any costs associated with bringing the Project up to CSU code standards will be covered by Corporation reserves.

The Project acquisition is consistent with the higher education mission of the CSU by providing a long-term site solution for the satellite campus. Under the current leasing plan, the Corporation will continue leasing Banting 3 to the campus and will continue leasing the second building to the existing commercial tenants for the remainder of their leases. As these commercial leases expire, the campus will move operations into the space. The Corporation anticipates that the two buildings will be fully leased to and occupied by the campus after five years.

Because a portion of the Project will be under private leases for five years, a portion of the interim financing will be done through taxable commercial paper. Permanent bond financing will be on a fully tax-exempt basis with Systemwide Revenue Bonds. The bonds will be issued at a not-to-exceed par amount of \$30,770,000 to fund the purchase price (\$30,000,000) and additional net financing costs (estimated at \$770,000). The bonds will be amortized on a level debt service schedule over 30 years, with maximum annual debt service of \$2,000,000. The bonds will be secured by a general obligation pledge of the Corporation's unrestricted revenues, including rental and parking revenues generated by the Project. On June 20, 2013, the board of directors of the Corporation adopted a resolution authorizing the acquisition and financing of the Project.

Based on the financial plan, in 2014-2015, the first full year of debt service repayment for the Project, the debt service coverage for the Project is 1.17 and the Corporation's overall debt service coverage is 1.49, compared with the CSU benchmark of 1.25 for both the project and auxiliary debt program. When combining the Project with 2011-2012 information for all campus pledged revenue programs and the campus' existing auxiliary debt program, the campus' overall debt service coverage is projected at 1.56 in 2014-2015, which exceeds the CSU benchmark of 1.35. Because of the lease plan between the Corporation and the campus, which has only periodic increases to cover increases in operating expenses, the Project debt service coverage is not expected to increase for the foreseeable future. However, the strength of the Corporation and campus debt service coverage ratios helps support the financing. The not-to-exceed amount and debt service on the bonds is based on an all-in interest cost of 5.47%, reflective of adjusted market conditions as of June 2013 plus 100 basis points as a cushion to account for any market fluctuations that could occur before the permanent financing bonds are sold.

Trustee Resolutions and Recommended Action

Orrick, Herrington & Sutcliffe LLP, as bond counsel, is preparing resolutions to be presented at this meeting for the project described in this agenda item that authorize interim and permanent financing. The proposed resolutions will be distributed at the meeting and will achieve the following:

1. Authorize 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 a not-to-exceed amount of \$30,770,000 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 Senior Director, Financing and Treasury; 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 of the financing resolutions for the project as described in this Agenda Item 4 of the Committee on Finance at the July 23, 2013, meeting of the CSU Board of Trustees is recommended for:

CSU Fullerton Auxiliary Services Corporation—Irvine Campus Property Acquisition Project

COMMITTEE ON FINANCE

Granada State University House—Funding Plan

Presentation By

Benjamin Quillian
Executive Vice Chancellor and
Chief Financial Officer

Summary

As directed by the Board of Trustees at the May board meeting, the 10-year facility improvement plan for the Granada State University House has been revised to assume a five percent annual return on investment for the 10 year budget. The Granada State University House restricted endowment was managed through a Trust account established in 1991 per resolution of the Board of Trustees RSUH 07-91-03. Due to insufficient investment returns to cover the annual operating costs and the annual repairs over the next ten years, in May 2013 the endowment was moved from the CSU back to the CSU Foundation per resolution of the board of Trustees RFIN 05-13-03.

Projected Investment Returns

The investment proforma assumes a five percent annual return on investment. The CSU Foundation, an approved systemwide auxiliary in good standing, has the ability to invest in equity securities, providing the ability to earn a potentially higher long-range total average annual return on the Granada State University House endowment. As an example, over the last three fiscal years, the CSU Foundation has averaged a return of 10.88 percent per annum. By comparison, prior to moving the endowment from the CSU Trust to the CSU Foundation the average annual return over the same time period was less than two percent. Therefore, although a very conservative return is being adopted within the investment proforma, this return is markedly higher than the historical return in the CSU Trust account.

Exhibit A outlines the estimated expenditures and investment return over the next ten years.

Exhibit A
State University House
2013-14 Budget
10-Year Facility Improvement Plan

Project Year	1	2	3	4	5	6	7	8	9	10
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Maintenance and Repair Component										
Balance Forward	2,067,821	2,008,386	1,968,446	1,815,763	1,747,028	1,733,253	1,710,953	1,696,453	1,680,253	1,655,053
Revenue										
Investment Income ¹	103,400	100,400	98,400	90,800	87,400	86,700	85,500	84,800	84,000	82,800
Expenses										
1 Emergency Services / Contingency	10,000	10,000	10,000	10,000	20,000	20,000	20,000	20,000	20,000	20,000
2 Roof Repair	5,581									
3 Site Paving Upgrades										
4 Exterior Window and Door Systems	9,664		112,191			10,000				10,000
5 Exterior Painting										
6 HVAC System Replacement	20,825		22,047	68,289						
7 Renovate Bathrooms										
8 Garage Area Restoration		17,322								
9 Flooring Restoration	3,537		1,226							
10 Interior Ceiling Restoration	8,324									
11 Accessibility Conversion	21,934									
12 Exterior Lighting Replacement	2,543									
13 Electrical Service and Distribution Work	2,702		23,061							
14 Hot Water Circulation Energy Savings	3,725									
15 Drain Pipe Replacement		10,949								
16 Tree Replacement and Restoration		5,561								
17 Pool Finish and Equipment Restoration				4,246						
18 Awning Replacement										
19 Interior Lighting Efficiency Upgrade		21,508	6,558							
20 Interior Wall and Trim Restoration					858					
21 Water Heater Replacement					2,317					
22 Site Fencing Refinishing									7,200	
Facility Condition Report										
Subtotal Facility Improvement Plan Expenses	88,835	65,340	175,083	82,535	23,175	30,000	20,000	20,000	27,200	30,000
Operating Budget ²	74,000	75,000	76,000	77,000	78,000	79,000	80,000	81,000	82,000	83,000
Total Expenditures	162,835	140,340	251,083	159,535	101,175	109,000	100,000	101,000	109,200	113,000
Ending Endowment Balance	\$ 2,008,386	\$ 1,968,446	\$ 1,815,763	\$ 1,747,028	\$ 1,733,253	\$ 1,710,953	\$ 1,696,453	\$ 1,680,253	\$ 1,655,053	\$ 1,624,853

∅ Identified in Facility Condition Analysis, March 2013
 1 - Investment Income ¹ = Return on Investment of 5% once Endowment is transferred to the Foundation
 2 - Operating Budget ² = Includes escalation CPI @ 2.5%

AGENDA

COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL

Meeting: 2:15 p.m., Tuesday, July 23, 2013
Glenn S. Dumke Auditorium

Debra Farar, Chair
Lou Monville, Vice Chair
Roberta Achtenberg
Steven M. Glazer
William Hauck
Peter G. Mehas
J. Lawrence Norton

Consent Items

Approval of Minutes of Meeting of May 21, 2013

Discussion Item

1. Human Resources Strategic Vision and Goals, *Information*
2. Executive Compensation, *Action*

**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 21, 2013

Members Present

Lou Monville, Chair
Bernadette Cheyne
Steven M. Glazer
William Hauck
Peter G. Mehas
Ian Ruddell
Timothy P. White, Chancellor

Chair Monville called the meeting to order.

Approval of Minutes

The minutes of March 19, 2013, were approved as submitted.

Chancellor's Doctoral Incentive Program – 25th Anniversary

Vice Chancellor Human Resources Gail Brooks introduced a video presentation regarding the 25th anniversary of the CSU Chancellor's Doctoral Incentive Program (CDIP). Dr. Margaret Merryfield, senior director of Academic Human Resources, then described the program outcomes and directions for the future. The future vision of the program is to increase the visibility of the program to ensure a talented, committed, and well-qualified pool of applicants, especially in fields of severe faculty shortages, like nursing.

At the conclusion of the presentation, Dr. James Rosser, president, California State University, Los Angeles, commented that he was proud that the CSU supported this program which has become one of the most successful programs of its kind anywhere in the country.

Academic Senate members Dr. Diana Wright Guerin and Dr. Christine Miller both echoed the sentiment that the program not only benefits the students in the program, but makes the faculty feel connected by giving back through mentoring program participants and watching them succeed.

The Committee on University Faculty and Personnel was then adjourned.

COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL

Human Resources Strategic Vision and Goals

Presentation By

Gail E. Brooks
Vice Chancellor
Human Resources

Summary

In September 2010, the Board of Trustees endorsed the first CSU vision and goals for Human Resources and asked us to report annually on our progress.

The annual update on CSU's plans and accomplishments since the presentation of the vision and goals will be reported at the meeting.

The Strategic Vision for Human Resources in the California State University*

The CSU is recognized as a leader in recruiting and retaining a talented and highly skilled community of employees. The people who work for the CSU are vital to accomplishing its mission. The role of human resources is to provide leadership within the community of faculty, staff, and administrators to ensure that the CSU can recruit, retain, and engage a highly talented and diverse workforce in accomplishing the CSU's mission. We believe that an inclusive environment that values equity and diversity, leadership, integrity, trust, excellence, teamwork, and communication is essential.

Strategic Goals
Employees are engaged and productive with the skills and behaviors required to meet the California State University mission.
The California State University demonstrates concern for the health, well-being, and safety of its employees.
Risk and issues of compliance related to human resources are well managed.
The California State University fosters an environment of continuous human resources improvement.
Collective bargaining is focused on accomplishing the California State University's mission.

* Presented to BOT on September 21, 2010

HUMAN RESOURCES STRATEGIC VISION AND GOALS IN CONTEXT*

INTRODUCTION

This document is intended to align a vision and key strategic goals for human resources across the California State University (CSU) system in furtherance of the university's strategic plan, *Access to Excellence*. It offers a view of the ideal environment at the CSU for its human resources, one in which all employees (faculty, staff, and administrators) share responsibility for accomplishing the university's mission of serving its students. It is intended to provide guidance to anyone who has responsibility for the people who work and live at the university not restricted to the departments that have assigned responsibility for "Human Resources." It deliberately avoids being prescriptive; instead, it offers broad goals and strategies for consideration by the individual campuses and the chancellor's office. It intends to provide the flexibility for campuses and the chancellor's office to determine priorities within this framework and the means to accomplish those priorities. This strategic vision is offered with full recognition and acknowledgement of the excellent work that is currently underway throughout the CSU.

In early conception, the strategic vision and goals for human resources in the CSU were presented to groups within the university including the academic senate, executive council, provosts, business officers, human resources officers, associate vice presidents for faculty affairs, police chiefs, and many others. Adjustments were made to the strategic vision and goals based on their input; their feedback is summarized and included as an appendix.

Though the strategic vision was conceived in much better economic times, in this very difficult environment it is even more important to have a roadmap to follow to guide those with responsibility for human resources through these substantial challenges.

STRATEGIC VISION AND GOALS

Statement of Vision

The CSU is recognized as a leader in recruiting and retaining a talented and highly skilled community of employees. The people who work for the CSU are vital to accomplishing its mission. The role of human resources is to provide leadership within the community of faculty, staff, and administrators to ensure that the CSU can recruit, retain, and engage a highly talented and diverse workforce in accomplishing the CSU's mission. We believe that an inclusive environment that values equity and diversity, leadership, integrity, trust, excellence, teamwork, and communication is essential.

Statement of Goals

1. Employees are engaged and productive with the skills and behaviors required to meet the California State University mission.
2. The California State University demonstrates concern for the health, well-being, and safety of its employees.
3. Risk and issues of compliance related to human resources are well managed.
4. The California State University fosters an environment of continuous human resources improvement.
5. Collective bargaining is focused on accomplishing the California State University's mission.

CONTEXT

Access to Excellence

In May 2008, the Board of Trustees adopted *Access to Excellence* as the strategic plan for the California State University. The strategic vision for human resources extends and elaborates on key elements of *Access to Excellence* as they relate to the employees of the CSU. As described in the Introduction, “*Access to Excellence* focuses on the intersection of the California State University (the CSU) with the economic, political, and social environment of the State of California, anticipating what the people of the state will need from the CSU in the next decade, and how best to position the institution to meet those needs. It is a public statement of the principles and core values of the institution, and sets forth broad strategic goals that will be the basis for setting priorities and measuring success over the next several years.” The full text of *Access to Excellence* is available at <http://www.calstate.edu/accesstoexcellence/>.

The body of *Access to Excellence* is a comprehensive analysis of the assets, challenges, and strategic context in which the CSU exists. Following this analysis, *Access to Excellence* sets forth three institutional priorities:

1. Increase student access and success;
2. Meet state needs for economic and civic development, through continued investment in applied research and addressing workforce and other societal needs; and
3. Sustain institutional excellence through investments in faculty and staff, innovation in teaching, and increased involvement of undergraduates in research and in their communities.

As its pathway to achieving these priorities, *Access to Excellence* further commits the CSU to action in eight areas, including two that are closely linked to the CSU Human Resources Strategic Vision and Goals. These two commitments are presented in their entirety below.

Plan for faculty turnover and invest in faculty excellence (Commitment 2 in *Access to Excellence*). The CSU will develop a comprehensive plan for reinvestment in its faculty to meet its goals of reducing compensation gaps and increasing the number of tenure-track faculty. In addition, the CSU commits to a comprehensive faculty planning effort, to include turnover planning, attention to recruitment and retention practices, and consideration of faculty development and evaluation strategies to support excellence in both pedagogy and scholarship. This work on faculty development will include investments in applied institutional research about effective pedagogy, effective practices in student engagement, and ways to improve educational outcomes. It is recognized that individual CSU universities have developed innovative programs with regard to workload reallocation for exceptionally productive faculty. The CSU will undertake a study to identify best practices in this regard and will disseminate information about such practices throughout the system.

Plan for staff and administrative succession and professional growth (Commitment 3 in *Access to Excellence*). Attention to recruitment, professional development, and compensation for staff and administrators is also a priority. Complementary strategies to those that are employed for faculty need to be put in place. These strategies should include a commitment to closing salary gaps where they exist, providing a safe and healthy environment, and offering appropriate levels of training and development. CSU system leadership will engage in the analytical work needed to project administrative turnover, and will evaluate whether existing campus- and system-level policies are adequate to provide the type of succession planning that is central to the future success of the institution. System-level resources also need to be invested in nurturance of the next generation of academic and administrative leaders, to give them the knowledge, skills, and communication tools essential to leadership capacity for the future.

Access to Excellence also includes an accountability plan that identifies system-level actions necessary to achieve these goals, measures of success, and suggested campus-level actions. Components of the plan that have relevance to human resources are presented in Appendix 2. Many of the elements of the accountability plan will further the implementation of the CSU Human Resources Strategic Vision and Goals. The full accountability plan is available at: <http://www.calstate.edu/accesstoexcellence/accountability/>.

Context for Human Resources in the CSU

A variety of forces, internal and external, influence the human resources environment for the CSU. Continued student demand places pressure on enrollments, and therefore staffing needs. The extent to which the CSU is able to recruit employees to fill these needs varies greatly and depends on a complex set of factors including demographics, location, the extent to which compensation is competitive in the marketplace, and the availability of qualified individuals. As a public institution, the CSU is dependent on its annual appropriation in the state budget and subject to political considerations. As a public institution, the CSU is also held accountable by the public; its actions come under scrutiny from the press, and a high degree of transparency in its dealings is expected. The decisions and actions of other state agencies can also profoundly affect the CSU. A prime example is the 21st Century Project, the replacement of the payroll system used by the State Controller's Office, which will require a significant investment by the CSU to prepare for the transition.

Collective bargaining is a pervasive influence on human resources in the CSU given the fact that most non-management employees belong to one of 13 bargaining units. Human resources policies are established within a complex weave of state and federal laws as well as the provisions of nine separate collective bargaining agreements.

Key Assets

The CSU has a number of critical *assets* that support its efforts to recruit, retain, and engage a highly talented and diverse workforce. Its mission has broad support, and employees see their work as having meaning for the students they serve (whether that service is direct or indirect.) As a community, the CSU is diverse, and this diversity is recognized as an asset by many current and potential employees. Many of the campuses exist in areas viewed as desirable places to live. The strong tradition of shared governance within the system is particularly valued by CSU faculty. Employee benefits programs, particularly the pension system which offers a defined benefits program with significant security for employees who spend a career with the CSU, are among the best in the nation; the result is that many employees are willing to make a long-term commitment to the institution.

Key Challenges

At the same time, the CSU faces certain perennial *challenges* that affect human resources. The most obvious is chronic underfunding, which affects all areas, from the ability to offer competitive wages in recruitments to support for professional development to labor relations; this challenge has never been greater, or had more impact on employees. A second challenge is the complexity of managing a 23-campus system plus a central office in which each site has a distinctive culture and considerable autonomy. Perhaps as a consequence of this complexity, there

are areas where system-level policy does not exist (but almost certainly should) as well as areas where existing system policy may present impediments to campus flexibility, and the CSU has not previously attempted to develop a systemwide strategic vision for human resources. Collective bargaining and the regulatory environment have reduced flexibility. Finally, depending on the region, external factors such as the cost of housing and other quality-of-life factors may present significant challenges, especially in recruiting individuals from outside California.

STRATEGIC GOALS: A CLOSER LOOK

In this section, we examine each goal in detail, and consider what some outcomes of implementing each goal might be. Throughout the discussion, when we refer to “campuses” we are including the chancellor’s office as a workplace within the CSU with its own human resources needs.

Goal 1: Employees are engaged and productive with the skills and behaviors required to meet the California State University mission.

In many ways this first goal is an overarching goal, and the goals that follow support it. A prerequisite for having employees who are skilled and productive is that clear organizational goals must be in place; in other words, employees cannot be successful if their work and roles have not been defined. Opportunities to communicate the organization’s goals and each employee’s role within the organization occur at several points:

- Recruitment is an opportunity to identify those faculty, staff, and administrators who will be engaged and productive and committed to the mission.
- Orientation is an opportunity to introduce institutional values and lay out performance expectations.
- Evaluations hold employees accountable for their performance and at the same time provide an opportunity to establish standards and criteria that are well-aligned with rewards and support those behaviors that are needed to meet the mission.
- Training and professional development provide opportunities for employees to develop needed skills, learn to respond to changing demands, and acquire the tools to advance professionally.

For a faculty member, career advancement might be qualifying for tenure, promotion, or range elevation, moving from a temporary position to a tenure-track position, or moving into a position with additional responsibility (such as a department chair role.) For staff members, too often the only path for advancement is to look for a similar job in a different department in order to receive a salary increase; the CSU would be in a better position to retain excellent staff members if advancement opportunities were more available and publicized. Talented faculty and staff with

ATTACHMENT B

U&FP – Item 1

July 23, 2013

Page 6 of 13

an interest in administration would also benefit from more systematic opportunities to acquire the skills necessary for advancement.

In implementing this goal, each campus should consider how it could approach each of the above areas (recruitment, orientation, performance evaluation, training and professional development) for different employee groups. Numerous examples of excellent practice now exist within the system that could serve as models.

A key component of supporting employee engagement is creating an inclusive and empowering campus environment. An inclusive environment has a culture that values open communication, transparency, and trust, and that values every employee's contribution. From the human resources perspective, inclusivity has multiple meanings. In addition to the responsibility of human resources to ensure equal employment opportunity and to practice non-discrimination, the workplace climate might be characterized by the following:

- Appropriate stakeholders are brought into discussions and included in decision-making, as appropriate.
- Communication strategies reach all employee groups, and there are opportunities for employees to provide feedback.

In measuring their efforts to create an inclusive environment, campuses should pay attention to climate and consider where opportunities for inclusion, consultation, and communication exist. On matters affecting faculty, is the Academic Senate part of the conversation? Are there opportunities for temporary faculty to feel connected to their departments and the university? Are staff members treated with respect? Are lines of communications with the unions open and used?

Goal 2: The California State University demonstrates concern for the health, well-being, and safety of its employees.

In general, healthy employees with a sense of well-being in the workplace are more likely to be engaged and productive than those suffering from mental or physical health issues, and productivity may suffer in an unsafe environment. Examples of areas where the university can play a role might include:

- Provision of mental health support, such as an Employee Assistance Program;
- Attention to work-life balance issues, with differentiated programs that accommodate different life stages;
- Provision of wellness programs; and
- Provision of well-maintained facilities.

In implementing Goal 2, campuses will need to analyze workplace needs and areas of vulnerability in order to design appropriate responses. As an example of situations that can tax human resources departments, in recent years several campuses have experienced closures due to fires, and the Northridge campus experienced a major earthquake. These natural disasters are unpredictable but inevitable and disrupt the lives of employees as well as students, so it is important that campuses be prepared to respond quickly, responsibly, and compassionately.

Goal 3: Risk and issues of compliance related to human resources are well managed.

Managing risk in human resources has significant impact systemwide; for example, the largest volume of cases in litigation is consistently in the area of employment. Managing issues of risk and compliance begins with clear, well-documented policies consistently applied by knowledgeable human resources managers. Effective communication is also critical; information must be current and readily available to employees as well as managers. Risks in the area of labor relations can be reduced if problems are identified and corrected at the earliest opportunity.

In implementing Goal 3, campuses should be cognizant of the above areas, and may also wish to consider the training needs of their staff as well as managers and supervisors. At present, campus human resources offices vary greatly in terms of staffing, support, and experience.

Goal 4: The California State University fosters an environment of continuous human resources improvement.

Having established clear goals and policies, departments need to establish standards for a good human resources environment and perform periodic self assessments. Feedback from assessments should be translated into process improvements. Managers must be sophisticated consumers of information and must have access to data and information that is timely, well-organized, and accurate. The technology infrastructure should be designed to support strong business processes, offering automation where possible. In turn, well-designed business processes are used to drive the development of technology; technology does not drive the process.

In implementing Goal 4, campuses and the chancellor's office should consider where business processes would benefit from updating, and where technology can add value. Are we doing things a particular way only because "they've always been done that way?" Are our information systems capable of meeting our needs? What new opportunities would effective technology bring? Where would we benefit from standardization, and where is it important to allow distinctive campus practices? It will also be important to take stock of information resources to determine whether the available reports and analyses support business needs.

Goal 5: Collective bargaining is focused on accomplishing the California State University's mission.

In many ways, the strong collective bargaining environment of the CSU can potentially be an asset to the CSU in achieving its mission. When competitive wages and excellent benefits have been negotiated, the university is aided in recruiting highly qualified faculty and staff, and employee protections may encourage individuals to make a long-term commitment to the CSU. Likewise, the unions can be an important partner on issues of mutual benefit, as was demonstrated by the work of the Alliance for the CSU in 2008. An environment of mission-driven collective bargaining might include:

- Development of collective bargaining proposals that take the educational mission of the CSU into account.
- Contract provisions that can be consistently administered throughout the system.
- Contract provisions that support the CSU's ability to recruit and retain a talented and highly skilled community of employees.
- Timely conclusions to contract negotiations.
- Resolution of grievances at the lowest possible level.

In implementing Goal 5, campuses should work with the chancellor's office to identify contractual provisions that support the CSU mission as well as areas that impede the mission. In addition, campuses should examine their relations with local union representatives. Are labor-management committees used to identify and solve problems at early stages where appropriate? Do unions receive timely communications on matters of interest? Do labor relations managers evaluate grievances on a case by case basis, working toward early resolution when it is appropriate?

MEASURES OF SUCCESS

How will we know if we are successful in moving toward these goals? As the chancellor's office and campuses consider changes designed to strengthen human resources policies and procedures and to support one or more of the above goals, it will be important to incorporate measures of success. The following are a non-exhaustive set of suggestions for how we might begin to measure our progress. We note that many of these measures are already in place on at least some campuses.

- Periodic climate surveys measuring employee motivation for success and other factors such as well-being, concern for safety, and inclusion.
- Tracking of outcomes in recruitments (e.g., the annual CSU Faculty Recruitment Survey.)
- Customer satisfaction measures and climate surveys.
- Professional development expenditures and participation levels.

- Pervasiveness of model programs (such as faculty-staff assistance programs, programs for work-life balance, staff mentoring programs.)
- Periodic audit of policies.
- Periodic audit of business practices.
- Tracking of grievances and outcomes.
- Periodic audit of utilization of web resources.

NEXT STEPS: MOVING FORWARD

While this document suggests a number of ways for campuses and the CSU system to make progress toward these goals and each campus will almost certainly be carrying out many activities that support the strategic vision for human resources, a limited number of key outcomes have been identified for reporting over the next several years.

The following key outcomes have been identified:

- A. Skilled human resources professionals who have attained professional certification and who possess relevant competencies and knowledge of the CSU.
- B. A work environment that is empowering, collaborative, and customer-focused and encourages creativity, innovation, and open communication.
- C. Employee Assistance Programs (EAPs) that are available, easily accessed, and well-publicized on all campuses.
- D. Consistent application of systemwide human resources policies, state and federal employment laws, and collective bargaining agreements while respecting individual campus practices.
- E. Relevant and/or mandated training related to legal compliance and administration of collective bargaining agreements that is provided for the appropriate individuals in a timely manner.
- F. California State University human resources processes that are reviewed for efficiency, effectiveness, and relevancy on an ongoing basis.
- G. Collective bargaining philosophy, proposals, and agreements that further the mission and goals of the California State University.

In order to facilitate progress in the above areas, the chancellor's office will work with the campuses to collect relevant data, share results, and develop strategies going forward. In addition, the chancellor's office will report progress periodically to the Board of Trustees.

Appendix 1. Feedback from campus constituents (e.g. human resources directors, associate vice presidents/deans of faculty, plant operations managers, chief administrative/business officers, presidents, police chiefs, other administrators, the Academic Senate) regarding possible actions that would support the strategic goals.

In 2007-08, the strategic goals were circulated among several constituent groups who were asked to provide ideas and suggestions for how to accomplish the goals. A number of common themes emerged that, in many cases, were applicable across several of the goals. These themes are presented below.

Importance of training and professional development

Professional development is seen as essential across the organization. Constituents spoke to the need for effective orientations for new employees, training to ensure that employees have the skills necessary to carry out their responsibilities, professional development opportunities that would support employees' career advancement, and training and continuing education for managers and department chairs.

Communications strategies

Constituents believe the campuses and the chancellor's office must communicate effectively and consistently with employees. Good communications keep members of the campus community well-informed and updated. When communications to members of the university community are clear, timely, structured to allow feedback, genuine, and pervasive, they contribute to the creation of an inclusive community. Communications must also penetrate the "silos" that tend to isolate different units on campus.

Employee-friendly policies

Constituents see opportunities to support work-life balance for employees, tailored to their needs and circumstances, and to take advantage of flexibility in existing programs. Constituents support the concept of Employee Assistance Programs as well as programs focused on wellness and promotion of health and safety.

Risk management

Risk management is a priority for constituents as well. Ensuring that managers are well-trained and knowledgeable is integral, as is sharing and dissemination of good practice. Constituents also cited the need to construct policies in such a way as to facilitate compliance.

An inclusive university

Respondents recognized the importance of inclusive decision-making in which stakeholders are consulted and are made aware of relevant issues. Inclusivity goes hand-in-hand with effective communications. Constituents strongly support the CSU's commitment to diversity and support hiring strategies that ensure diverse candidate pools. They see value in collaborative partnerships on campus as a source of new ideas and creativity.

Focus on recruitment

Recruitment policies and practices are seen as the starting point for creating a community in which employees are engaged and productive. Respondents spoke to the need for recruitment practices to be welcoming as well as an opportunity for each campus to communicate its strengths, values, and mission. They support guidelines for recruitment that would yield excellent and diverse candidate pools, as well as training for individuals who carry out recruitments.

Identification and sharing of best practices

Constituents recognize that across the system a wealth of good ideas and practices are already in place, and support efforts to share and disseminate these good practices. They acknowledge that greater standardization of practice may be desirable.

Regular review and assessment

Respondents want the CSU to evaluate its efforts to determine what is working and what is not and to complete the feedback loop by making changes where appropriate. They recognize that training is needed to ensure that decision-makers know how to conduct such assessments and make use of them.

Availability of robust data and information in support of good practice

Constituents recognize the need for timely human resources information in support of campus planning and decision-making. Areas where information is needed might include employee demographics, compensation, turnover, recruitment, etc. Data sources need to be “translated” for end users, and users must be appropriately trained to be able to make use of the sources.

Availability of functional cost-effective technology

Constituents expect that useful technology will be available to support all of the above areas, from common web-based job applications, to webinars for cost-effective delivery of training, to human resources and payroll information systems that support policy implementation, to useful and usable databases.

Commitment to collaboration with the unions

Constituents believe that opportunities exist for the university and its unions to work collaboratively toward common goals. They mention using labor-management committees to solve problems collaboratively, and they see opportunities for joint programs and workshops.

Appendix 2. Components of *Access to Excellence* accountability plan that relate to human resources

The *Access to Excellence* accountability plan includes the following components: (1) system-level actions that have been identified as necessary to achieve the goals; (2) indicators to gauge system-level or campus-level success in achieving goals; and (3) suggested campus-level actions (referred to in the accountability plan as “institution-level actions”) that might be undertaken in support of goals. Those components that address human resources issues are presented below.

SECTION 1: System-Level Actions Necessary to Achieve *Access to Excellence* Goals

Commitment 2. Plan for Faculty Turnover and Invest in Faculty Excellence

- Support CSU institutions by means of analytical work to identify compensation gaps, monitor retention and turnover among faculty, monitor progress toward increasing the proportion of tenure-track faculty, and monitor demographic trends among faculty.
- Develop a faculty database to support recruitment and retention, including information about growth areas, anticipated retirements, and net need for faculty at the system and institution levels.
- Develop and disseminate consistent guidelines for faculty hiring processes.
- Work collaboratively with the California Faculty Association to ensure that bargaining agreements support the recruitment and retention of a talented and diverse faculty in support of CSU mission.
- Sponsor systemwide opportunities for professional development and dissemination of research, such as the annual community engagement research conference.
- Undertake a study to identify best practices in workload reallocation.

Commitment 3. Plan for Staff and Administrative Succession and Professional Growth

- Support CSU institutions by means of analytical work to identify compensation gaps where they exist, monitor retention and turnover among staff and administrators, and monitor demographic trends among staff and administrators.
- Review policies and practices to ensure that risk and compliance issues are well managed, and that the system is able to meet its obligations in key areas, such as implementation of the new state payroll system.
- Undertake a benchmark compensation study for the Management Personnel Plan (MPP) employment category, using external comparators.
- Identify and disseminate strategies for developing leadership at institution level, including identifying individuals with potential talent for management, providing professional development programs for staff, and providing pathways for staff and faculty to develop administrative skills.
- Develop orientation and continuing education programs for managers to provide them with the knowledge and skills needed to meet the needs of the CSU.

SECTION II: Indicators to Gauge System- and/or Campus-Level Success in Achieving *Access to Excellence* Goals

- Increase in the proportion of tenured and probationary faculty.
- Increase in the diversity of employees.

SECTION III: Suggested Institution-Level Actions to Achieve *Access to Excellence* Goals

Commitment 2. Plan for Faculty Turnover and Invest in Faculty Excellence

- Develop and carry out effective recruitments, adhering to systemwide recruitment guidelines.
- Maintain fully-functioning faculty professional development offices.
- Establish, review, and implement policies for evaluation, retention, tenure, and promotion that are well-aligned with *Access to Excellence* commitments.
- Provide support for faculty at all career stages to achieve excellence in both pedagogy and scholarship.
- Conduct institutional research on effective pedagogy.
- Create effective practices for student engagement.
- Develop ways to improve educational outcomes.
- Review and implement, as appropriate, identified best practices in workload allocation.
- Address faculty workload in graduate programs, including responsibilities for research, scholarship, and supervising culminating experiences.

Commitment 3. Plan for Staff and Administrative Succession and Professional Growth

- Identify high-risk positions, including taking steps to retain individuals and/or plan for succession, as appropriate.
- Review and implement, as appropriate, identified strategies for developing leadership, including identifying individuals with potential talent for management.
- Provide professional development programs for staff, and provide pathways for staff and faculty to develop administrative skills.
- Create programs that support employees' safety as well as physical and mental well-being.

HUMAN RESOURCES STRATEGIC GOALS: OUTCOMES & MEASURES*

Employees are engaged and productive with the skills and behaviors required to meet the California State University mission.

Outcome	Skilled human resources professionals earn and maintain professional credentials and possess relevant competencies and knowledge of the California State University.			
Measure	Participation in professional human resources associations, training in support of human resources competencies, and progress towards and/or completion of recognized professional credentials and/or certifications.			
	Systemwide Human resources will:	<ul style="list-style-type: none"> • <i>Year 1</i> Identify professional associations, certification programs, and credentialing opportunities specific to the human resources profession. • <i>Year 1</i> Identify core competencies for Human Resources employees. • <i>Year 2</i> Conduct systemwide census of memberships, subscriptions, professional activities and publications, credentials and certifications held by California State University employees with the Human Resources campus offices. • <i>Year 2</i> Provide learning opportunities in support of the core competencies for Human Resources employees. <p><i>Year 3 and alternate years thereafter</i> Report on above.</p>	Campuses will:	<ul style="list-style-type: none"> • <i>Year 1</i> Collaborate with Systemwide Human Resources in the identification of core competencies for Human Resources employees at the campus level. • <i>Year 2</i> Conduct census of memberships, subscriptions, professional activities and publications, credentials, and certifications held by California State University employees within the Human Resources campus offices. • <i>Year 2</i> Support and encourage active participation of Human Resources employees in learning and professional development opportunities where possible. <p><i>Year 3 and alternate years thereafter</i> Report on the above.</p>

* Presented to BOT on September 21, 2010

Employees are engaged and productive with the skills and behaviors required to meet the California State University mission.

Outcome	The CSU work environment is empowering, collaborative, and customer-focused and encourages creativity, innovation, and open communication.			
Measure	Responses to biennial employee climate surveys.			
	Systemwide Human Resources will:	<ul style="list-style-type: none"> • <i>Year 1</i> Develop and pilot test a climate assessment survey instrument. • <i>Year 2</i> Provide core assessment survey to campuses for administration; campuses may add supplemental questions at their discretion. Collect data to establish systemwide baseline. • <i>Year 3 and alternate years thereafter</i> Develop and implement action plans based on results; revise core survey as appropriate and re-administer. 	Campuses will:	<ul style="list-style-type: none"> • <i>Year 1</i> Collaborate with Systemwide Human Resources in the development and testing of the survey instrument. • <i>Year 2</i> Administer core survey instrument as well as supplemental questions at campus discretion. Report data to Systemwide Human Resources. • <i>Year 3 and alternate years thereafter</i> Develop and implement action plans based on results. Recommend revisions to instrument, administer survey according to schedule, and measure results.

* Presented to BOT on September 21, 2010

The California State University demonstrates concern for the health, well-being, and safety of its employees.

Outcome	Employee assistance programs (EAP) and wellness programs are available on all campuses.			
Measure	Level, availability, and ease of access to services provided.			
	<p>Systemwide Human Resources will:</p>	<ul style="list-style-type: none"> • <i>Year 1</i> Develop and test a survey instrument to measure the availability level and access to services provided by EAP and wellness programs. • <i>Year 2</i> Administer survey to campus Human Resources; collect and analyze data to establish systemwide baseline. • <i>Year 2</i> Share and discuss findings and best practices with Human Resources officers and other California State University leaders. Develop recommendations for core services and timelines for achieving these levels of service. • <i>Year 3 and alternate years thereafter</i> Share results from campus reports and recognize best practices. 	<p>Campuses will:</p>	<ul style="list-style-type: none"> • <i>Year 1</i> Provide input on the development of survey instrument. • <i>Year 2</i> Participate in survey by reporting on campus EAP and wellness programs. • <i>Year 3 and alternate years thereafter</i> Report on status of campus activities, including progress toward providing core services and levels of utilization of services.

* Presented to BOT on September 21, 2010

Risk and issues of compliance related to human resources are well managed.

Outcome	Systemwide human resources policies, state and federal employment laws, and collective bargaining agreements are consistently applied while individual campus practices are respected.			
Measure	Establishment of appropriate benchmarks and provision of evidence over time of improvement in timely and consistent compliance with policies, laws, and collective bargaining agreements.			
	Systemwide Human Resources will:	<ul style="list-style-type: none"> • <i>Year 1</i> Review policies, laws, and grievances/complaints to identify compliance issues that require remedy. Work with campuses on strategies to improve compliance. Establish ongoing schedule for follow-up. • <i>Year 2 and every year thereafter</i> Work with campus officials to address identified items. Implement strategies to improve compliance, including clarification of policies and provision of training as appropriate. Monitor identified issues for improvement and share findings with campus human resources officers. 	Campuses will:	<ul style="list-style-type: none"> • <i>Year 1</i> Provide input on compliance challenges faced at the campus level. Work with systemwide human resources on strategies to improve compliance. • <i>Year 2 and every year thereafter</i> Participate in dialogue with systemwide human resources and take action as needed. Share best practices with other campuses and systemwide human resources

* Presented to BOT on September 21, 2010

Risk and issues of compliance related to human resources are well managed.

Outcome	Relevant and/or mandated training related to legal compliance and administration of collective bargaining agreements is provided for the appropriate individuals in a timely manner.			
Measure	Completion of training within statutory, contractual, and policy guidelines.			
	Systemwide Human Resources will:	<ul style="list-style-type: none"> • <i>Year 1</i> Provide access to mandated training; identify unmet training needs related to compliance and the reduction of risk. Invite campus input. • <i>Year 2</i> Develop and/or identify training and learning opportunities to meet systemwide needs. Communicate availability. • <i>Year 3 and subsequent years</i> Track and report on participation in training sponsored at the Systemwide level; assessment of needs ongoing. 	Campuses will:	<ul style="list-style-type: none"> • <i>Year 1</i> Identify trainees, implement mandatory training, and validate participation. Provide input as invited. • <i>Year 2 and every year thereafter</i> Evaluate training and identify emerging needs for systemwide training.

* Presented to BOT on September 21, 2010

The California State University fosters an environment of continuous human resources improvement.

Outcome	California State University human resources processes are reviewed for efficiency, effectiveness, and relevancy on an ongoing basis.			
Measure	Evidence from annual reports showing key process improvements.			
	Systemwide Human Resources will:	<ul style="list-style-type: none"> • <i>Year 1</i> Invite dialogue with campus human resources to identify current processes or practices that need improvement. • <i>Year 2</i> Identify and recommend applicable learning resources to promote process improvement skills with emphasis on human resources processes. • <i>Year 2</i> Design standardized reporting format for annual report. • <i>Year 3</i> Recognize and share process improvements; assist in forming collaborative teams for wider implementation, as appropriate. 	Campuses will:	<ul style="list-style-type: none"> • <i>Year 1</i> Participate in the dialogue to examine human resources processes. • <i>Year 2</i> Encourage participation in learning, as needed. • <i>Year 3</i> Annually, share best practices. Seek additional campus or collaborative improvement opportunities.

* Presented to BOT on September 21, 2010

Collective bargaining is focused on accomplishing the California State University's mission.

Outcome	Collective bargaining philosophy, proposals, and agreements further the mission and goals of the California State University.			
Measure	The extent to which negotiated changes to bargaining agreements are consistent with the mission of the California State University.			
	Systemwide Human Resources will:	<ul style="list-style-type: none"> <i>Year 1</i> Analyze existing collective bargaining agreements and determine how they support the mission. Solicit appropriate campus input. <i>Year 2 and every year thereafter</i> Examine all changes as they occur for their applicability to the mission. Negotiate changes with the Unions. 	Campuses will:	<ul style="list-style-type: none"> <i>Year 1</i> Assist Systemwide Human Resources with analysis of the collective bargaining agreements, clarifying and adjusting local interpretation and implementation. <i>Year 2 and every year thereafter</i> Campus experts participate in collective bargaining.

* Presented to BOT on September 21, 2010

COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL

Executive Compensation

Presentation By

Timothy P. White
Chancellor

Summary

The California State University Board of Trustees announced the appointment of the following presidents at the May 21-22, 2013 meeting of the trustees:

- Dr. Willie J. Hagan appointed president of California State University, Dominguez Hills;
- Dr. Eduardo M. Ochoa appointed president of California State University, Monterey Bay;
- Dr. Joseph F. Sheley appointed president of California State University, Stanislaus;
- Dr. Joseph I. Castro, appointed president of California State University, Fresno; and
- Dr. William A. Covino appointed president of California State University, Los Angeles.

Additionally, Chancellor Timothy P. White recently appointed Dr. Donald J. Para as interim president of California State University, Long Beach. Title 5 Section 42702 provides the chancellor authority to appoint acting presidents.

This action item presents the proposed compensation for the newly appointed presidents and interim president.

Background

At the May 2012 meeting of the Board of Trustees the *Policy on Presidential Compensation* was amended to freeze compensation paid with state funds at current levels. It also provided for an up to ten percent salary increase from non-state funds. The policy adopted also requires policy reassessment by January 2014.

The base salary, paid with public funds, for the above-named presidents and interim president does not exceed the previous incumbents' pay.

Dr. Willie J. Hagan, president, CSU Dominguez Hills

Dr. Willie J. Hagan held the position of interim president at CSU Dominguez Hills since June 2012, and became permanent president effective May 21, 2013. Dr. Hagan received an annual salary of \$295,000 as interim, and there will be no change to his compensation. As a condition of his employment as president, Dr. Hagan will be required to occupy the official university presidential residence located in Carson, California. In accord with existing policy, he will receive the following benefits: an auto allowance of \$1,000 per month; standard benefit provisions afforded CSU executive classification employees; a transition program for university presidents provided he meets the eligibility requirements passed by the Board of Trustees on November 15, 2006 (RUFPP 11-06-06); and reimbursement for actual, necessary and reasonable moving and relocation expenses. In addition, Dr. Hagan will be eligible to hold the academic rank of full professor with tenure, subject to faculty review, in the College of Arts and Humanities at CSU Dominguez Hills.

Dr. Eduardo M. Ochoa, president, CSU Monterey Bay

Dr. Eduardo M. Ochoa held the position of interim president at CSU Monterey Bay since July 2012, and became permanent president effective May 21, 2013. Dr. Ochoa received an annual salary of \$270,315 as interim, and there will be no change to his compensation. As a condition of his employment as president, Dr. Ochoa will be required to occupy the official university presidential residence located in Marina, California. In accord with existing policy, he will receive the following benefits: an auto allowance of \$1,000 per month; standard benefit provisions afforded CSU executive classification employees; a transition program for university presidents provided he meets the eligibility requirements passed by the Board of Trustees on November 15, 2006 (RUFPP 11-06-06); and reimbursement for actual, necessary and reasonable moving and relocation expenses. In addition, Dr. Ochoa will be eligible to hold the academic rank of full professor with tenure, subject to faculty review, in the School of Business at CSU Monterey Bay.

Dr. Joseph F. Sheley, president, CSU Stanislaus

Dr. Joseph F. Sheley held the position of interim president at CSU Stanislaus since June 2012, and became permanent president effective May 21, 2013. Dr. Sheley received an annual salary of \$270,000 as interim, and there will be no change to his compensation. CSU Stanislaus does not have an official university residence for the president; therefore, Dr. Sheley will receive an annual housing allowance of \$50,000. In accord with existing policy, he will receive the following benefits: an auto allowance of \$1,000 per month; standard benefit provisions afforded CSU executive classification employees; a transition program for university presidents provided he meets the eligibility requirements passed by the Board of Trustees on November 15, 2006 (RUFPP 11-06-06); and reimbursement for actual, necessary and reasonable moving and relocation expenses. In addition, Dr. Sheley will be eligible to hold the academic rank of full

professor with tenure, subject to faculty review, in the College of Arts, Humanities and Social Sciences at CSU Stanislaus.

Dr. Joseph I. Castro, president, CSU Fresno

Dr. Joseph I. Castro will receive an annual salary of \$299,000 effective August 1, 2013, his starting date as president of CSU Fresno. As a condition of his employment as president, Dr. Castro will be required to occupy the official university presidential residence located in Fresno, California. The university residence is scheduled for required maintenance; therefore, if necessary, a temporary housing allowance of \$5,000 per month will be provided until the university residence becomes available. In accord with existing policy, Dr. Castro will receive the following benefits: an auto allowance of \$1,000 per month; standard benefit provisions afforded CSU executive classification employees; a transition program for university presidents provided he meets the eligibility requirements passed by the Board of Trustees on November 15, 2006 (RUF 11-06-06); and reimbursement for actual, necessary and reasonable moving and relocation expenses. In addition, Dr. Castro will be eligible to hold the academic rank of full professor with tenure, subject to faculty review, in the Kremen School of Education and Human Development at CSU Fresno.

Dr. William A. Covino, president, CSU Los Angeles

Dr. William A. Covino will receive an annual salary of \$299,000 effective September 1, 2013, his starting date as president of CSU Los Angeles. CSU Los Angeles does not have an official university residence for the president; therefore, Dr. Covino will receive an annual housing allowance of \$60,000. In accord with existing policy, he will receive the following benefits: an auto allowance of \$1,000 per month; standard benefit provisions afforded CSU executive classification employees; a transition program for university presidents provided he meets the eligibility requirements passed by the Board of Trustees on November 15, 2006 (RUF 11-06-06); and reimbursement for actual, necessary and reasonable moving and relocation expenses. In addition, Dr. Covino will be eligible to hold the academic rank of full professor with tenure, subject to faculty review, in the College of Arts and Letters at CSU Los Angeles.

Dr. Donald J. Para, interim president, CSU Long Beach

Dr. Donald J. Para will receive an annual salary of \$320,329 effective June 24, 2013, his starting date as interim president of CSU Long Beach. As a condition of his employment as interim president, Dr. Para will be required to use the official university presidential residence located in Long Beach, California as the occasion demands. The university residence is scheduled for required maintenance. In accord with existing policy, Dr. Para will receive the following benefits while serving as interim president: an auto allowance of \$1,000 per month and standard benefit provisions afforded CSU executive classification employees. Dr. Para will not be eligible for an executive transition program as an interim president.

The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that Dr. Willie J. Hagan shall receive a salary set at the annual rate of \$295,000 effective May 21, 2013 the date of his appointment as president of California State University, Dominguez Hills. Dr. Hagan shall occupy the official presidential residence located in Carson, California, as a condition of his employment as president. In addition, Dr. Hagan shall receive additional benefits as cited in Item 2 of the Committee on University and Faculty Personnel at the July 23, 2013 meeting of the Board of Trustees; and be it further

RESOLVED, by the Board of Trustees of the California State University, that Dr. Eduardo M. Ochoa shall receive a salary set at the annual rate of \$270,315 effective May 21, 2013 the date of his appointment as president of California State University, Monterey Bay. Dr. Ochoa shall occupy the official presidential residence located in Marina, California, as a condition of his employment as president. In addition, Dr. Ochoa shall receive additional benefits as cited in Item 2 of the Committee on University and Faculty Personnel at the July 23, 2013 meeting of the Board of Trustees; and be it further

RESOLVED, by the Board of Trustees of the California State University, that Dr. Joseph F. Sheley shall receive a salary set at the annual rate of \$270,000 and an annual housing allowance of \$50,000 effective May 21, 2013 the date of his appointment as president of California State University, Stanislaus. In addition, Dr. Sheley shall receive additional benefits as cited in Item 2 of the Committee on University and Faculty Personnel at the July 23, 2013 meeting of the Board of Trustees; and be it further

RESOLVED, by the Board of Trustees of the California State University, that Dr. Joseph I. Castro shall receive a salary set at the annual rate of \$299,000 effective August 1, 2013 the date of his appointment as president of California State University, Fresno. Dr. Castro shall occupy the official presidential residence located in Fresno, California, as a condition of his employment as president. In addition, Dr. Castro shall receive additional benefits as cited in Item 2 of the Committee on University and Faculty Personnel at the July 23, 2013 meeting of the Board of Trustees; and be it further

RESOLVED, by the Board of Trustees of the California State University, that Dr. William A. Covino shall receive a salary set at the annual rate of \$299,000 and an annual housing allowance of \$60,000 effective September 1, 2013 the date of his appointment as president of California State University, Los Angeles. In addition, Dr. Covino shall receive additional benefits as cited in Item 2 of the

Committee on University and Faculty Personnel at the July 23, 2013 meeting of the Board of Trustees; and be it further

RESOLVED, by the Board of Trustees of the California State University, that Dr. Donald J. Para shall receive a salary set at the annual rate of \$320,329 effective June 24, 2013 the date of his appointment as interim president of California State University, Long Beach. Dr. Para shall receive additional benefits as cited in Item 2 of the Committee on University and Faculty Personnel at the May 21-22, 2013 meeting of the Board of Trustees.

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 2:45 p.m., Tuesday, July 23, 2013
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
Debra S. Farar, Vice Chair
Rebecca D. Eisen
Douglas Faigin
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
William Hauck
Peter G. Mehas
Lou Monville
J. Lawrence Norton
Cipriano Vargas

Consent Items

Approval of Minutes of Meeting of May 21, 2013

Discussion

1. California State University Alcohol Policies and Prevention Programs: Sixth Biennial Report, *Information*
2. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
3. Update on California's Transition to Common Core State Standards and Smarter Balanced Assessment in K-12 Schools, *Information*
4. Update on Baccalaureate Unit Limits, *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 21, 2013

Members Present

Debra S. Farar, Chair
Peter G. Mehas, Vice Chair
Roberta Achtenberg
Bernadette Cheyne
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
William Hauck
Lou Monville, Acting Chair of the Board
J. Lawrence Norton
Ian Ruddell
Timothy P. White, Chancellor

Trustee Debra S. Farar called the meeting to order.

Three speakers addressed the committee. Steve Teixeira from the Academic Professionals of California commented on online learning and the need for advisers from the CSU not just from outside companies. Kayla Coriatry, a CSU Fullerton student, and Erin Leach, a CSU San Bernardino student, both supported online classes but stressed the need to research the best methods so the value of a CSU degree remains high and the campuses continue with traditional classes in many areas.

Approval of Minutes

The minutes of March 19, 2013, were approved as submitted.

Solution Strategies for Enrollment Bottlenecks and Student Success

Executive Vice Chancellor and Chief Academic Office Ephraim P. Smith provided the board with a brief history of a 2009 presentation on the CSU's framework for online learning. At that time there were 57 fully online and hybrid programs, a 26 percent increase from the previous two years. Academic Affairs looked at the strategic benefits to students; identified exemplary campus practices; defined design principles for student access and support, faculty professional

development, pedagogy and program management; and recognized the challenges of building a solid foundation for online courses. Significant changes have occurred since 2009, he said, with mobile devices such as the iPad, Massive Open Online Courses (MOOCs), streaming video to all devices, and a consumer culture familiar with using technologies in everyday life.

Chancellor Timothy P. White said what interests him is the hypothesis that one size does not fit all. Everything at the California State University has to be nuanced and tailored to each campus. Bottlenecks are not a monolithic problem because some campuses have found ways to manage the curriculum differently than others through resources, majors, staffing and facilities. A systemwide initiative has to recognize campus differences. The question is how to add value to each campus and not force campuses to do things that do not bring value. The CSU does have experience in the area, he said, citing the CalStateTEACH program and open educational resources as one of many affordable learning solutions. The clarity of vision is not 20/20; there are cloudy glasses with many changes, some known and some unknown. As leaders, the CSU must continue to experiment, evaluate and fail at a couple of things so as to lead to true innovation. If everything touched is successful, the CSU probably is not pushing hard enough. Bringing technology, faculty, staff and students together in the changing environment is an opportunity. The CSU will try to find programs that work in one place and determine whether they can be scaled at other campuses if it makes sense to do so, he said. The CSU is a national leader when it comes to many innovations in higher education and influences thousands of campuses across the country. Rather than just develop strategies from the top down, the Chancellor's Office send out a request for proposals for good ideas from the campuses for sharing among all of the campuses. This is a very exciting time, but not without controversy, he said.

Currently there are 75 fully online programs and 29 hybrid programs for a total of 104, said Dr. Smith. The CSU graduated more than 2,800 students in 2011-2012 from these programs and currently has a significant number of students enrolled in fully online programs. He pointed to a PowerPoint slide listing all online programs by campus, by bachelor's or master's degrees, by state or self-support, by Cal State Online, and how many students are in each program as well as the number of graduates. Campuses are expanding online offerings this year. Budget cuts the past few years have meant that the CSU admitted fewer students; student services such as advising were reduced; faculty development was curtailed and there is more campus and program impaction. With \$10 million funding from the governor's budget and \$7.2 million from Chancellor White, the CSU believes it can reduce bottleneck courses using technology, leading to student success and graduation.

Gerry Hanley, senior director of academic technology services, pointed out the technological expertise within the CSU. He said the goals of the \$10 million program to reduce bottlenecks are to (1) increase access to courses needed to complete a degree; (2) reduce repeatable grades without compromising academic standards; and (3) increase campus collaboration so the CSU can scale advising and instructional best practices. When the funds were announced, the CSU put out a request to the campuses to ask how they wanted to participate. Twenty-two high-

enrollment, low-success courses were identified in which 20 percent or more of the students were getting a grade of C-, D, F or a withdrawal, which meant they had to retake that course for it to count toward their major. Campuses were asked to identify online courses in which students successfully completed the student learning outcomes. He gave an example of a CSU Northridge student who was place-bound and not able to travel. While CSUN did not have the course needed, CSU Long Beach did, so the student could take it online and complete it for the major. Campuses also identified 44 courses redesigned by the faculty that led to high student success through the use of technology. The Chancellor's Office set a timeline for campuses to participate in the broad strategy, asking them to determine if they would adopt the identified proven and promising practices and scale them on their campuses. They also were asked about adopting e-advising to help students with their schedules and timely guidance on what course options they have leading to their graduation. The e-advising tool can work with the face-to-face advisers as another pathway for the institution to schedule classes based on the student's projection of what courses they are going to need in the future rather than designing schedules by history. Campuses were asked to provide their plans by June 30, so that summer institutes can be developed to share practices across the CSU. By fall 2013, there will be a concurrent enrollment registration for students across the CSU to sign up for the online courses.

Mr. Hanley then moved to the second set of projects around the \$7.2 million supporting the CSU Graduation Initiative. Campuses have made great progress in analyzing where students have been successful, and they have examined and evaluated best practices and have a number of solutions. Those include freshman seminars, community service courses, undergraduate research and writing-intensive programs. The campuses are providing the proposals by May 31, the proposals will be reviewed in June, and by July, the programs will begin to deliver access and a quality learning experience for CSU students in 2013-14.

Two students participated in the committee discussion. Scott Silviera from CSU San Marcos said *general biology* was full for three years before he could register for it and the only way he was able to register was when he was on the campus orientation team with priority registration. He also gave an example of a student in her fourth year who had to take *general biology* finally in the summer so she could graduate in the spring. He said some classes only are offered once a year which means students have to stay an extra year before graduating which costs them and the state money. Shanice Jackson from CSU Stanislaus shared her experience with two bottleneck courses, *principles of biology* and *operations management*. She said the former was full because so many people had to repeat the class, which meant she had to take it as a senior, and the latter was required of all business majors but only two or three sessions were offered.

Faculty Trustee Bernadette Cheyne said she appreciated the presentation because of the number of times faculty were mentioned, and she encouraged that focus to continue. Trustee Douglas Faigin, while supporting e-advising and redesigned courses, expressed a concern about the redesigned courses being mentioned far more in the board report than the addition of more online courses. He also asked about the extent of bottleneck courses, and wanted a timeline with online solutions to eliminate the bottlenecks. Dr. Smith said it is difficult to quantify all the physical

bottleneck courses, but that the CSU looked at all enrollments in the courses with high numbers of failing grades. That is how the 22 courses were determined, with biology at the top of the list. He said that when students register in August for the online courses that should give the CSU a better handle on the numbers. Mr. Hanley added that May 31 would identify the bottlenecks at the campuses and how the campuses plan to solve the problems. There are many reasons why students cannot get classes, which makes it difficult to get exact numbers. Dr. Smith said data collected when students register in the fall will provide some of the estimated numbers that Trustee Faigin was seeking. Dr. Smith also suggested actually surveying students, as was done several years ago. Chancellor White said there are moving variables that make collecting the data difficult because of student choices, the need for remedial classes and other factors. Additionally, it takes enormous amounts of human time to collect and analyze all the data. Both the campuses and the system office have suffered tremendous staff cuts over the years because of the recession and budget deficit. Dr. White cautioned that if the CSU is going to collect data to base policy decisions on, the numbers must be accurate which will take time to collect. He said the new dollars from the governor have spurred the campuses to move faster than ever to make things better for students beginning this fall and show the governor what the CSU can do.

Trustee Rebecca Eisen described the problem as complex but said the CSU has to move forward. She asked how the funds will be accounted, and Dr. Smith said there is a built-in assessment component to the program that will detail students served. Trustee Steven Glazer asked about the e-advising. Mr. Hanley said there are new advising and scheduling technologies that can be used in concert with a human adviser to schedule into the future and give options to students. He said the new systems would empower current staff to assist students. Trustee Larry Norton asked for a future report on the e-advising and empowering staff project. Chancellor White mentioned different kinds of advising, such as technical advising to get classes scheduled, and faculty enrichment advising about substance, such as career options, which is why measuring such things can be difficult. Trustee Cheyne said staff should ask the chairs of campus departments for information on bottleneck courses because they are the ones who deal with those situations.

CSU Monterey Bay President Eduardo Ochoa said there are some structural reasons for bottlenecks. For example, if you have a certain number of majors, but have to cut spending and reduce enrollment, the campus becomes constrained and cannot offer a full menu of classes as they did before the budget cuts of the past several years. CSU Long Beach President King Alexander said the Graduation Initiative has focused the campuses to get the resources to where the bottlenecks are, adding that the campuses are not starting from scratch on the problems. CSU East Bay President Leroy Morishita said there are many definitions of bottlenecks, which is why it makes it a bit difficult to collect the exact data the trustees are requesting. He cited not having enough sections; students not passing or withdrawing from the class; students unable to take a course at the time they want because of their work schedules; and the lack of adequate lab space.

Update on SB 1440, the Associate Degree for Transfer Act

Dr. Smith said the CSU is making steady progress in receiving additional Transfer Model Curriculum (TMCs) from the community colleges and then having the TMCs reviewed by faculty and matched with CSU degree programs. The two systems knew it would take time for students to learn about the program and obtain associate's degrees, which is why there will be more outreach to students in the next several months. Ken O'Donnell, senior director for student engagement and academic initiatives and partnerships, presented a PowerPoint showing the latest number of programs, including pending matches. The CSU has asked business faculty to review their programs in particular since business is the CSU's most popular transfer major. He showed an increase in the number of similar programs, going from 103 in March to 129 in May, which is good news. The community colleges have conferred an estimated 644 associate's degrees thus far, with 426 students applying for transfer to a CSU campus. That means two-thirds of the student applied to the CSU, which is quite high, proportionally. As for growing the program, Mr. O'Donnell said they are focusing on marketing and driving traffic to the website.

Trustee Cheyne called the progress gratifying. She helped with the TMC for theater, and knew they could not fit with every theater major across the system, yet a dean told someone on a campus to make it fit. Mr. O'Donnell said the rules have not changed, and the CSU will not compromise quality education. There is a lot of pressure to make it work but not to make every concentration fit, because that is not possible. Trustee Monville asked about electronic transcripts from the community colleges. Eric Forbes, assistant vice chancellor for student academic support, said it remains a problem because some community colleges still use paper transcripts, which puts those students behind in the application process. Chair Monville suggested a comparison of the districts that use electronic transcripts versus those that use paper to see which students are falling through the cracks.

Amendment to the Constitution of the Academic Senate, California State University (REP 05-13-04)

Associate Vice Chancellor for Academic Affairs Ron Vogel said the senate is requesting an amendment to its Constitution to include a statement that advances the principals of academic freedom. The request has been vetted and approved by the Division of Academic Affairs and the Office of General Counsel. Senate Chair Diana Guerin said the amendment was written by the Senate's Faculty Affairs Committee in spring 2012, and submitted to the campus academic senates for faculty ratification during fall 2012 and spring 2013. Twenty-two campuses and 93 percent of the faculty voted in favor of the change. She asked for the board to approve the resolution. The vote was unanimous.

The Campus as a Living Lab

Mr. O'Donnell began the presentation speaking about high-impact practices and how they impact student learning and success. These are hands-on experiences such as peer mentoring,

service learning, undergraduate research and internships. The challenge is that some students cannot take advantage of the practices because of work, family, etc. The Campus as a Living Lab project brings the experiences directly to the students and is focused on sustainability. Vi San Juan, assistant vice chancellor for capital planning, design and construction, said her office has been working on incorporating sustainability across all divisions on the campuses, but this project extends that further by integrating sustainability into the curriculum. Academic Affairs, the Academic Senate and Ms. San Juan's office are partnering on this initiative. They are redesigning credits and creating new courses with high-impact learning practices. They have received proposals from 20 campuses as part of the initiative.

Judy King, a lecturer in earth sciences at CSU Dominguez Hills, and Ken Seeton, manager of the CSUDH central plant, described how 30 students worked on projects dealing with water/energy efficiency in one of the campus buildings. Both said the level of student engagement was extremely high, and the students received real world experiences they can use when they graduate. Plus, it gave students a connection with the campus as more than just a place to go to class. The campus also benefited with support and donations from local energy companies. CSUDH President Willie Hagan said this project would serve as a model for other joint projects involving students, staff and faculty in sustainability issues across campus.

Trustee Farar adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

California State University Alcohol Policies and Prevention Programs: Sixth Biennial Report

Presentation By

Timothy P. White
Chancellor

John D. Welty
President
California State University, Fresno

Ray Murillo
Associate Director, Student Programs
Academic Affairs, Student Academic Support

Summary

The California State University (CSU) Board of Trustees approved a resolution at the July 10-11, 2001, meeting to adopt and implement the recommendations of the Alcohol Policies and Prevention Programs Committee 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 report is the sixth 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 from the most recently published biennial report.

CSU's alcohol policy is recognized as the most comprehensive alcohol policy of any university system in the country. The policy is 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 was signed February 13, 2002, involving six state agencies and the CSU to fight alcohol abuse on- and off-university campuses: the Business, Transportation, & 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).

A number of CSU campuses have received grants to fund alcohol education, prevention and enforcement programs. More than \$1,000,000 in grants was received for the 2011-2013 period. 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 Against Drunk Driving (RADD) supported designated drivers programs and campus-wide outreach programs to avoid the danger of drinking and driving. The National Institute of Health, through funding from the American Recovery and Reinvestment Act, provided funds to develop and assess communications of nutrition and alcohol contents to encourage individuals to effectively monitor alcohol consumption and drinking in moderation. 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 private, state and national agencies.

Finally, many campuses have expanded efforts related to prescription use and abuse. Some of the activities identified include distributing educational materials, hosting educational programs, providing substance-free social events, developing lists of community resources, referring students to substance abuse programs, monitoring prescriptions for drug-seeking behaviors, and training programs for peer health educators, resident advisers and student affairs staff.

Campuses reported the following:

- A decrease in students driving after consuming alcohol;
- A reduction in alcohol-related misconduct;
- 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;
- An increase in alcohol-free events;
- An increase implementing online personal drinking assessments;
- 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, firmly enforcing 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, chaired by Fresno State President 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.

Guiding Principles

Effective alcohol education and prevention programs developed and implemented by campuses respond to the following principles adopted by the trustees in July 2001:

- 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 Network, 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:

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 responsibility for developing and implementing campus alcohol education, prevention, and enforcement programs. In response to this charge, the vice presidents for student affairs appointed an Alcohol Policy Implementation Steering Committee that has met regularly since the summer of 2001 and provides guidance to campuses about effective policy implementation strategies.

- Paul Oliaro, Chair, Fresno
- Sue Borrego, Dominguez Hills
- Jim Kitchen, San Diego
- Frank Rincon, San Bernardino
- Doug Robinson, Long Beach
- Greg Sawyer, Channel Islands
- Drew Calandrella, Chico
- Peg Blake, Humboldt
- Eric Forbes, Chancellor's Office

Campus Compliance with CSU Alcohol Policy

Since adoption of the trustees' alcohol policy, campuses and the CSU system have continued to create, implement, and strengthen alcohol-related policies and programs in response to the following key recommendations developed by the committee chaired by President Welty:

- 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 advisory councils, including community membership, which annually developed and reviewed programs and goals, assessed the effectiveness of the campus program, and made 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 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.

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 & 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 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, CSU Fresno vice president for student affairs, and Ray Murillo, CSU Chancellor's Office associate director, student programs, academic affairs, student academic support, to represent CSU on this council.

Campus Funding

A number of campuses applied for and received additional funding in the form of grants totaling over \$1,000,000 to support campus alcohol and other drug education, prevention, and enforcement programs. These grants are listed by campus on *Attachment A*.

CSU Annual Alcohol and Education Conferences

CSU is committed to sponsoring the annual alcohol and other drugs education conferences since the trustees adopted the implementation of the Alcohol Policies and Prevention Programs. Fresno State hosted the April 12-13, 2012, conference with more than 260 participants from all four sectors of higher education in California (community colleges, University of California, privates and the CSU). Keynote speakers included Dr. John D. Clapp, director of the U.S. Department of Education Higher Education Center for Alcohol, Drug Abuse and Violence Prevention.

CSU Chico hosted the 10th annual alcohol and other drug education conference with 285 conference attendees and keynote speakers, Jason Kilmer, assistant director of Health and Wellness for Alcohol & Drug Education in the division of Student Affairs at the University of Washington, and Victor DeNoble, subject of the documentary film *Addiction Incorporated*, who became the first whistleblower to testify before Congress about his research conducted within the tobacco industry. 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. Even as travel budgets decreased and resources were limited, participation and engagement continued to grow at the annual conference.

To recognize exceptional leadership and exemplary programs, award recipients are recognized: (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 “champion” for alcohol and other drug 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 “champion” for violence prevention initiatives on the campus, in the community or organization; and (5) the Innovation Award recognizes an individual who has created an innovative event, activity, or strategy to improve and more effectively serve students and/or the community. These are listed at www.calstate.edu/AOD.

Campus Biennial Reports

CSU campuses provided biennial reports assessing the outcomes of their alcohol policies and prevention programs. Campuses provided data that are associated with the biennial reviews that are required in the Drug-Free Schools and Communities Act 1989 Amendments. The act’s regulations extend the scope of earlier federal legislation to require that, as a condition of receiving any funds under any federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of drugs, and the abuse of alcohol, by its students and employees.

Campuses used the “Drug-Free Schools and Campuses Regulations Compliance Checklist” to help determine whether they are satisfying the minimum legal requirements of the act regulations. The reporting requirements found in the act are very similar to most of the recommendations found in the CSU Alcohol Policies and Prevention Programs Committee Final Report. The act’s checklist includes (1) reporting on campus alcohol and drug prevention policy, (2) distribution of the policy, (3) description of campus programs, services and leadership, (4) development and consistent enforcement of sanctions, and (5) evaluation and assessment of the program’s effectiveness.

Campus Activities

CSU campuses engage students in experiential, innovative alcohol and other drug education, prevention and enforcement programs. While the following list provides a few examples of campus activities, each CSU campus’ single, most effective alcohol education, prevention, and enforcement program that has affected student behavior in a positive way is provided in *Attachment B*.

- 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 around the goals of creating awareness and education around the issues of alcohol and other drug abuse during a very active time that alcohol is abused;
- Regularly sponsoring education and prevention programs, e.g., during new student orientation programs, prior to spring breaks, and during “Greek Week”;
- 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 on 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, program and sanctioning.
- Increased collaboration between Housing/Residential Life, Greek Life and Office of Student Conduct in addressing issues of alcohol and other drugs;
- Campuses are increasingly utilizing technology (electronic assessments, outreach, intervention tools) in their student development practices in orientation, housing, Greek Life, Office of Student Conduct, Student Health Center, Student Health Centers and Counseling & Psychological Services.

- Provide online alcohol education courses such as AlcoholEdu for College, Alcohol Wise, and MyStudentBody.com;
- Training all those who regularly interact with students, such as faculty advisers, resident advisers, coaches, peers, faculty, and student affairs professionals to understand and identify alcohol-related problems and to link students with intervention services;
- Develop and mandate social host training for student clubs and organizations;
- 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;
- Notifying parents and legal guardians about students who violate campus drug or alcohol-related policies;
- 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 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 students who are need of an alternative for drunk driving or a way out of an unfavorable situation.

Campus Initiatives Related to Tobacco

Each campus was asked to provide a brief summary of its activities related to tobacco use. The activities identified include smoke-free campus policies, compliance with state and CSU smoking in public building policy and secondhand smoke policy, smoking policy review committees, cessation programs, educational resources and programs, training and student surveys. All campuses reported being in compliance with the state and CSU smoking policies and having at least one other activity for students. The tobacco initiatives are listed by campus on *Attachment C*.

Prescription Drug Use Initiatives

The 2011 biennial report represents the first time each campus was asked to provide a brief summary of its activities related to prescription use and abuse. The activities identified include distributing educational materials, hosting educational orientations and programs, providing substance-free social events for students, partnerships with county services, non-profit organizations and law enforcement agencies, developing lists of community resources, referrals to substance abuse programs, monitoring prescriptions for drug-seeking behaviors, random drug testing for student athletes, developing controlled substances policies, and training programs for peer health educators, resident advisers and student affairs staff. Student Health Centers have taken a role in monitoring prescription medication abuse through use of surveys, education, outreach and reevaluating practices and protocols including not carrying Schedule II medications in campus pharmacies. The prescription drug use initiatives are listed by campus on *Attachment D*.

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 Instruments

Several online alcohol interventional and personalized feedback tools have been introduced on CSU campuses.

- Alcohol.Edu
 - AlcoholEdu is an online, science-based course that provides detailed information about alcohol and its effect on the body and mind.
- 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
 - MyStudentBody's comprehensive primary prevention program 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)
 - BASICS is 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 assault and violence.
- Campus-based survey
 - Several campuses have developed their own survey instruments, which involve a random sample 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 advisers 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.
- National Alcohol Screening Day each April
 - Students are asked to complete an Alcohol Use Disorders Identification Test (AUDIT), which is reviewed by counseling center staff.
- National Collegiate Health Assessment (NCHA)
 - This survey is coordinated by the American College Health Association, which initiated the survey in 1998.
 - This survey is based upon a random sample to assess changes in drinking behavior and to determine attitudes, feelings and perceptions of the students on campuses related to health and other issues. Campuses are transitioning from a paper-only survey to a web-based survey.
 - It consists of 58 questions dealing with six areas of student health and demographics.
 - The survey provides the largest known comprehensive data set on the health of college students, providing the college health and higher education fields with considerable research on student health.
 - Campus survey findings are compared with national norms (reference group).

- Findings are used to achieve the following outcomes:
 - Determine priority health issues among student populations
 - Measure progress and effectiveness of intervention strategies
 - Support institutional policies and local laws that affect the health of a campus community
 - Monitor prevalence and care for specific chronic disease groups
 - Monitor acute illness and prevention efforts
 - Identify students' level of self-knowledge about health protection practices and illnesses
 - Identify students' perceptions about peer behavior
 - Assess the impact of health and behavior factors on academic performance
- 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:
 1. Screening: determines the severity of substance use
 2. Brief Intervention: builds motivation through a collaborative conversation
 3. 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 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.
 - Each campus provided approximately 1,000 undergraduate students above the age of 18 for the study sample.
 - The questionnaire asked up to 434 questions of each respondent, with skip logic used to minimize the number of questions.
 - Questions included student demographic information, alcohol use, settings where alcohol was consumed, ease in obtaining alcohol, other drug use, and perceived use by other students.
 - Campuses were paired with a campus with similar demographics and divided into control and intervention sites.

Trends

Based upon the surveys administered by CSU campuses, the following trends have been identified:

Bakersfield hosts an annual OkSoberFest and collects assessments on student behaviors. They found the following after completing the activities:

- 80 percent of students could identify the standard size of a drink.
- 97 percent of students indicated they know the legal Blood Alcohol Content (BAC) of California.
- 90 percent of students were able to identify how many drinks put them at the legal limit.
- 86 percent of students indicated they were more likely to keep track of the number of drinks they consume.
- 82 percent of students indicated they were more likely to obtain a designated driver or call Designated Driver Incorporated (DDI). The Alcohol and Drug Education Committee partnered with DDI to give CSUB students a \$10 discount if they show their student identification card. DDI is a program that will drive the student and their car home if they have been drinking. For more information about DDI, please refer to <http://www.ddiofbako.com/>.

Channel Islands facilitates the AlcoholEdu survey annually with all incoming residential freshmen. During the 2011-2012 academic year, 674 residential students participated and completed AlcoholEdu. Highlights from the data collected were:

- When measured prior to their arrival on campus, CI students' drinking rates continue to rank below the national average.
- CI's Housing and Residential Education Freshmen group is largely comprised of non-drinkers (74 percent as compared to a national average of 64 percent).
- When measured midway through the fall semester, 14 percent of CI students reported drinking in a high-risk way. The percentage of self-reported high-risk drinkers prior to arrival on campus was 16 percent.
- The decrease in percentage of high-risk drinkers midway through the fall semester runs counter to the typical drinking patterns followed nationally, "where generally alcohol use rises the summer before a student enters college and then increases substantially after arriving on campus" (2012 Ever Fi Inc.).
- CI students are most commonly drinking at off-campus residences or in outdoor settings. (The AOD committee attributed this statistic to lack of alcohol access on campus and expressed concern over the number of students who may be driving under the influence).
- The most common drinking-related risk behaviors that CI students engage in are doing shots and pregame drinking.
- Drinking rates differ for men and women. Women are drinking in a high-risk way more frequently than men.

- After completing AlcoholEdu, students reported increases in positive behavioral intentions. Among high-risk drinkers who did not see a need to change their drinking behavior before the course, 48 percent indicated a readiness to change their drinking after completing the course.
- When asked about positive engagement ideas, CI students selected the following: Movie nights (246), fitness classes (212), outdoor adventures (207), live music (202) and bowling (171).

Chico administers AlcoholEDU for College, which is mandatory for the entire first-year student population. The desired result is to create a community with a common educational experience that will foster the development of a campus culture that supports healthy decision-making and increases the students' ability to take care of each other in risky social settings. By completing this course students become better educated on the risks of drinking alcohol, learn to make better decisions, and learn to change their drinking behavior. These positive outcomes are measured in surveys that are administered before, during, and after the course. The campus has a 99 percent completion rate of Part I and a 90 percent completion rate of Part I and II combined. There are many positive statistical outcomes from Chico students taking AlcoholEDU. For example, the 2010 survey indicates that 51 percent of high-risk drinkers who saw "no need to change the way they drink" before taking AlcoholEDU, changed their attitudes, resulting in 49 percent indicating their readiness to change after completing the course.

AlcoholEDU for College
Fall 2010 Online Freshman Survey
N=1,474

The following are reported positive behavior intentions from students after they've completed part one of AlcoholEDU:

- 52% reduce frequency of drinking.
- 53% reduce number of drinks.
- 63% to set a limit.
- 45% avoid drinking games.
- 85% were prepared to identify and/or help someone who has alcohol poisoning.
- 79% were helped to establish a plan for responsible decisions around alcohol.
- 60% changed their perceptions of others' drinking related behaviors.
- 60% were stimulated to reflect on their personal attitudes and behaviors

AlcoholEDU for College
Fall 2009 Online Freshman Survey
N=1,227

- 72% were prepared to help in a situation where they have identified an alcohol overdose.
- 50% reported that their current understanding of Blood Alcohol Concentration (BAC) would change the way they consume alcohol.

- 49% intend to reduce the number of drinks they drink per occasion.
- 46% will reduce the number of times they will drink per week.
- 32% of drinkers reported that (getting in trouble with authorities) was among the most important reasons for not drinking.

Fresno utilizes the National College Health Assessment (NCHA) to assess both changes in drinking behaviors and perceptions. In spring, 2011 more than 3,800 students were randomly sampled with a 29 percent response rate. Results did not show significant change from the 2009 survey and the campus data is more favorable than national reference data with the exception that Fresno State students who reported using pain killers and antidepressants that were not prescribed to them is higher than the national reference data.

Fullerton has participated in the Safer California University Study since July of 2003. This study includes an annual survey of approximately 10,000 undergraduate students from CSUF. The study collects data on self-report drinking and drug use rates, as well as contextualizes where and in what settings student use alcohol and other substances. Data gleaned assist the campus in establishing priorities for educational programs, interventions and training for students and staff.

The survey was conducted in November of 2010, 2011 and 2012. Each year, a random sample of approximately 10,000 undergraduates was gathered from admissions and records. The sample was sent to Prevention Research Center to administer the survey instrument via student email addresses. Two reminder emails were sent to students who had not responded. Data from the study show that while annual and monthly prevalence of drinking among CSUF students has slightly increased, high risk or “binge drinking” rates have remained unchanged over the course of the study. 2012 was the final implementation year of this study.

Humboldt students participated in the alcohol portion of the online Mental Health Screening.

Of the participants, September, n = 6 (five women, one man; 66.67 percent Caucasian):

- 33.33% no symptoms of severe alcohol use; 100% of these said they would not seek further evaluation
- 33.33% harmful or hazardous use; 100% of these said they would not seek further evaluation
- 33.33% harmful use with dependence; 100% had no response to whether they would seek further evaluation

October, n = 12 (9 women, 3 men; 58.33 percent Caucasian)

- 33.33% no symptoms of severe alcohol use; 75% of these said they would not seek further evaluation

- 41.67% harmful or hazardous use; 25% of these said they would seek further evaluation
- 25% harmful use with dependence; 50% of these said they would seek further evaluation

November, n = 6 (all women; 66.67 percent Caucasian)

- 100% harmful use with dependence; 40% of these said they would seek further evaluation

December, n = 1 Caucasian male

- 100% harmful or hazardous use; said he would seek further evaluation

Long Beach conducted the ATOD Health & Risk Behavior assessment for special populations of students (student athletes, fraternity and sorority members, members of student government and students in residence halls). The purpose was to analyze the differences in the behaviors of these students and the behaviors reported from a random sample of the entire CSULB population on the 2010 Health Status Survey (HSS), to determine if this special population engaged in more high-risk behaviors. A total of 800 students from these special populations responded to the survey over two years. The findings concluded that while the gender of the respondents was similar for both surveys, students in the special populations were more likely to be younger and live on campus. Additionally, students from both surveys reported similar GPAs. Regarding alcohol, students from the special populations were less likely (43 percent vs. 53 percent) than HSS 2010 participants to be non-drinkers. Additionally, 68 percent of special group students and 51 percent of HSS 2010 respondents reported always using a designated driver. Also, students from the HSS 2010 survey were more likely (85 percent vs. 53 percent) than special group participants to not have driven under the influence of alcohol during the past year.

Los Angeles participated in the National College Health Assessment during the fall 2012 quarter. Information from the assessment will be used to guide future programming.

The Maritime Academy began collecting the National Collegiate Health Assessment, (NCHA) from the American College Health Association, ACHA in fall 2010. Results will be utilized to design and implement health education, prevention, and promotion services, materials and programs centered on alcohol, tobacco and other drugs.

Monterey Bay uses an online alcohol intervention and feedback tool, AlcoholEdu, for all incoming freshmen. The campus is entering the second year of administration. Therefore, 2012 will yield the first comparative data with approximately 85 percent completion rate each year. The campus has seen the positive results in its education efforts as seen in the data related to self-reported drinking behaviors midway through the fall semester. (Mid-fall 2012 data is not yet available.)

	<u>2010</u>	<u>2011</u>
Non-drinkers	63%	70%
Light to moderate	11%	13%
High risk	20%	18%

These data also indicate that the percentage of CSUMB non-drinking students is above the national average and that the percentage of moderate and high-risk drinkers is below the national average.

Northridge randomly selected 10,000 students to participate in the National College Health Assessment with a 15.5 percent response rate. The executive summary of CSUN 2011 data can be found online at www.csun.edu/shc/pdfs/ncha_health_assessment_exec_2011.pdf

Comparison of CSUN and national NCHA spring 2011 data indicate parallel or positive results in most alcohol-related behaviors and consequences resulting from drinking. Notable exceptions include use of designated drivers and driving after consuming any alcohol. CSUN will continue its collaborative education efforts with an emphasis on high-risk behaviors (e.g., impaired driving, binge drinking) and targeted student groups (e.g., freshmen, athletes, etc.) to ensure continued improvement in alcohol-related measurements. In addition, CSUN has initiated a study of substance-free campus housing.

Selected highlights are listed below.

- Only 2.9% of CSUN students identified alcohol as an academic impact within the last school year compared to 4.4% of students nationally.
- 98.0% of CSUN students reported using one or more protective behaviors “most of the time or always” when they “partied” or socialized during the last 12 months as compared to 97.5% of students nationally. Protective behaviors include using a designated driver; eating before/and or during drinking; and avoiding drinking games.
- 2.8% of CSUN students reported driving after having *5 or more drinks* in the last 30 days as compared to 3.1% students nationally.
- 29.2% of CSUN students reported driving after having *any alcohol* in the last 30 days as compared to 23.0% students nationally.
- 38.6% of CSUN students reported consequences (negative) occurring in the last 12 months as a result of their own drinking as compared to 50.1% nationally.

Number of Times College Students Consumed Five or More Drinks in a Sitting Within the Last Two Weeks

	CSUN	National
N/A don't drink	25.3%	22.6%
None	55.0%	43.3%
1-2 times	15.0%	22.7%
3-5 times	3.6%	9.3%
6 or more times	1.1%	2.1%

Cal State Northridge requested the following question regarding substance use be added to the spring 2011 NCHA.

Would you support a designated substance-free floor or building in Student Housing?

Yes	77.6%
No	22.4%

Pomona conducted the Greek Alcohol Survey in January of 2012. The survey consisted of questions taken by permission from the National College Health Assessment (NCHA) that were particular to alcohol use. Survey items included frequency of alcohol consumption, number of drinks consumed, negative consequences associated with drinking, and binge drinking. The Greek population of 729 individuals was surveyed with a 26 percent response rate. Results were compared to NCHA data collected in 2010 for the general student population. The comparison indicated that students at Cal Poly Pomona who were part of the Greek system were more likely to have used alcohol than the general student population. They were also more likely to engage in binge drinking and to have reported a negative consequence of their alcohol use. However, the median number of drinks consumed the last time the student “partied” was the same for the Greek population and the general student population. In January 2013, an identical survey was administered to student-athletes at Cal Poly Pomona. Data from both targeted surveys will be used to design educational and outreach programs that will be specific to these unique populations on our campus.

The **Sacramento** Student Health & Counseling Services (SHCS) implemented the Student Success Tutorial: *Zombies, Alcohol and You* for all incoming students. The majority of students self-reported that they had no prior alcohol education. On average, 45 percent of the students reported not drinking alcohol. In the area of knowledge of college drinking, alcohol and consequences, approximately 70 percent of students identified alcohol and high-risk drinking as significant problems on college campuses, but only a small percent were aware of the prevalence and frequency of drinking on campus. Most college students do not engage in high-risk drinking patterns. By overestimating the prevalence of drinking on campus, students run the risk of being motivated to drink by a false sense of needing to fulfill that stereotype or feel that drinking is the only way to relieve stress or have fun. However, in post-test assessment over 80 percent of

students were able to correctly report drinking prevalence on college campuses, except for the prevalence of high-risk drinking that was recognized by a slight majority. In addition, the number of students able to correctly recognize facts about alcohol and its effects rose from 73 percent to 93 percent on all but two facts. These data were very encouraging, as it showed a possible shift in motivators that can lead to irresponsible or dangerous drinking patterns. In addition students reported an increased willingness to take proactive steps when they saw friends drinking too much.

Finally, in the evaluation of the program section, 83–90 percent indicated that the program helped them understand how much drinking occurs on college campuses, the effects and consequences of alcohol use/abuse, how to assess the amount they are drinking, and how to stand up to peer pressure to drink. In total, the data helped SHCS staff focus their outreach and training efforts. They learned that most students subscribe to myths surrounding alcohol consumption and the college campus. They also learned that students did not have much education concerning alcohol prior to arriving at Sac State. These findings helped shape SHCS outreach and education efforts to emphasize designated driver programs, intervention strategies and dispelling myths about college and drinking.

San Bernardino conducted a CSUSB Student Health Risk Survey, which touched upon alcohol, tobacco and drug use in selected Health Science classes; 312 students were surveyed. The summary of self-reported health behaviors of CSUSB students was as follows:

Alcohol, Tobacco and Other Drugs (Use in the past 30 days)

- | | | |
|---|-----|-------------------|
| • Used Tobacco | 11% | down 4% from 2007 |
| • Used Marijuana or other Illegal Drugs | 24% | down 2% from 2007 |
| • Drink alcohol | 67% | down 1% from 2007 |
| • Binge Drink (5 or more drinks in one sitting) | 31% | down 5% from 2007 |
| • Drinking & Driving | 28% | up 2% from 2007 |

The ATOD Advisory Council will review these results and see how they can better educate CSUSB students around issues of drinking and driving.

During the past several years at **San Diego**, the office of Alcohol and Other Drugs (AOD) Initiatives Research has run a survey of students' health, alcohol use and other drug use. Most semesters, 5,000 students were contacted via email and asked to participate in that survey. The survey has now been moved from the research office of AOD Initiatives, to the Student Health Services department of SDSU Student Affairs. In so doing, the scope of the survey is changing to include not only the AOD related behaviors, but also health information. The survey is now deployed by Student Testing, Assessment and Research.

San Francisco's Personal Assessment Program (PAP) are students primarily referred by the Office of Student Conduct, Residential Life, Student Health Services medical providers, or Counseling & Psychological Services. Their high-risk drinking behavior is assessed using a short answer "High Risk Drinking" questionnaire developed by PEP. The questionnaire will be administered during the first session and again in the final session to measure change in high-risk drinking patterns using percentage change of Blood Alcohol Content (BAC). To maintain confidentiality of students, the counselors will complete these questionnaires without identifying information.

Results from 2011 – 2012 academic year:

Students participating in the Prevention Education Program's Personal Assessment Program experienced an average of 77 percent decrease in estimated Blood Alcohol Content (BAC) when they consumed alcohol at the end of their program. These results point to the effectiveness of the systemic response to students who have been identified as "high risk drinkers" on the campus. Other factors that may also influence change in drinking pattern include the student's interactions with the office of Student Conduct, Residential Life or the University Police.

San José administers the American College Health Association National-College Health Assessment (NCHA) II to a random sample of 10,000 undergraduate and graduates. The online survey received a total of 2,260 respondents. The survey consisted of 65 multiple-choice questions that addressed a variety of health issues including alcohol, tobacco and other drug use. Incentives were given to survey participants in a randomized drawing of submitted surveys. The survey results have helped to inform the emphases of subsequent health education programming and interventions related to Alcohol Tobacco and Other Drug (ATOD). For example, the ATOD was split to provide more resources for education related to over-the-counter drugs, marijuana and tobacco. Additionally, the related curricula were updated with SJSU population-specific data gathered from NCHA. Further, graduate level psychology students are currently analyzing the NCHA data to help better understand some of the correlations between alcohol use and other destructive behaviors such as violence.

In spring 2011, the president launched a Presidential Task Force on Substance Abuse and Sexual Assault (PTF) at **San Luis Obispo**. The PTF was charged with conducting a "360 review" on the problem of sexual assault and alcohol use; and to make recommendations that will bring about behavioral change and changes in campus culture as it relates to attitudes and beliefs that influence the occurrence of alcohol use and sexual assault. The PTF held three broad assessment retreats, interviewed students, faculty, staff and community members resulting in interviews with 23 university individuals or groups and 19 community individuals or groups, and collected and reviewed campus documents, reports, literature, fliers and educational materials. From the assessment results, the PTF developed 47 campus recommendations in categories such as Student Affairs, Academic Affairs and Policy. Each campus area is expected to review the recommendations relevant to its area and collaborate and work with others on campus and in the community to implement effective and measurable change. This is an on-going initiative with

expected progress, assessment reports and continual efforts to address this issue. The entire report is at:

www.studentaffairs.calpoly.edu/sites/studentaffairs/files/documents/TaskForceReport.pdf.

San Marcos' Alcohol, Tobacco, and Other Drugs (ATOD) Task Force implemented the American College Health Association's (ACHA) National College Health Assessment II (NCHA II) in Spring 2011. 3,000 undergraduate students were randomly selected to complete the ACHA NCHA II. 655 surveys were returned, yielding a 22% return rate. Results of the assessment guided ATOD to focus on preventative education related to alcohol binge drinking and promoting healthy behavior. Specifically, ATOD increased student awareness and education regarding bystander intervention. Students Talking about Relationships and Sex (STARS) is a peer education program utilizing interactive theater and dialogue to promote bystander intervention in the context of binge drinking and sexual assault. Moreover, two CSUSM staff members attended the Step Up! conference at the University of Arizona and plan to implement bystander intervention training for students. Results also indicated that CSUSM students utilize designated drivers more than the national average. Designated driver utilization by CSUSM students supports ATOD's continued efforts to promote the RADD program. CSUSM will continue to partner with local bars/restaurants to support sober driving by providing free non-alcoholic beverages and/or free food to CSUSM student designated drivers.

As part of the *eCHECKUP TO GO* program, **Sonoma State** will be able to engage in longitudinal assessments of students and alcohol. Following is a summary of the key findings from Sonoma State University's 2012 all student pre-matriculation implementation of the eCheck-up to Go Alcohol Education program. Almost 2,430 students completed the survey (out of 2786) including 892 males and 1538 females.

eCHECKUP TO GO:

- 1,238 students self-reported that they consume 0 drinks/month
- Average BAC during the heaviest drinking episode was .08 with a median of .02
- Average drinks per month was 10.36
- Average family risk was 3.20 and that indicated medium risk of family history with alcohol/alcoholism
- Thursday is just as much a "drinking day" as Friday and Saturday. Anecdotally, this is known, but it is effective to have the data.

Stanislaus Student Health Center is the primary resource for data pertaining to patterns of alcohol use and consumption within the campus community. The department uses a variety of means to collect data, with an emphasis on the American College Health Association-National College Health Assessment (ACHA-NCHA) survey, most recently in 2009 and scheduled for spring 2013. This standardized survey sought to determine students' feelings and perceptions regarding health and other issues.

Special Accomplishments

Campuses were asked to highlight any other special or unique programs and/or accomplishments that the campus believed helped implement the CSU Alcohol Policy that had a positive, measurable, impact on students. The following examples are representative of the types of unique programs offered by campuses.

Bakersfield

The continued relationship with the Educational Counseling-Master of Counseling program to ensure a quarterly recruitment of new peer educators has resulted in the ability to continue to offer presentations throughout the academic year to classes and students groups as well as educational outreaches over the school year. The committee is looking to add the E-Chug program as a means to educate all first-year students about alcohol by the 2014 school year.

Channel Islands

CI campus alcohol policy is strictly enforced and widely published both online as well as in printed postings throughout campus. Campus alcohol policy is addressed both formally and informally, through presentation sessions delivered to and discussions with all incoming freshmen and parents during each two-day freshman orientation. The alcohol policy adherence expectations and non-adherence consequences are presented and discussed in the “Student’s Rights and Responsibilities” Q&A session for parents and students.

Dominguez Hills

The Office of Student Life and the AACT teamed up to bring back the X-Factor program. Approximately 50 students and staff wear a black shirt with a large X on the front. Once these shirts are seen on numerous people around various parts of the campus, students begin to ask what they represent. When asked, the person wearing the shirt who has a supply of X’ed-out cards provides cards with scenarios in which someone lost their life to drinking and driving, alcohol abuse, or drug abuse. Another card that is magnetized is also handed out with resource referral and contact information and six statements for “Ways to Refuse a Drink” and educational information.

Fresno

Screening, Brief Intervention, Referral to Treatment (SBIRT) continued in 2011 and 2012 at five different events including the Spring Break Extravaganza and the National Collegiate Alcohol Awareness Week activities. A total of 273 *Alcohol Use Disorders Identification Test (AUDIT)* questionnaires were completed and collected.

Fullerton

Representatives from across the campus assisted in planning a week of activities designed to raise awareness of the dangers of alcohol use, offer safer drinking strategies and provide resources for students to seek additional help or treatment related to alcohol problems during the annual Alcohol Awareness Week.

Humboldt

Health Educators presented the program, “Sex, Drugs & Rock-n-Roll,” addressing issues of alcohol and other drugs among other college health issues to more than 1,200 first-year students at orientation. They were invited to text their questions to the Health Educator; 413 texts were received and responded.

Long Beach

To address recent alcohol poisoning events, the ATOD Program took a proactive approach and created door hangers for distribution to housing residents. The door hangers provide information on alcohol poisoning signs and symptoms and resources on what to do in the event of an alcohol poisoning. Because the door hangers have become such a positive source of information for students, the door hangers are also distributed to students during orientations (RA Training, SOAR, Week of Welcome) and various outreach events (Greek presentations, athletics’ presentations, Spring Break events and health fairs) throughout the semester.

Maritime Academy

The Alcohol, Tobacco, and Other Drug Advisory Committee was reinstated in fall 2010 and serves as a broad, campus-wide advisory group for education and prevention, as well as policy review and revision. The campus may reinstate its BACCHUS chapter.

Monterey Bay

CSUMB presents “Myth Busters: the Truth About Alcohol Use at CSUMB” to all incoming freshmen at summer orientation. Health and Wellness Services and the Office of Judicial Affairs and Community Standards present this 30-minute program. The program uses data from the previous year’s AlcoholEdu course and other harm-reduction information to engage these new students with basic information related to campus alcohol norms. Additionally, the program presents information on campus resources, policy and sanctions.

Northridge

CSUN’s Health Promotion, Housing and Intercollegiate Athletics department with student support implemented a Safe Spring Break program in March 2012. The program was an alternative event targeted to student athletes and housing residents and marketed to the entire student body. The program was designed to help students learn about the risks and consequences of alcohol overuse and abuse – especially driving under the influence - and how to avoid these risks.

Pomona

Student Health & Counseling Services (SHCS) created a 90-minute “Substance Use Seminar” class for students engaging in low-level alcohol student conduct violations and having no prior history of alcohol-related incidents in the residence halls. The 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 seminar.

San Bernardino

“Watch Where You’re Going...” Alcohol Program encourages students to be intentional and cognizant about their decisions to drink alcohol. Students drive a golf cart through a mini obstacle course while wearing Virtual Intoxication Goggles (“Beer” goggles). This BAC education and DUI prevention program is held during NCAAW (National Collegiate Alcohol Awareness Week) each year in October.

San Diego

SDSU has successfully sustained a campus-wide comprehensive approach to AOD prevention efforts. The model for comprehensive AOD strategies includes elements from five interacting domains (see Figure). This model puts into place a system whereby (1) student attitudes and motivations to use or abuse AODs are changed through *Individual Focus* programs, (2) opportunities for students to act responsibly while fulfilling developmental and social needs are provided through *Behavioral Alternative* programs, and (3) access to AODs or risky ancillary behaviors are reduced to limit excessive consumption or harm through *Enforcement & Access Limiting* programs. These domains act both within the campus and at the broader community level thereby often requiring community action and involvement. Finally, all programmatic activity should be developed and evaluated within an environment of rigorous *Research* using scientific methods that enable measurement of improvements in individual and public health outcomes, cost-efficiencies, program sustainability, and program improvement. Continuation of the successful implementation of the multi-prong Comprehensive plan during the 2011-2012 reporting period includes the following programs in the table below.



Individual Motivational Focus Programs	Behavioral Alternatives	Policy and Access Control
e-Check Up To Go Mandate	Aztec Nights	Restriction of wet fraternity parties first 5 weeks
ASPIRE individual counseling for mandated and self-referred students		Enhanced processing and sanctions for alcohol violations
Parent Discussion Guide		Continued enhanced collaborative police enforcement
Continuation of Peer Health Educator, RA and other student-led presentations		Housing alcohol, marijuana and other drug restrictions
Orientation Presentations to students and parents		
Wellness workshop presentations for freshman residence		
Pre-Rush Hazing Education		
Continuation of ASPIRE C/PS Program		

Community action elements have been particularly active during the 2011 and 2012 period. SDSU has become a leader within two important county task forces: (1) Binge and Underage Drinking Initiative, and (2) Prescription Drug Abuse Task Force. Further, SDSU will join the County Marijuana Task Force in 2013. On the state level, SDSU remains a member of the RADD California Coalition, supporting efforts to reduce drunk driving by highlighting responsible alternatives.

San Francisco

In collaboration with Student Life and the Dean of Students offices, San Francisco State is coordinating a number of late-night programming activities both on- and off-campus to engage students.

San José

A variety of alcohol presentations and programs were conducted by Peer Health Educators and the ATOD coordinator for various student populations (i.e., Greeks, university housing residents, health science classes, I-House residents [International students] and athletes) throughout 2011 and 2012, reaching more than 7,500 students. The aim was to educate students on the basics of alcohol, myths and facts, alcohol effects and consequences. These presentations, programs and workshops helped with the implementation of the CSU Alcohol Policy as students were educated on a range of topics such as drunk driving, binge drinking, the link between

alcohol and sexual assault, federal and state laws on drinking and driving and the benefits of utilizing designated drivers and taxicabs.

San Luis Obispo

University housing has an expectation that every on-campus community will host an alcohol-free alternative social programming every Friday and Saturday night during the academic year. This program reinforces the value of fun activities without the use of alcohol. It also provides a structured and increasingly popular program for students interested in forming friendships, having fun and socializing with others having similar values. University housing is currently comparing the number of students participating in this program over the last several years. Based on this data, staff will look to strengthen the appeal of the program and encourage even greater participation.

The Student Life and Leadership Safer program developed two unique alcohol and sexual assault videos to address the issue of alcohol use, consent, reporting sexual assault, and campus and community resources. One video speaks to faculty and staff and the other video was made for student audiences. The goal of the videos is to increase awareness of the nexus between alcohol use and sexual assault, to increase reporting, and to encourage survivors to seek campus assistance and support. The videos are online through the Cal Poly Safer program website. Safer presenters use the videos in classrooms, campus presentations, and orientation programs and during the fall gathering for student affairs staff.

San Marcos

CSUSM continued to assess student understanding of the Standards for Student Conduct and the CSU Alcohol Policy through student organization leadership conference presentations facilitated by Student Life and Leadership and the Dean of Students office. In addition to policy information, student leaders are provided with NCHA II data and hazing education to serve as resources for their membership. The framework of the presentation also challenges leaders to reflect on individual and group values and behaviors that may result in legal, conduct and organizational consequences.

Sonoma

Associated Students Productions (ASP) hosted “The Debate on Lowering the Drinking Age” with Barret Seaman, author of “Binge: Campus Life in an Age of Disconnection and Excess” and William DeJong, a professor in the department of Social and Behavioral Sciences at Boston University School of Public Health. The debate included a discussion of their views, video material, and arguments for the merits of each side so students could learn both sides of the issue and continue meaningful dialogues on campus. Between 200 and 300 students attended and participated in this event.

Stanislaus

Behavioral Health and Recovery Services (BHRS) collaborated with CSU Stanislaus to fund the "Thirsty Thursdays" campaign. This campaign promoted awareness of drug and alcohol abuse. Each week focused on a specific topic: types of drugs, effects of drugs on your body, violence and sexual harassment, mixing alcohol with prescription drugs, alcohol and energy drinks, etc. Students were provided with refreshments during the hour-and-a-half long presentation.

Conclusion

In general, campuses report a trend toward less alcohol use by students and a reduction in alcohol-related incidents. Specifically, campuses report the following:

- There is a pattern of reduction in alcohol abuse and driving under the influence of alcohol.
- Several efforts, such as the training of beverage servers, implementation of alcohol policies, and increased law enforcement operation in and around stadiums, combined to reduce alcohol-related problems at home football games.
- Fewer students report driving after drinking.
- Student misperceptions of peer alcohol consumption (quantity-per-occasion and prevalence) were reduced, which leads to more responsible drinking.
- Those who drink do so less frequently and are drinking smaller amounts.
- Campuses report a decline in the number of drinks consumed per week.
- The number of student alcohol-related misconduct incidents is declining.
- Campuses inform local retailers each fall about their obligations to the laws regarding sales of alcohol.

These measurable outcomes have been achieved by strengthening alcohol-abuse training programs, using social norms theory marketing strategies, strengthening partnerships with local enforcement agencies, increasing peer training, creating feeder school training programs and changing student perceptions about their peers' alcohol-related behaviors. The 23-campus CSU system continues to establish partnerships to promote safe, healthy and learning-conducive environments. The alcohol policy adopted by the CSU Board of Trustees in 2001 has generated additional resources from state and federal governments and shown progress in reducing alcohol-related problems.

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2011-2013**

Campus	Grant	Purpose	Grant Period	Amount
Chico	Coalition for Safer California's Universities - UC Irvine's U.S. Dept of Education	The goal is to provide training and to collaborate with institutions of higher education throughout the state. The Coalitions provide Prevention Awards to support campuses in their implementation of evidence-based alcohol prevention programs. The Campus Alcohol & Drug Education Center received an award to implement Wildcat Watch Training . The five-hour training consists of a prevention curriculum designed to empower students with the knowledge and skills to intervene if they notice someone who is suffering from alcohol or drug poisoning. The students learn the signs and symptoms of alcohol and drug poisoning, the role the hospital plays in saving someone's life, and law enforcement's role in helping in crisis situations. They also participate in the Red Cross Certified CPR training. Grant provides Wild Watch Trainings per year.	2011-2012	\$10,000
Fresno	Social Norms Project	To conduct social norms marketing activities designed to reduce alcohol abuse and alcohol-related consequences among Fresno State students.	2012-2013	\$2,200
Fresno	Fresno State Instructionally-Related Activities (IRA)	Fresno State student representation to the: (1) 2011 Annual Higher Education Alcohol and Other Drugs Conference hosted by CSU Dominguez Hills and CSU Los Angeles and (2) 2012 Alcohol and Other Drug Education Conference for Institutions of Higher Learning hosted by Fresno State	2011 & 2012	\$5,721
Fresno	Donaghy Sales, Inc. (Beverage Distributor)	Unrestricted contribution to continue funding the Fresno State Stall Seat Journal (SSJ)/alcohol and wellness-related education newsletter	2011	\$5,000
Fullerton	Safer California's Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	This study, funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA), was designed to help identify the most effective ways of preventing and responding to heavy alcohol consumption by college students. CSU Fullerton was a control group campus. Projects will focus on enforcement of current state and campus alcohol policies, especially related to underage drinking and drinking and driving. This project will focus on raising awareness of alcohol policies and consequences for violations, as well as increased community enforcement of DUI. CSU Fullerton is now an experimental group.	2011-2012	\$9,600

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
 TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
 2011-2013**

Fullerton	Recording Artists Against Drunk Driving (RADD)	Funded by UC Irvine. Recruited approximately 10 Fullerton alcohol establishments to participate in a designated driver program; provided two (2) campus-wide outreach events about the dangers of drinking and driving among CSUF students.	1/1/11-12/31/11	\$5,000
Long Beach	Coalition for Safer California's Universities - UC Irvine's U.S. Dept. of Education	During the 2010-2011 and 2011-2012 academic years, CSU Long Beach (CSULB) completed its eighth and ninth years as a participant in the Prevention Research Center's Safer California Universities Grant. As part of the grant requirements, CSULB participated in the Safer California Universities Study survey that was conducted by a team of researchers at the Prevention Research Center (PRC), a center of the Pacific Institute for Research and Evaluation (PIRE). The main purpose for this research is to collect data on alcohol and other drug use on collaborating campuses within the University of California and California State University systems. In 2008, the grant was renewed for another 5 year replication study, with CSULB reassigned from an implementation site to a control site, supplying student data.	2010-2012	\$19,200
Northridge	Coalition for Safer California's Universities - UC Irvine's U.S. Dept. of Education mini-grant University of California, Irvine and State of California Office of Traffic Safety RADD: College DUI Awareness Program Mini-Grant	<p>Purpose: <i>"...to support environmental prevention activities. Examples of eligible activities include developing a strategic plan for alcohol prevention, build up a community/campus coalition, create a communication and skill-building network for implementing responsible beverage service assessment, training and accountability measures to reduce youth access to alcohol or focus on management of large campus events where alcohol use has been a problem in the past."</i> (CCSU, 2011 http://californiacoalition.org/apply.htm)</p> <p>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.</p> <p>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. <p>To reduce the number of persons injured in alcohol-involved traffic collisions.</p>	April - August, 2011 February 1, 2012 - June 30, 2012	\$10,000 \$5,000

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2011-2013**

Pomona	Coalition for Safer California Universities - UC Irvine's U.S. Dept of Education	The CCSU Award was used for two training programs: the BACCHUS Network Certified Peer Educator (CPE) training and a one-day Brief Alcohol Screening and Intervention for College Students (BASICS) training. These trainings provided crucial information and skill building for key campus personnel to be better equipped to address issues of alcohol use on campus. The purpose of the Recording Artists, Athletes and Actors Against Drunk Driving (RAADD) grant is to implement a designated driver program through recruiting local on and off campus retailers to provide incentives for sober designated drivers, and to encourage students on campus to use sober drivers and support the retailers who support the program.	July 2010	\$5,000
Sacramento	University of California, Irvine and State of California Office of Traffic Safety RAADD: College DUI Awareness Program Mini-Grant Coalition for Safer California Universities - UC Irvine's U.S. Dept of Education	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 the project was extended for five more years to further measure the effects of environmental management strategies on campus control sites.	October 2008-2013	\$9,600/year
San Diego	Coalition for Safer California Universities - UC Irvine's U.S. Dept. of Education	Funds originate from a Department of Education stimulus grant that UC Irvine received. Grant funding assisted in the organization and implementation of SDSU's participation in drunk driving prevention efforts. These efforts included outreach to students to inform them about drunk driving avoidance options. One such option is the RAADD Designated Driver's License (DDL) program. That program is a part of the RAADD California Coalition (RCC), of which SDSU is a founding member. The RCC activities include recruitment of businesses to participate in the coalition and asking those businesses to offer rewards for those who carry the DDL.	2011-2012	\$14,889
San Diego	American Recovery & Reinvestment Act Stimulus Grant, National Institute Health	Awarded to develop and assess brief communications of nutrition facts and alcohol contents so that individuals can effectively monitor their alcohol consumption and be motivated to drink moderately.	2010-2012	\$658,545

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
 TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
 2011-2013**

San Francisco	"The Student Mental Health Initiative (SMHI), funded by the Mental Health Services Act (MHSA)"	SF State's Peer-to-Peer program (P2P) was developed during the summer and fall of 2012 and will be fully implemented in spring 2013. The P2P program will: 1) train peer educators through a semester-long peer training course; 2) provide opportunities for trained peer educators to serve as interns in a variety of targeted areas (e.g., the Veterans Services Center; the Office of International Programs; Student Success Program; Disability Programs and Resource Center; and Student Involvement; 3) create and offer mental health training modules for underserved and at-risk student populations; and 4) develop mental health related web-based and social media designed specifically for SF State students. These programs will train a diverse network of peer educators and mentors to: 1) reduce the stigma associated with mental illness; 2) identify the signs and symptoms of emotional distress; 3) assist at-risk individuals in accessing appropriate services; and 4) develop and provide workshops, groups, mentorship support, and print and online media. Alcohol and other drug related issues will be a part of the training for all of the peer educators. Thirty students have enrolled in the 3-unit course for Spring 2013.	2011-2014	\$40,000
San Luis Obispo	"Avoid the 14"	University Police participated in the countywide "Avoid the 14" DUI grant. This grant funds a sober driving program that provides for DUI checkpoints and saturation patrols during a designated period of time. The final assessment report will be completed later this year. Early figures, according to San Luis Obispo Police Department, suggest an increase in DUI arrest, which is consistent with the increase in checkpoints.		\$160,000
San Luis Obispo	Coalition for Safer California Universities - UC Irvine's U.S. Dept. of Education	This grant supports the collection of data on alcohol and other drug use on collaborating campuses. The grant additionally supported keynote alcohol education speakers, alcohol and other drug educational programs, and conference attendance. The executive summary below is designed to present highlights from the survey data in a conventional format. Some features of the Safer California Universities study are unique, however. For example, whereas many surveys measure alcohol or drug use in the past year, our emphasis on behavior while on campus leads us to measure use or problems just during the academic year (since the semester or quarter began).	2011-2013	\$9,600

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2011-2013**

San Marcos	AVOID the 14 Impaired Driving Campaign"	The University Police are now partners in the San Diego County "AVOID the 14 Impaired Driving Campaign." Along with their County Law Enforcement Partners, CSU San Marcos Police participate in a number of activities directed at reducing impaired driving in our community. These include DUI Saturation Patrols, DUI Check Points, and on-campus educational programs and promotions. Aimed at reducing deaths and injuries among college students by increasing road safety awareness and promoting sober driving or use of designated drivers with the RADD rewards program.	2011-12	\$5,000
San Marcos	Coalition for Safer California Universities - UC Irvine's U.S. Dept. of Education RADD		2011-2013	\$5,000
Sonoma	Instructionally Related Activities (IRA)	SSU's Student Advocates for Education (SAFE) program received funding for activities highlighting responsible alcohol use, sexual assault prevention and sexual health education. This funding was used for the E Check-up to Go alcohol education program for all entering students – coordinated through Residential Life.	2010-2011	\$14,430

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

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 only the most effective program for each campus.

eCampus	Program	How Student Behavior Influenced
Bakersfield	Peer Education Program	The CSUB Alcohol and Drug Education Committee's Peer Education Program has been a big part of the committee's success. This program consists of conducting alcohol awareness presentations and workshops to current CSUB students. During the past two years, the peer educators have conducted 53 presentations. At each presentation, a pre- and post-test is distributed to students to complete. The total of pre and post evaluated test amounts to 187 completed tests. Thus far, the results are showing an 81% increase in intent to incorporate responsible choices regarding drinking.
Maritime Academy	Beer Goggle Program	Held in conjunction with the Career & Community Expo, programs were aimed at the student audience; however the local community and recruiters also tried their skills. All new students are required to take <i>Alcohol.Edu</i> prior to arrival and the Disciplinary Officer uses the data in working with students facing alcohol and other drug violations. the campus is in the second year of a program that provides transportation to alcohol-free events and activities on the weekend. This was started due to not allowing first-year students to have cars in fall 2009.
Channel Islands	Alcohol Awareness/Safe Spring Break Week	Alcohol Awareness/Safe Spring Break Week is a four-day event intended to educate CI students on safe Spring Break practices. Safe Spring Break Week began on Monday, March 12, and ended on Thursday, March 15, 2012. The following week-long activities were offered: <ul style="list-style-type: none"> • Safe Spring Break and Travel Safety (March 12-2012) – Facilitated by CI PD • Safe Spring Break and Sexual Safety (March 13, 2012) - Facilitated by Housing and Residential Education (HRE) • Safe Spring Break and Alcohol Awareness (March 14, 2012) - Facilitated by HRE • Safe Spring Break and Health & Wellness (March 15, 2012) - Facilitated by Nursing Department These events were made possible through the collaborative efforts of students, faculty and staff from several areas of campus including Housing and Residential Education (HRE), Personal Counseling Services (PCS), Campus Police, CI Nursing Program, Student Health Advisory Committee and Student Programming Board (SPB).

Safe Spring Break Pledge: This event was offered daily from 11:00 am until 2:00 pm during all four days. Safe Spring Break educational materials containing information on responsible alcohol use, the hazards of

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

		<p>binge drinking, the importance of having a designated driver, "Safe Sex" practices and Sexual Assault were distributed to all participants. Students also received Safe Spring Break bracelets, a pledge card encouraging them to drink responsibly during spring break and condoms. A large "Pledge" poster was signed by each student as recognition of her/his commitment to adopting Safe Spring Break practices.</p> <p><u>"Expressions" of a safe spring break:</u> Students were asked to create a poster about their concerns regarding spring break. Students were given multiple media tools (pens, pencils, crayons, stickers, etc.) to express themselves through writing or with imagery.</p> <p><u>Legal considerations during spring break:</u> Several police agencies were invited to present or provide information related to law enforcement issues that arise during spring break celebrations. Channel Islands Police (CIPD) officers, California State Patrol (CSP) and Ventura County Sheriff's Deputies were asked to participate. Emphasis was placed on responsible drinking and driving practices, the hazards of illegal drug use and other safety topics related to spring break.</p>
Chico	California Safer Universities Project	<p>The California Safer Universities Project, funded by NIAAA, has implemented a prevention program that the campus has continued to participate in during the last eight years. This study was designed to evaluate the potential impacts with a "risk management" approach to preventing alcohol-related problems. Several risk management strategies have been used during this project, including risk assessment, risk prevention and reduction, and risk monitoring.</p> <p>The Campus Alcohol and Drug Education Center's (CADEC) involvement with this study has created stronger connections between Chico State students and University and City Police Departments. Law enforcement has conducted DUI checkpoints, compliance checks, shoulder tap operations, and party dispersals. CADEC has collaborated with these agencies on these interventions and has conducted Walking Under the Influence Tabling (WUI). CADEC has continued to collect data from Chico Police Department, University Police, and Alcohol and Beverage Control (ABC) to demonstrate the effectiveness of the interventions.</p> <p>One of the most positive outcomes of this project has been the revision of the Joint Public Safety Agreement with the City of Chico and California State University Chico (2009). This is a very detailed mutual aid agreement between the two law enforcement agencies: University Police and City of Chico Police Department. They signed an agreement concerning mutual aid boundaries, jurisdictional discrepancies and operational protocols. One of the most important outcomes is the sharing of incident reports by both agencies. This practice helps expedite the criminal process and the adjudication of students who have broken the law. The arrests of Chico State students at off-campus locations are referred to University Student Judicial affairs for further investigation and sanctions if appropriate.</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

<p>Dominguez Hills</p>	<p>Alcohol Awareness Coordinating Team (AACT)</p> <p>The Alcohol Awareness Coordinating Team (AACT), with major support by the Loker Student Union Director and staff, planned, coordinated, delivered and hosted the 2011 Alcohol and other Drugs Education Conference for Institutions of Higher Learning on April 14 & 15. The purpose of the conference was to provide the opportunity for interested students and staff members throughout the CSU and beyond to learn about alcohol education and prevention efforts on behalf of their respective institutions and students.</p> <p>The Target audience was students, staff, and even administrators of the 23 CSU campuses, particularly those with involvement with Alcohol Education, Health Educations, Security and Police, and Student Affairs professionals including Athletics, Housing and Greek Life. Students and student leaders involved campus life and leadership via clubs and organizations, Greek sororities and fraternities, athletics and health education also were targeted specifically for conference attendance.</p> <p>More than 275 students, faculty and staff from throughout the CSU system and other colleges attended the conference at CSU Dominguez Hills. The 2011 theme <i>Building Healthy Campus Communities Through Powerful Programming</i> featured major activities such as sessions and speakers around the idea that targeted, educational and fun programming can make a difference in the lives of students. Conference participants shared their best practices, policies, and programs that promote responsible alcohol use and alcohol and other drug abuse prevention.</p> <p>To recognize exceptional leadership and exemplary programs, award recipients are recognized at the annual conference: (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 “champion” for alcohol and other drug 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 “champion” for violence prevention initiatives on the campus, in the community or organization; and (5) the Innovation Award recognizes an individual who has created an innovative event, activity, or strategy to improve and more effectively serve students and/or the community.</p> <p>The conference was a great success for attendance, user satisfaction, program delivery and idea/information and best practices exchanged. There were vendors and agencies that participated as well who rated the conference top-notch based on displayed interest in their services, products and presentations by the conference attendees.</p>
----------------------------	--

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

Fresno	FREAKS (Finding Responsible and Entertaining Activities on KampusS)	<p>FREAKS (Finding Responsible and Entertaining Activities on KampusS) provides students the opportunity for fun and safe activities on campus. Held Friday nights from 5 p.m. to midnight in the Residents Dining Hall, students, colleagues and community members play board games and socialize.</p> <p>They have a wide variety of games. Party, Strategy, Dexterity, Kids, Dice-based, Card-based, Sports, Racing and War-based games are always available. Most of these games are referred to as <i>Euros</i>. These German-style board games are a broad class of tabletop games that generally have simple rules, short to medium playing times (20 minutes to 3 hours), indirect player interaction and attractive physical components. The games emphasize strategy, downplay luck and conflict, lean towards economic rather than military themes, and usually keep all the players in the game until it ends. German-style games are sometimes contrasted with American-style games, which generally involve more luck, conflict, and drama.</p> <p>Initiated in 2009, the program has grown from 17 original members to more than 450 during the past three years. Increasing its membership by more than 250 in the past year alone, this now formal university “club” is intended to reduce the health-risk taking behaviors of students by providing social events centered on board gaming.</p> <p>In a pilot evaluation of effectiveness, the program demonstrated improved critical thinking of its members as well as reduced alcohol use, binge drinking, and marijuana use when compared to a control group of non-participant Fresno State students. The FREAKS program has already spread to local high schools as well as CSU Fullerton, with other schools and universities expressing interest in starting programs. A manual for beginning local gaming programs was developed with the hope of more sites implementing the program.</p>
Fullerton	CHOICES	<p>The Health Education and Promotion department collaborates with Judicial Affairs and Residence Life to provide CHOICES, an educational workshop, as an 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. The program was expanded in 2011 to include educational opportunities for Greek Life students found to violate chapter and/or campus alcohol policies. 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 increased knowledge of campus alcohol policies. Workshops continue to be offered monthly during the academic term. CHOICES will continue to be offered by the Health Education and Promotion department, which now includes facilitation by trained student peer health educators.</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

Humboldt	Arrive Alive: Driving Under the Influence Simulator	<p>On Oct 13, 2011, Student Health and Wellness Services executed a large scale alcohol and other drug education event. The event was strategically planned just prior to Halloween as an effort to address high-risk drinking, driving under the influence, and to provide essential resources.</p> <p>Highlights included: Arrive Alive: Driving Under the Influence Simulator - The purpose of this program was to allow students to become aware of the dangers of driving under the influence of alcohol. Although the target audience was students, HSU staff, faculty and administrators were welcome to participate. More than 100 students experienced the simulator while 300 students observed their peers. There was a passenger eye view set up so that students standing around the simulator were able to experience what the driver experiences from the passenger's point of view. Students were given a mock ticket after their simulation so that they could physically see the legal dangers of drunk driving.</p> <p>Students were invited to sign a pledge that read, "If I Choose to Drink I Will Do So Responsibly." They were given a popular handout, "Remember What you Did Last Night"? Contained in this handout was information about responsible alcohol consumption, tips on throwing a house party, alcohol poisoning, fines, and important phone numbers. Student also received wristbands with the message, "Designated Driver, I Choose to Drive Sober."</p> <p>Feedback from students was positive and suggested that they were more likely to think twice before drinking and driving.</p>
Long Beach	E-CHUG electronic assessment	<p>During the evening, "Uppers, Downers and All Arounders" was presented. This is a presentation that the Health Educator offered to Community Advocates (commonly known as Resident Assistants). This program addressed alcohol and other drugs, what to look for, how to intervene, and how to offer resources for students with misuse and abuse issues.</p> <p>All students that intended to live in CSULB Housing were recommended to complete the E-CHUG electronic assessment regarding alcohol use. Although the E-CHUG is 'educational,' it was not designed to improve student's knowledge about alcohol/drugs. The assessment was designed as personalized 'interventions' to reduce levels of hazardous use and the tragic consequences that too often follow (e.g., sexual assault, STD's, Alcohol Poisoning, DUI injuries and death, relationship violence, unwanted pregnancies, poor academic performance, probation and disqualification from college). While there has been no formal assessment of the E-CHUG electronic assessment, the ATOD Program has received praise from students, campus faculty and staff.</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

<p>Monterey Bay</p>	<p>POWER (Promoting Otter Wellness through Education and Resources) Peer Education Program</p>	<p>Spring 2011 witnessed the implementation of CSUMB's Peer Education Program. The POWER (Promoting Otter Wellness through Education and Resources) Peer Education Program utilizes a peer-based reduction approach to promote healthy living among CSUMB students. POWER peer educators present dynamic, interactive workshops to their CSUMB peers and conduct outreach activities that encourage responsible lifestyle choices by increasing awareness. As friends, educators, activists, role models, and team members, POWER peer educators strive to make a difference at CSUMB and within surrounding communities. POWER Peer Educators focus education and outreach efforts in three primary areas: alcohol awareness, sexual assault prevention, and suicide prevention. Learning outcomes are measured utilizing pre-/post-assessments. In regards to alcohol education, assessment results have consistently indicated an overall increase in student knowledge and awareness related to the following: identification of the manners in which alcohol consumption affects physical and mental health; strategies for safer drinking; and knowledge of campus and community resources for those concerned about their alcohol use or the use of a friend or family member.</p>
<p>Northridge</p>	<p>Alcohol, Tobacco, and Other Drugs (ATOD) Seminar</p>	<p>A highlight of this year's comprehensive alcohol, tobacco, and other drug education and prevention efforts is the new Alcohol, Tobacco, and Other Drugs (ATOD) Seminar. Student Housing uses a variety of judicial interventions to address ATOD violations. Interventions are often educational in nature. For relatively minor infractions, students might be asked to write a reflection paper or develop an ATOD educational brochure. For more serious cases, students might be referred to the Klotz Student Health Center for substance use counseling. In fall 2011, a Housing Assistant Community Director and the Klotz Student Health Center ATOD Counselor collaborated to create and facilitate a highly interactive ATOD monthly seminar to complement existing sanctions.</p> <p>The goals of the seminar are education and prevention. Seminars focus on social norms, skills building and role play. Spring 2011 National College Health Assessment yielded social norms data for both alcohol and marijuana, which were incorporated into the seminar. Students participate in scenarios involving how to decline a drink and how to help someone who has had too much to drink. Other topics include housing policies, safer partying, alcohol poisoning and campus resources.</p> <p>Seminar effectiveness is continually assessed. Initially, assessments were focused on satisfaction and self-reported skills building. Since then, objective assessment of learning outcomes through pre- and post-tests has been added. There have been 12 seminars to date. Since testing has been implemented, students have increased their pre- to post-test scores by an average of approximately 40 percent; while post-test results are averaging 80 percent. Evaluations show that many students are receptive to moderating alcohol use, incorporating protective behaviors, and engaging in bystander behavior. Sample qualitative feedback includes:</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

Pomona	Alcohol Education Programs	<ul style="list-style-type: none"> • "I will know what to do in case I am put in a certain situation. I know who to call or what to say." • "I know what to do if I am placed in a situation with peer pressure." • "Next time a friend drinks and tries to drive I will stop him or her...." • "YES! I actually will apply this information into my daily life, SIMPLY by avoiding bad or pressure situations and just say no – something I struggled with." • "I'll know the symptoms of alcohol poisoning and be able to detect it." <p>The workshop has been embraced by all levels of Student Housing. To ensure the program's sustainability, professional housing staff co-facilitates the seminar on a rotating basis.</p> <p>eCheckUp ToGo. This online educational program has been used since May 2012, resulting in 233 completions by first- year students, as well as students in academic courses and for alcohol sanctions. The second option is <i>Alcohol-Wise</i>, another online education tool. It has been utilized for alcohol sanctions by residential housing, Greek organizations, and Judicial Affairs, and was completed by 79 students. The third option is <i>Under-the-Influence</i>, an online course specific to those who violate alcohol policy, and it has been used on campus by 85 students, completed fully by 74. The fourth option is <i>Marijuana 101</i>, used on campus for marijuana violations by 59 students, 49 of who fully completed the 30-day follow-up. The fifth option is <i>Alcohol 101</i> plus, a free resource that is a combination of in-person and online education. The sixth option is <i>BASICS counseling</i> provided by a Health Educator. This option is available for students sent for alcohol sanctions. In addition, Screenings for Mental Health offers an anonymous online assessment to determine if someone needs assistance with her/his alcohol abuse. Finally, both on- and off-campus resources are available for those students who identify as high-risk users.</p>
Sacramento	Alcohol, Zombies and You	<p>During fall 2010, Sacramento State Student Health and Counseling Services (SHCS) implemented a mandatory online alcohol abuse prevention course for all incoming transfer and first-year students called <i>Alcohol, Zombies and You</i>. The online alcohol abuse prevention program is offered by Student Success, and was created in partnership with <u>The BACCHUS Network</u>[™], 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 is designed to educate students on the risks of alcohol abuse and to teach successful strategies for handling dangerous alcohol-related situations. Sacramento State piloted the use of this program in fall 2010 due to the Sacramento State Alcohol, Tobacco, and Other Drug Education program's long-standing participation in The BACCHUS Network.</p> <p>After successfully introducing the Student Success training program to all first-year students at Sacramento State in 2010-2011, Sacramento State expanded requirements to include all new transfer</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

San Bernardino	Aware, Awake, Alive program	<p>students beginning fall 2011. Responses from participants in the fall 2010 implementation of the Student Success program indicate that almost 51 percent of incoming Sacramento State students have not received any alcohol education prior to entering college, with another 32 percent 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.</p> <p>The ATOD Advisory Council helped sponsor the Aware, Awake, Alive program in conjunction with the office of Housing and Residential Life. The program consisted of a dance-a-thon which raised awareness about driving under the influence of alcohol. The Aware, Awake, Alive organization provided giveaways to encourage student participation; 168 students attended the event. The students included those from clubs and organizations, students living in the Residence Halls, athletes and the general student population.</p>
San Diego	Aztec Nights	<p>Aztec Nights provide students with alcohol and drug free social activities, concentrated in the first five weeks of the semester. Each weekend, large free events are planned that attract between 150 and 4,500 and students. Evaluation results demonstrated that alcohol violations and medical transports were reduced by more than 50 percent after implementing this program. Survey data from randomly selected students participating in anonymous web surveys indicates that freshmen alcohol-abstinence rates have risen substantially, since the initiation of Aztec Nights.</p>
San José	DUI Court	<p>On Tuesday, April 10, 2012, and Wednesday, September 27, 2012, a Superior Court judge presided over two driving under the influence (DUI) sentencing and panel presentations at San José State University. This was the actual sentencing of two different defendants who had been found guilty of operating a motor vehicle under the influence of alcohol. At each DUI Court, a total of 450 students, a majority of them are involved in Greek organizations, learned about the defendant's arrest, jailing, and imposed fines and penalties. Once the sentencing was complete, the defendant, judge, attorneys, SJSU's Chief of Police, and a special guest speaker made up a panel of speakers that addressed students about various aspects of drinking and driving from their personal and professional points of view. Students had an opportunity to ask questions of the panelists.</p> <p>Open to all students, this program was a collaborative effort between the SJSU Student Health Center - Wellness & Health Promotion, the Alcohol and Drug Abuse Prevention Committee, the Public Health Department Traffic Safe Communities Network, Superior Court of Santa Clara County, Public Defender Office, and the Office of the District Attorney. This program is funded by a grant from the California Office of Traffic Safety through the National Highway Traffic Safety Administration.</p>
San Francisco	Peer led workshops	<p>Peer-led workshops have been a component of Prevention Education Program's efforts for many years. Each year, an average of 50 students are trained as peer educators and an additional 10 to 15 participate as advanced peer educators. the Counseling and Psychological Services' Prevention Education Programs has further developed the training program the past two years for the peer educators to include the</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

		<p>development of a series of peer-led workshops in a variety of settings. Students have developed a workshop series presented each semester for small groups of students in settings as diverse as, the Cesar Chavez Student Center, the Residential community, the library, the Student Services Building and the Richard Oakes Multicultural Center. Workshops are presented to an audience small enough that attendees could participate in hands-on experiences. An example is <i>Know How Much You Are Drinking or Know What's in Your Red Cup</i> exercise that was incorporated into many of the AOD workshops. Workshop leaders had students pour themselves "shots" (of water) into red cups, which are commonly used by our students for drinking games. "Shots" were then measured to determine the number of 1.5-ounce standard shots the student had poured. BAC cards then are used to measure the students' estimated blood alcohol level (BAC) that would be attained by consuming the shots had they been alcohol. Students very often had poured themselves 4 or 5 or 6 shots when they intended to pour 2, thus greatly underestimating their level of intoxication. Students then were challenged to share this with their friends.</p>
<p>Cal Poly San Luis Obispo</p>	<p>Awareness Week</p>	<p>To facilitate awareness of alcohol and 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 inappropriate usage of alcohol and drugs. One activity included the installation of an Awareness Gallery, providing educational information on alcohol and other drugs. This gallery was installed in the University Union. During WOW activities facilitators led groups of incoming students through the exhibit and facilitated discussions on the different topics presented. Another Awareness Week program involved showing newly admitted students and parents the "Carson's Story" video. This video recaps the night a Cal Poly freshman died of alcohol poisoning. In addition, a panel of students discussed the video, other students facilitated audience discussions, and attendees received wallet-size cards noting the signs of alcohol poisoning and local emergency contact information. Other Awareness Week presentations included: Personal Choices and Struggles; A Life Discovered; Drunk, Sex and Date Rape. This is a comprehensive multi-media approach to providing many opportunities for students and parents to discuss with one another and others the importance of making healthy choices and supporting each other, bystander intervention, and what it means to be a "Mustang."</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

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.</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	Student Health 101	<p>One successful new program is Student Health 101, an electronic newsletter health education and outreach program with interactive features that includes information on healthy lifestyle and mental health issues pertinent to college student success. Its articles address a broad array of health related topics, including illness, injury, nutrition, public health, social adjustment, financial, and career issues as well as such alcohol, tobacco, and other substance issues. An electronic copy of each monthly issue of SSU Student Health 101 is distributed to all SSU students via their SSU email account and also available to them through mobile device applications. It is also available on a sign-up basis to their parents. The parent edition includes tips for conducting parent-student discussions on health and college adjustment related topics. SSU receives monthly statistical reports about student utilization as well as individual feedback from SSU students about their learning outcomes. Usage statistics through December 31, 2012, show that SSU students have accessed Student Health 101 some 3,187 times, reading an average of 16-17 pages of each 30-40 page newsletter at each contact. Given that SSU is a relatively small CSU campus, this number of participations is substantial. The newsletter has an interactive component that each month encourages and allows students to comment on their perceptions and responses to articles and record their own learning outcomes. Several hundred SSU students have been participating in this activity each month.</p>
Stanislaus	SMART Day (Students Managing Alcohol Responsibly Together)	<p>SMART Day is a partnership between Housing and Residential Life, University Police Department and Student Health Center. The name of the program (SMART Day) stands for <i>Students Managing Alcohol Responsibly Together</i>. The philosophy of the program is to provide an interactive format where students receive information on the responsible consumption of alcohol, as well as the dangers and consequences that may arise as a result of impaired judgment. It is held shortly before the campus Warrior Day concert.</p>

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2011-2013**

	<p>during the spring semester. Program events have included:</p> <ul style="list-style-type: none"> • Free barbeque • Alcohol jeopardy • Representation from various campus departments (Psychological Counseling Services, Student Health Center, University Police Department, Associated Students Inc., etc.) • Distribution of informational brochures about alcohol consumption • Navigating an obstacle course wearing "drunk" goggles that mimic different levels of intoxication • "Drunk" goggle basketball • Written testimonials (Wall of Remembrance, poems, stories, etc.) • Live music • Mocktails • Raffles • Alcohol awareness interactive games • Car destroyed as a result of an alcohol-related accident • Simulation activity of what a night out drinking entails (DUI Walk-Thru Booth) • Car simulator to demonstrate driving while intoxicated • Various freebies all relating to alcohol abuse prevention education (i.e. magnets, car fresheners, t-shirts, posters, pens, etc.) <p>This program is planned by Resident Advisor and Wellness Committee members working closely with a university police officer and Student Health Center. The central concept of this program is to have students involved in the core program schedule, hence improving their own knowledge as well as providing legitimacy to the event in the eyes of the target participant group.</p>
--	---

CAMPUS INITIATIVES RELATED TO TOBACCO USE 2011-2013

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

Campuses	State/CSU Policy Compliance	Smoke-free/ Designated Area Policy	Draft Smoke-free Policy	Policy Review/ Committee	Cessation Programs	Educational Resources and Programs	Training	Survey
Bakersfield	X				X	X		
Cal Maritime	X	X			X	X		X
Channel Islands	X	X						
Chico	X	X*	X		X	X	X	X
Dominguez Hills	X				X	X		
East Bay	X	X			X	X	X	
Fresno	X				X			X
Fullerton	X	X		X	X	X		
Humboldt	X	X				X		
Long Beach	X	X				X		
Los Angeles	X				X			
Monterey Bay	X				X	X		X
Northridge	X	1			X	X	X	X
Pomona	X				X	X		X
Sacramento	X	X	X	X	X	X		X
San Bernardino	X	X		X	X			
San Diego	X	X			X		X	
San Francisco	X	X		X	X			X

**CAMPUS INITIATIVES RELATED TO TOBACCO USE
 2011-2013**

Campuses	State/CSU Policy Compliance	Smoke-free/ Designated Area Policy	Draft Smoke-free Policy	Policy Review/ Committee	Cessation Programs	Educational Resources and Programs	Training	Survey
San Jose	X			X	X	X		X
San Luis Obispo	X	2			X	X		
San Marcos	X	2		X	X	X		
Sonoma	X			X		X		X
Stanislaus	X	3				X		X

*Proposal is awaiting President's approval

- 1 – Smoking is prohibited within stadium seating areas, tennis courts, and other recreational facilities. Smoking also is prohibited in outdoor dining areas posted as Smoke-Free.
- 2 – Smoking banned throughout student housing complex.
- 3- Smoking is prohibited at outdoor public events where people are seated in close proximity to one another such as outdoor concerts, sporting events and celebrations like Commencement.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

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

Campus	Activities
Bakersfield	<p>The Alcohol and Drug Education Committee has created flyers concerning prescription drug use and has completed outreach presentations focusing on the dangers of abusing prescriptions. The committee is seeking to enhance this program by engaging the peer educators and developing additional resources.</p>
Channel Islands	<p>In the fall 2012 semester, the AOD committee discussed focusing on the topic of inappropriate use of prescribed medications. It was noted that improper use of pain medications is on the rise and that the committee should address this potential issue. However, based on current CI Judicial Affairs records, there is no evidence to indicate that the misuse of prescription drugs is a campus problem at this time. Rather, during the past 3 years, AlcoholEdu data and Judicial Affairs records have consistently revealed more of a problem with students' continued use of marijuana.</p> <p>The AOD committee chair suggested that it would be beneficial for CI to determine the entry point for student use of prescription drugs and how the campus can best heighten awareness of this issue and implement preventative programming. Suggested resources for collecting future CI data were: judicial files, police reports and AlcoholEdu Executive Summary.</p> <p>Committee members agreed that through the recent receipt of the Student Mental Health Initiative (SMHI) grant, CI has been afforded a part-time health educator. Changing this position to full-time in the future would not only benefit health services but is key to CI health programming and needs research (i.e. Peer education program, reproductive health counseling, and customized educational literature). It was suggested that there are also opportunities for the Nursing Department to work collaboratively with other areas to achieve educational/promotional goals.</p> <p>Gathering further information and resources as it relates to use and misuse of prescription drugs and its effect both on- and off-campus are a high priority topic for the spring 2013 AOD committee. Issues to address are:</p> <ul style="list-style-type: none"> • Preventive programming to discourage marijuana use on campus. • Develop an official statement related to possession and use of "medical marijuana" on campus. Once finalized and approved by President's Council, the official statement acknowledging the law (state and federal) and CI's policy prohibiting possession and use of marijuana of any kind on campus will be distributed across campus, as well as to incoming freshmen and parents. • Statistical data collection and the development of preventive programming to discourage the misuse of prescription drugs.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

	<ul style="list-style-type: none"> • Address the need and provide support for a CI Health Educator. • Revisit the CI smoking policy in terms of: <ol style="list-style-type: none"> 1. A no-Hookah policy 2. Better signage 3. Explore creating a campus smoker zoning map as a phone application • Explore collaborative promotional and educational programming opportunities with the Nursing Department.
Chico	<p>CSU Chico is very aware of the problem of students using and abusing prescription drugs that are not prescribed to them. The increase in the use and abuse of prescription drugs has affected the campus in a very personal and visual way due to the fact they experienced four student deaths and another in fall 2012 related to prescription drug overdoses. The Campus Alcohol & Drug Education Center and the Student Health Center have seen an increase in students seeking help for prescription drug abuse and addiction and requesting referrals to treatment.</p> <p>Education</p> <p>CSU Chico continues to respond to this crisis in the community by expanding outreach in the community and strengthening relationships and referral resources with Butte County Behavioral Health Department and all local/regional substance use disorder treatment providers. The campus continues to host a Prescription Drug Abuse Forum--most recently on December 6, 2012. These are campus/community events with speakers from local treatment programs, local law enforcement, regional addiction experts and students in recovery from prescription drug use.</p> <p>Policy</p> <p>There is no special policy in place regarding prescription drug misuse on campus but university police would use the Penal Code to arrest students if found under the influence of a substance that was not prescribed to them.</p> <p>Student Use</p> <p>Prescription drug use by students has been measured by the University of Michigan – School of Public Health: Healthy Minds Study 2012 N = 818 Substance use, past 30 days: Barbiturates or sedatives Substance use, past 30 days: Tranquilizers Substance use, past 30 days: Other opiate type prescription drugs</p> <p>Pamphlets were distributed by the AACT committee throughout the year as well as by the Health Center at biannual health fairs.</p>
Fresno	<p>According to the results of the National College Health Assessment (NCHA) conducted in 2011, data showed the</p>

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

percentage of students reported taking prescription drugs not prescribed to them in a 12-month period.

The percentage of Fresno State students who reported using pain killers and antidepressants that were not prescribed to them is higher than the national reference data.

Type of Prescription	Percentage (Fresno State Data)	Reference Group (National Data)
Antidepressants	3.3%	3.2%
Erectile Dysfunction Drugs	1%	1%
Pain Killers	8.7%	7.5%
Sedatives	2.2%	4.3%
Stimulants	1.7%	7.8%

Fresno State also added in a few custom questions to the 2011 survey pertaining to prescription drug usage and here are the results:

Within the last 30 days, have you **purchased/acquired illegal and/or prescription drugs** in the following locations:

Residence hall	Fraternity/Sorority	Classroom Building	On Internet	Socializing in bars/ clubs	Other sources
.5 (5/1058)	.8 (8/1057)	.6 (6/1056)	.4 (4/1057)	1.0 (11/1057)	5.4 (57/1052)

Since becoming a student at Fresno State, how many times have you **intentionally used prescription medications for recreational or "partying"** purposes?*

	Frequency	Percentage
Never used	982	92.6
Have used but not since coming to Fresno State	41	3.9
1-2 times	17	1.6
3-5 times	6	.6
6-9 times	6	.6
10 times or more	8	.8

*Valid responses = 1060

Since becoming a student at Fresno State, how many times have you **intentionally used prescription medications for studying/cramming/"all nighter"** purposes?*

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

	Frequency	Percentage
Never used	996	94.1
Have used but not since coming to Fresno State	22	2.1
1-2 times	20	1.9
3-5 times	9	.8
6-9 times	3	.3
10 times or more	9	.8

*Valid responses = 1059

- At the Student Health Center, the Pharmacist in Charge monitors prescriptions for falsification or alterations, observes for potential "doctor shopping" and notes whether the student has been seen by one provider or multiple providers and receiving an excess amount of controlled medications. He counsels students on how to take a medication appropriately and uses resources such as the CURES program to identify misuse.
- If a pharmacist or provider staff suspects a student is abusing prescription medications or inappropriate prescribing is taking place, the Medical Chief of Staff or administrator is notified immediately. An ad hoc "Patient Care Committee" is assembled and the case is discussed. A care plan is developed; the student is notified by the appropriate person who may be the Medical Chief of staff, a provider or an administrator of the plan of care. A notation is made in the electronic medical record so that all providers are aware that controlled substances are not to be prescribed for this student.
- In spring 2012, a Prescription Drug Abuse educational panel discussion, *Thrills Without Pills*, was held in the free speech area of campus. The intent of the program was to provide students insight into the developing problem of misuse. Community experts from many different areas (prevention, treatment, law enforcement, medical community, etc.) were present to answer questions and provide information from their personal experiences dealing with this fast growing issue. More than 2,000 informational fliers were distributed to campus students and more than 400 students attended the community panel.
- The *Lock It Up* Prescription Drug Abuse Prevention Project has been collaborating with Fresno State 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. In collaboration with the Fresno State Alcohol Safety Council Student Sub-Committee – now known as the Drug & Alcohol Awareness and Wellness Guides (the DAAWG's) -- *Lock It Up* staff met frequently throughout both years to plan and implement the large scale events in honor of National Collegiate Alcohol Awareness Week (the "Fall Harvest Fest" in 2011 and the Oktober Wellness Fest in 2012) as well as the "Spring Break Extravaganza" in 2012. During all of these events, *Lock It Up* Project staff set out an informational table with educational materials regarding prescription drug abuse, opportunities to volunteer, as well as interactive activities for students to participate in to learn more about the issue and have the opportunity to win promotional items or other incentives. The *Lock It Up* Project also provided educational presentations and trainings to the DAAWG's

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2011-2013**

	<p>volunteers in both 2012 and 2013. fall semester 2012, the <i>Lock It Up Project</i> launched its first semester of Peer Education Program, recruiting eight students to become peer educators. Students provided education to their peers on campus by conducting presentations, setting up information booth, and distributing program materials, to heighten awareness of the issue. Further, students created a series of fliers and Public Service Announcements, with the purpose to educate their peers and the community at large of prescription drug abuse.</p>
Fullerton	<p>While CSUF acknowledges that the illegal use of prescription drugs is occurring among students, the campus has limited data available to determine the extent of the problem. The NCHA survey administered in spring 2012 collected data on students using prescription drugs not prescribed to them. 11% of CSUF students reported engaging in this behavior.</p> <p>CSUF partners with Community Service Programs, Inc. (CSP) to provide education and awareness of prescription drug use through the use of posters, fliers, and newspaper advertisements. With the opening of the new residence halls in fall 2011, targeted interventions began with first-year students living on campus.</p> <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.</p>
Humboldt	<p>In 2012, on-campus housing at Humboldt State University revised its illegal drug policy to encompass more than just illegal substances such as marijuana. This policy was renamed "Drugs and Controlled Substances" to incorporate a wide range of other substances that may be misused or abused. The policy now prohibits the "abuse, misuse, or distribution of legally prescribed drugs," and "use or intoxication by other substances such as salvia or synthetic marijuana." This new policy enables housing staff to address these concerns in a student conduct setting focused on educational outcomes.</p> <p>Health Education conducts "Health Jeopardy" game/presentations which include questions and answers about prescription drug use, resources and consequences of use and abuse: 50+ presentations since 2011. Health Education presents on this topic to all incoming first-year students. In fall 2011, spring 2012 and fall 2012, Health Education offered the Wellness Fair & Sports Clubs Showcase that addresses the issues of prescription drug use and abuse. More than 350 students participate in the Wellness Fair each semester. HSU continues to provide community resource lists as well as web resources. Alcohol and Other Drug Prevention Team (ADAPT) continues to meet as a committee to address campus policies.</p>

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

<p>Long Beach</p>	<p>The CSULB ATOD Program began monitoring the reported rates of students' prescription drug use with the Health Status Survey. The Health Status Survey is a biennial survey designed to report CSULB students health behaviors including alcohol and drug use. The 2010 survey results showed that 12 percent of respondents had used prescription drugs recreationally. The ATOD Program has developed new health education materials regarding prescription drugs distributed at all events. The ATOD Program has also included a section about the negative consequences of using prescription drugs in the Step 1 Mandatory Class (for cited students) curriculum and during various outreach presentations throughout the semester.</p>
<p>Los Angeles</p>	<p>Cal State L.A. does not have a prescription drug use and misuse policy. It should be noted, however, that Intercollegiate Athletics' Drug Education and Substance Abuse Policy incorporates use of non-therapeutic drugs. Based on Cal State L.A. student response to the fall 2012 National College Health Assessment, approximately one of every 10 students may misuse prescription medications. Eleven percent of students used prescription medications that had not been prescribed to them within the last 12 months. These medications included antidepressants, erectile dysfunction drugs, pain killers, sedatives and stimulants.</p> <p>The Student Health Center is the primary department that provides prescription (and over-the-counter) drug misuse education. This education is primarily through the Center's guest lecture <i>Quick Facts on Health that targets Introduction to higher education classes</i>. Over the course of the reporting period, 138 sessions were conducted which reached 4,086 students enrolled in Arts and Letters 101, Natural and Social Sciences 101 and 301, Health and Human Services 101 and 301 and University 101.</p>
<p>Monterey Bay</p>	<p>Brief information about prescription drug use is included during all AOD presentations provided by Health & Wellness Services. Campus Health Center medical staff and Personal Growth & 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>Northridge</p>	<p>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 was forwarded to the Chancellor's Office in 2010 via the SHS listserv as a policy template, and is available on request.</p> <p>Education</p> <ul style="list-style-type: none"> • The Klotz Center Health Promotion Department's ATOD Counselor assists students with prescription drug use on an individual and/or group basis. From January 2011 through December 2012, the ATOD Counselor saw 13 students for prescription drug use. 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

CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE 2011-2013

use. Students identified as being “at risk” are referred to education and intervention resources at the Klotz Center and beyond as appropriate.

- From January 2011 through December 2012, about 115 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 implemented in spring 2011. (The executive summary of Cal State Northridge’s 2011 data can be found online at http://www.csun.edu/shc/pdfs/ncha_health_assessment_exec_2011.pdf) Previously, CSUN used the NCHA I. CSUN has been advised that the differences between the two versions are significant enough as to not allow comparison. CSUN will benchmark the 2011 data for comparison to CSUN data in spring 2013 when the NCHA II will be repeated.

The following selected highlights compare 2011 CSUN and national data.

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	96.7%	No	96.8%
Yes	3.3%	Yes	3.2%

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	99.1%	No	99.0%
Yes	0.9%	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	91.0%	No	92.5%

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

Yes	9.0%	Yes	7.5%
-----	------	-----	------

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	95.7%
Yes	3.9%	Yes	4.3%

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 NCHA.

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

No	92.5%
Yes	7.5%

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

No	95.0%
Yes	5.0%

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

No	97.1%
Yes	2.9%

Conclusions and Recommendations

CSUN's 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.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2011-2013**

	<p>CSUN will increase its vigilance, educational outreach and professional development efforts with regard to prescription drugs. In addition, the data received in response to CSUN's additional prescription drug questions indicate the need for further education including cross-over areas such as stress reduction and time management. CSUN will consider adding prescription drugs to the Alcohol Policy Advisory Committee's charge or create a separate, but equally significant venue.</p>
<p>Pomona</p>	<p>Prevention efforts to address prescription drug abuse have included educational training provided to University Housing Residential Adviser Staff and the inclusion of educational information in Alcohol and other Drug outreach presentation and lectures.</p> <p>Policies are in place at CPP that specifically address the misuse of prescription drugs. The University Housing Services 2012-2013 Student Housing License Agreement Policies and Regulations clearly states- "The misuse of any drug, including prescription or over-the-counter medications, is prohibited."</p>
<p>Sacramento</p>	<p>In order to address this issue, the Sacramento State 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 distributed at Transfer and New Student Orientation as a requirement of the Safe and Drug Free Schools Act Annual Health Notification. • 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, tri-cyclic antidepressants, and oxycodone. 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

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

	<p>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.</p> <ul style="list-style-type: none"> • 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. • Sacramento State athletes are screened for banned substances through random drug tests administered throughout the year. Any 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 including a meeting with the campus ATOD Health Educator, suspension from practice and/or games, and/or dismissal from the team. • Since June 2012, the SHCS clinic has been providing point of service CLIA waived I-Cup Drug Screening for patients requesting or requiring ADHD medication. This strategy will assist providers in determining appropriate use and in identifying abuse.
<p>San Diego</p>	<p>On campus, substance free events are regularly available via the extraordinarily successful Aztec Nights, as well as other efforts. Coordinated by a variety of organizations such as the Associated Students, Centers for Student Involvement, Fraternity Life, and the Office for AOD Initiatives, activities range from movies to lively parties to sporting events.</p> <ul style="list-style-type: none"> • Online student surveys are routinely conducted to assess self-report data regarding prescription drug use. Findings drive campus program planning efforts and administrative policy considerations. • An ongoing study is examining student intent to use prescription drugs, motivation, timeframes, dose, manner of administration, and places of use. These data will guide methods for more effective prevention. • The Office of AOD Initiatives partnered with El Cajon and La Mesa Police Departments, as well as the U.S. Drug Enforcement Agency to coordinate local efforts for national drug TAKE BACK day in April and October 2011 and April 2012. • Educational presentations have been developed and presented to many student groups. These

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

	<p>presentations are provided by the AOD Health Educator or the AOD Peer Health Educators specially trained to provide these trainings.</p> <ul style="list-style-type: none"> • SDSU Police Department regularly sponsors and/or provides workshops for relevant Student Affairs staff on drug diversion tactics, behavioral patterns, and recent trends. These workshops help staff to target areas for programmatic endeavors and potential administrative policy changes.
<p>San Francisco</p>	<p>The SDSU Coordinator of AOD Initiatives serves on the County Prescription Drug Task Force. His input on this task force influences enforcement and prevention programs throughout all of San Diego County.</p> <p>Four years ago, in collaboration with Residential Life, Prevention Education Programs' 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 campaign is shared by both departments. Prevention information about prescription drugs including mixing prescriptions and peer education tabling at outdoor events; the 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, in collaboration with the Richard Oakes Multicultural Center, 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 including Residential Life, The Cesar Chavez Student Center and the Library. In spring 2012, CEASE peer educators developed a workshop focusing on drugs students commonly use for studying including prescription stimulant medication and the dangers of mixing these drugs with alcohol, other prescription, and illicit drugs commonly used to counter the effects.</p>
<p>San Jose</p>	<p>Through the pharmacy operation, the campus is hyper-vigilant to any indications of drug misuse or abuse and uses all available surveillance and reporting methods if concerns arise. In addition, a Marijuana and other Drugs (MOD) educational team has been formed within Wellness and Health Promotion. This team is beginning 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 will look for ways to incorporate those materials into educational efforts, including curriculum for workshops, tabling, web materials, and online magazine articles.</p>
<p>San Luis Obispo</p>	<p>In spring 2012, a prescription drug program featuring Rocky Herron from the Drug Enforcement Administration, Aaron Ruben from Rollin' with Ruben, and Samantha, a recovering prescription drug addict, attracted more than 300 students. Results of the program assessment included:</p> <ul style="list-style-type: none"> • 88 % reported that the presentation will encourage students to stop using Rx drugs • 87% reported that they will encourage others to change their behavior • 86% reported that prescription drug abuse is an important or very important topic to them personally

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

	<p>A spring 2012 pre-finals week email was sent to fraternity and sorority leaders referencing the prescription drug educational program, warning students about the negative impact of Ritalin and Adderall, and cited studies arguing that the use of stimulants does not result in better grades.</p> <p>ATOD plans to continue educational programming efforts regarding responsible prescription drug use. NCHA II results will guide ATOD's prescription drug educational priorities. ATOD will also address responsible use of all other prescription drugs.</p> <p>The present practice of the campus pharmacy continues to be based on Executive Order 943 and standard medical/pharmaceutical practice. According to this E.O., the "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."</p> <p>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.</p> <p>Given this, the practice and protocol is not to maintain any Schedule II medications in the pharmacy. The pharmacy only carries medications in Schedules III-V.</p> <p>The 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 the pharmacy.</p>
<p>Sonoma</p>	<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 directly or indirectly 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. Dialogue with the student typically persists over subsequent visits as time allows. Each student interaction with the Pharmacy</p>

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2011-2013**

	<p>includes information about the proper use of medications' potential side effects, hazards, precautions, and potential drug and substance interactions with other drugs and substances. Similar interventions occur in conjunction with client interactions at the Student Health Center Pharmacy and SSU Counseling and Psychological Services.</p> <p>The Student Health Center is careful to limit the type and quantity dispensed when a medication has potential for abuse. Proper use and quantity of such medication by SHC prescribers is part of a regular SHC continuous monitoring peer review based quality improvement program, which received recognition from the Accreditation Association for Ambulatory Health Care surveyor during a recent accreditation site visit to the campus. This study is under consideration to become a model benchmarking study employed by many of the other CSU student health centers.</p> <p>Over the past two years, the Student Health Center has worked with the County Water Agency and Russian River Watershed Association to sponsor bi-annual on-campus SHC monitored collection/take back of unused or expired medications under the "Safe Medicine Disposal" program. The purpose 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 casually stored or discarded medication that could be redirected for illicit use.</p> <p>The safe medicine disposal events are accompanied by the release on campus of various articles, email and web announcements, posters, brochures and outreach activities to address drug misuse issues. During the fall semester, safe medicine disposal events were correlated with National Drug Facts Week (see http://drugfactsweek.drugabuse.gov/resources.php) a nationwide effort by the National Institute on Drug Abuse. During this national observance and beyond, prescription and over-the-counter abused drug information is available in the Student Health Center and on flyers and bulletin boards to draw special attention to the subject.</p>
Stanislaus	<p>"Just say No!-vember"</p> <p>The Student Health Center also sponsors, in collaboration with the Kinesiology Department (Drugs in the Environment Class), "Just say No!-vember," a program aimed to educate the student body on drug and alcohol use/misuse and educate the students about the health effects of drugs and alcohol. The event focused on different topics including:</p> <ul style="list-style-type: none"> • health effects of prescription and street drugs • the amount of alcohol needed to be legally intoxicated • the effect of mixing energy drinks and alcohol • how alcohol affects sexual behavior and the sexual experience as a whole <p>Throughout the event, many activities were available for students. These include:</p> <ul style="list-style-type: none"> • myth vs. fact quiz • having students test their skills on pouring one standard drink wearing the simulation goggles

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2011-2013**

	<ul style="list-style-type: none">• walking a straight line while wearing simulation goggles• catching a ball while wearing simulation goggles
--	---

COMMITTEE ON EDUCATIONAL POLICY

Update on SB 1440: Student Transfer Achievement Reform Act

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Eric Forbes
Assistant Vice Chancellor
Student Academic Support

Ken O'Donnell
Senior Director
Student Engagement and
Academic Initiatives and Partnerships

Summary

Since the report to the Board of Trustees in May 2013, the California State University (CSU) and the California Community Colleges (CCC) have worked to implement SB 1440 on several fronts. Campus faculties have published additional transfer pathways in the most popular majors. In the first half of 2013, the community college segment has added around 50 new associate degrees monthly, and currently offers more than 750.

The Implementation and Oversight Committee met in early June to discuss pending Senate Bill 440 (Padilla) and other aspects of the Associate Degrees for Transfer. Leadership of the two faculty senates met in late June to discuss how many majors to include among the available Transfer Model Curricula (TMCs). To date, 25 TMCs have been published, serving nearly all of the state's transfer students. The most recent, in Film and Electronic Media, was published last month and is now under review at CSU campuses.

More transfer applicants to the CSU are reporting they hold Associate Degrees for Transfer. Numbers are considerably higher than they were a year ago, although these are still a minority of transfer applicants overall.

As the CSU verifies these applicants, the portion of "false positives" – those who claim they are earning a degree that does not exist or for which they don't have the required coursework – has

experienced a dramatic reduction. However, the hand-off of students from one segment to the other remains problematic: CSU offices of admission receive community college documentation by paper, often late. While currently 60 percent of community colleges offer some ability to send transcripts electronically, this is accomplished through at least six separate vendors, the exchanges exist only with a local CSU campus, and typically without SB1440 degree indicators.

Some students, admitted under the program, turn out not to have earned the degree after all, perhaps because they dropped a critical course in the last term before transfer. The CSU Chancellor's Office staff are working with CSU campuses to develop fair and consistent procedures for handling and assisting these students.

In the last two months, CSU faculty and staff have been working with legislators in Sacramento to strengthen proposed Senate Bill 440 (Padilla). SB 440 would bring welcome attention to some aspects of the transfer degree work, relating in particular to marketing and outreach. However, early drafts also sought to mandate curricular activity in both segments in ways that the CSU and community colleges believed would disadvantage students. Both systems continue to work with the relevant offices; the board will be informed as changes develop.

COMMITTEE ON EDUCATION POLICY

Update on California's Transition to Common Core State Standards and Smarter Balanced Assessment in K-12 Schools

Presentation By

Beverly L. Young
Assistant Vice Chancellor
Teacher Education and Public School Programs

Deb Sigman
Deputy Superintendent of Public Instruction
California Department of Education

Summary

In August 2010, California joined the majority of other states in adopting the Common Core State Standards (CCSS) in English/Language Arts and Mathematics. In June 2011, the state joined 20 other states as a Governing State in the Smarter Balanced Assessment Consortium (SBAC), designing the new system of K-12 testing aligned with the new curriculum standards. This item is an update on the progress of the transition to these systems, as well as a summary of how the California State University (CSU) is preparing for the impact of this major change in California's K-12 curriculum and testing system.

Background

Excerpted and adapted from *Common Core State Standards: Systems Implementation Plan for California* (April 2013, California Department of Education):

The Common Core State Standards

In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) committed to developing a set of standards that would help prepare students for success in career and college. The CCSS Initiative is a voluntary, state-led effort coordinated by the CCSSO and NGA to establish clear and consistent education standards.

The CCSS exist for English-language arts and mathematics, kindergarten through grade twelve. They are founded upon the best state standards; the experiences of teachers, content experts and leading thinkers; and feedback from the general public. In addition, the standards are internationally benchmarked to the top performing nations to ensure that our students are

globally competitive. Parents, educators, content experts, researchers, national organizations and community groups from 48 states, two territories, and the District of Columbia all participated in the development of the standards. The CCSS are rigorous, research-based, and relevant to the real world. On August 2, 2010, the State Board of Education (SBE) voted unanimously to adopt the CCSS.

Common Core State Standards Systems Implementation Plan

California's adoption of the CCSS demonstrates its commitment to providing a world-class education to all of its students. California's implementation of the CCSS renews its vision that all students graduating from the public school system be lifelong learners and have the skills and knowledge necessary to be ready to assume their position in the 21st century global economy.

California is not only fully committed to the complete and successful implementation of the CCSS; it is now fully engaged in that process. Across all branches of the California Department of Education (CDE), within county offices of education, at every level of Local Education Agency (LEA) administrations, and in classrooms across the state, stakeholders are examining their education programs and preparing for full implementation of the CCSS.

There is much work to be done. Although California's 1997 academic content standards and the CCSS for English-language arts and mathematics share many similarities in content and design, there are a number of notable differences between the two sets of standards. For example, since students are often required to write, research and analyze non-literary texts in college and the workplace, the CCSS place an emphasis on developing literacy in history, science and technical subjects. The CCSS also focus on applying mathematical ways of thinking to real-world challenges, helping students develop a depth of understanding and ability to apply mathematics to novel situations.

In addition, the new CCSS require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving and communication skills. Elements such as these transcend subject matter and demand a re-examination of the existing system of professional learning, curricula development, assessments and accountability. Further, California's active participation in new CCSS system-related multi-state collaborations present the state with additional opportunities to expand and improve upon previous standards implementation efforts.

The CDE and the SBE are the entities responsible for integration of the CCSS into the statewide educational system. They implement the law established by state and federal elected officials through administration of statewide programs. Working with state officials and local districts, the CSU can seek to cultivate student college readiness, and in working with the Commission on Teacher Credentialing (CTC), can ensure high-quality teacher preparation.

Guiding Strategies

As a structural framework for activities, and the phases into which they fall, the plan is grounded in seven guiding strategies for implementation. These strategies encompass all areas of the educational system, and while they provide focus to the work, they also reveal its highly integrated nature. The seven guiding strategies for CCSS systems implementation are:

- Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.
- Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students.
- Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning and provide tools for accountability.
- Collaborate with parents, guardians and the early childhood and expanded learning communities to integrate the CCSS into programs and activities beyond the K–12 school setting.
- Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.
- Seek, create and disseminate resources to support stakeholders as CCSS systems' implementation moves forward.
- Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information.

Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. Smarter Balanced is one of two multi-state consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the CCSS by the 2014-2015 school year.

The work of Smarter Balanced is guided by the belief that a high-quality assessment system can provide information and tools for teachers and schools to improve instruction and help students succeed – regardless of disability, language or subgroup. Smarter Balanced involves experienced educators, researchers, state and local policymakers and community groups working together in a transparent and consensus-driven process.

The Smarter Balanced assessment system capitalizes on the precision and efficiency of computer adaptive testing for both the mandatory summative assessment and the optional interim assessments. This approach represents a significant improvement over traditional paper-and-

Ed. Pol.
Agenda Item 3
July 23, 2013
Page 4 of 4

pencil assessments used in many states today. Computer adaptive testing adjusts to a student's ability by basing the difficulty of future questions on previous answers, providing more accurate measurement of student achievement, particularly for high- and low-performing students.

COMMITTEE ON EDUCATIONAL POLICY

Update on Baccalaureate Unit Limits

Presentation By

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

In 1996 the draft *Cornerstones* report introduced the concept of a standard minimum 120-unit California State University (CSU) degree, reducing the total units required from 124 semester units. Until this year, the focus has remained on the minimum number of units required. With board action in January of this year, Title 5 changes were instituted to achieve, as much as possible, a maximum of 120 units—the equivalent of four years of full-time study.

The work of reducing existing degree requirements was split into two waves. Campuses with programs requiring between 121 and 129 units were asked to report reduction progress to the Chancellor's Office by April 30, 2013; programs requiring 130 units or more will be reporting by January 31, 2014.

Curriculum development, review and modification are on-going processes, with regular deadlines for campus, system and accreditation purposes. The Academic Affairs division applauds the willingness of campus faculty and administrators to re-direct their regular activities to bring about these unit reductions within a short timeframe. The work represented here is more complex than simply outlining a course or courses to achieve lower unit counts. For each degree revision, program learning outcomes (including as appropriate those determined by licensure and accreditation requirements), need to be reviewed and amended as necessary. Then courses need to be designed so that they include sufficient opportunities for students to acquire and master those learning outcomes. The process can initiate a complex overhaul of many or all courses, which in turn involves research, analysis and crafting new courses. While many individuals have been working on this effort, the work cannot be done individually. The faculty share responsibility for the curricula they deliver, and so every reduction made reflects months of discussion, debate, negotiation, review, adjustment, reconsideration and finally approval.

As campuses began the work of reviewing baccalaureate curricula, some chose to consider all bachelor's programs this spring, even the higher-unit programs that they were not yet required to report. Additionally, while April 30 was the first-wave deadline, Academic Affairs has continued to accept curriculum reduction reports as changes are approved on campuses. The number of programs offered at the CSU changes frequently, and the number requiring no more than 120 units is expected to grow as approvals are rendered through curriculum-approval structures.

Analysis of campus reports reveals differences among discipline divisions. The following eight categories of baccalaureate programs require no more than 120 units:

1. Area studies
2. Communications
3. Foreign languages
4. Letters
5. Mathematics
6. Psychology
7. Public affairs and public services
8. Social sciences

Engineering programs require the most units, with about half requiring between 121 to 129 units, and slightly more requiring above 130 units. Engineering faculty and deans report that the highly technical training and balanced general education—both required for accreditation—result in the higher unit totals characteristic of most engineering programs. Among the following discipline divisions' programs, there is enough variation in total requirements to warrant further examination and discussion of best practices that can be adopted more widely:

1. Agriculture and natural resources
2. Architecture and environmental design
3. Biological sciences
4. Business and management
5. Computer and information sciences
6. Engineering
7. Environmental science and environmental studies
8. Physical sciences

It is expected that the ongoing consultation effort will result in additional downward adjustments. When all discussions and revisions have concluded, requests for exceptions to the Title 5 limits will be considered.

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 23, 2013—3:45 p.m.

Presiding: Bob Linscheid, Chair

Board of Trustees

Dumke Auditorium

Call to Order and Roll Call

Approval of Minutes of Board of Trustees' Meeting of May 23, 2013

Committee Reports

Committee on Collective Bargaining: *Chair—Lou Monville*

Committee on Governmental Relations: *Chair—Steven M. Glazer*

Committee of the Whole: *Chair—Bob Linscheid*

Committee on Audit: *Chair—Henry Mendoza*

Committee on Campus Planning, Buildings and Grounds: *Chair—Peter Mehas*

1. Amend the 2013-2014 Non-state Funded Capital Outlay Program

Committee on Institutional Advancement: *Chair—Hugo N. Morales*

1. Naming of a Facility – Sonoma State University

Committee on Finance: *Acting Chair—Roberta Achtenberg*

3. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for an Auxiliary Project

*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 University and Faculty Personnel: *Chair—Debra S. Farar*
2. Executive Compensation

Committee on Educational Policy: *Chair—Roberta Achtenberg*

Public Comment

Chair’s Report

Chancellor’s Report

Report of the Academic Senate CSU: *Chair—Diana Guerin*

Report of the California State University Alumni Council: *President—Kristin Crellin*

Report of the California State Student Association: *President—Sarah Couch*

*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.

**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 22, 2013

Trustees Present

Lou Monville, Acting Chair
Roberta Achtenberg
Bernadette Cheyne
Rebecca Eisen
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
William Hauck
Peter G. Mehas
Hugo N. Morales
J. Lawrence Norton
Ian J. Ruddell
Glen O. Toney
Cipriano Vargas
Timothy P. White, Chancellor

Public Comment

The board heard from several individuals during the public comment period. Nicole Ballard, CSU Dominguez Hills spoke about E-Advising, third-party vendors and services that can be performed by CSU employees as opposed to contracting out; Steve Teixeira, APC spoke about on-line academic services; Pat Gantt, president CSUEU spoke about bottleneck courses; Mike Geck, vice president, CSUEU quoted several comments and questions posted on the CSUEU Facebook page to be addressed to the board regarding inadequate staffing on campuses; Sharon Cunningham; chair, BU 5 Council spoke against contracting out; John Orr, unit 7 chair commended the Chancellor and asked the presidents follow his lead in having more open forums to increase dialogue amongst constituencies on campus; Alisandra Brewer, vice president, CSUEU representative spoke low morale within the CSU but also expressed hope with the change she has seen in the past year; James Orihuela, teacher, Long Beach Unified School District, spoke about high school Advanced Placement courses and asked the board to reconsider

its current policy; Addison Peterson, student CSULA spoke about bottleneck courses and hopes for more accessibility and that there are no more fee hikes.

Chair's Report

Chair Monville's complete report can be viewed online at the following URL:

<http://www.calstate.edu/BOT/chair-reports/may2013.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/130522.shtml>

Report of the Academic Senate CSU

CSU Academic Senate Chair, Diana Guerin's complete report can be viewed online at the following URL:

http://www.calstate.edu/AcadSen/Records/Chairs_Reports/documents/March_2013_Chairs_BO_T_Rept.pdf

Report of the California State University Alumni Council

Alumni Council President, Guy Heston's complete report can be viewed online at the following URL:

<http://www.calstate.edu/alumni/council/bot/20130522.shtml>

Report from the California State Student Association

CSSA President David Allison's complete report can be viewed online at the following URL:

<http://www.csustudents.org/publicresources/minutes/Reports.shtml>

Approval of Minutes of Board of Trustees Meeting

The minutes of the meeting of March 20, 2013, were approved.

Board of Trustees

Conferral of Title of Trustee Emeritus—Glen O. Toney (RBOT 05-13-06)

Chair Monville moved the item; there was a second. The Board of Trustees approved the following resolution:

WHEREAS, Glen O. Toney was appointed as a member of the Board of Trustees of the California State University in 2006 by Governor Arnold Schwarzenegger, and since that time has served ably in that position; and

WHEREAS, Trustee Toney has served on the selection committees for presidents of San José State University in 2008, California Polytechnic State University, San Luis Obispo in 2010, and California State University, Northridge in 2011; and

WHEREAS, Trustee Toney was elected by his board colleagues to serve as chair of the Committee on Organization and Rules, and University and Faculty Personnel; and

WHEREAS, Trustee Toney offered his expertise in human resources and communications to guide these committees with invaluable insight and confidence; and

WHEREAS, Trustee Toney has contributed his extensive knowledge of education and business industries, both of which are critical fields to the California State University; and

WHEREAS, He has also, through his service on the Board of Trustees, made a personal contribution to the advancement of higher education in California; 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 Trustee Emeritus on Glen O. Toney, with all the rights and privileges thereto.

Conferral of Title of Trustee Emeritus—Kenneth Fong (RBOT 05-13-07)

Chair Monville moved the item; there was a second. The Board of Trustees approved the following resolution:

WHEREAS, Kenneth Fong was appointed as a member of the Board of Trustees of the California State University in 2006 by Governor Arnold Schwarzenegger, and since that time has served ably in that position; and

WHEREAS, He has served as a member of the Board of Trustees for eight years and offered a valuable perspective to the deliberations of the board in a range of matters; and

WHEREAS, Trustee Fong has served on the selection committees for the presidents of San José State University in 2008 and 2010, and San Francisco State University in 2012; and

WHEREAS, Trustee Fong was elected by his board colleagues to serve as chair of the Committees on Institutional Advancement, and University and Faculty Personnel, with his leadership contributing to the advancement of the California State University and of higher education in California; and

WHEREAS, Trustee Fong's background and expertise in science and biotechnology was an asset to the Board as these fields play an important role in the California State University and to the future of California; and

WHEREAS, Trustee Fong established an endowment to fund a scholar that will be recognized through the William Randolph Hearst/CSU Trustees' Award for Outstanding Achievement; and

WHEREAS, Trustee Fong's current and past service to California's higher education demonstrates that his dedication to the mission of the California State University extends beyond his role as a Trustee; and

WHEREAS, It is fitting that the California State University recognize those members who have made demonstrable and dedicated 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 Trustee Emeritus on Kenneth Fong, with all the rights and privileges thereto.

Committee Reports

Committee on Committees

Trustee Hauck reported the committee heard two action items as follow:

Election of the Chair and Vice Chair of the Board of Trustees for 2013-2014 (RCOC 05-13-02)

Trustee Hauck moved the item; there was a second. The Board of Trustees approved the following resolution:

RESOLVED, By the Board of Trustees of The California State University, on recommendation by the Committee on Committees, that the following members are elected as chair and vice chair for 2013-2014:

Chair: Bob Linscheid
Vice Chair: Lou Monville

Committee Assignments for 2013-2014 (RCOC 05-13-03)

Trustee Hauck moved the item; there was a second. The Board of Trustees approved the following resolution:

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 2013-2014 year:

AUDIT

Henry Mendoza, Chair
Lupe C. Garcia, Vice Chair
Rebecca D. Eisen
Steven M. Glazer
William Hauck
Hugo Morales

COLLECTIVE BARGAINING

Lou Monville, Chair
Roberta Achtenberg, Vice Chair
Debra S. Farar
William Hauck
Henry Mendoza

**CAMPUS PLANNING, BUILDINGS
AND GROUNDS**

Peter Mehas, Chair
Rebecca D. Eisen, Vice Chair
Douglas Faigin
Margaret Fortune
William Hauck
Lou Monville
J. Lawrence Norton
Cipriano Vargas

EDUCATIONAL POLICY

Roberta Achtenberg, Chair
Debra S. Farar, Vice Chair
Bernadette Cheyne
Rebecca Eisen
Douglas Faigin
Margaret Fortune
Lupe Garcia
Steven M. Glazer
Bill Hauck
Peter Mehas
Lou Monville
J. Lawrence Norton
Cipriano Vargas

INSTITUTIONAL ADVANCEMENT

Bernadette Cheyne, Chair
Hugo N. Morales, Vice Chair
Roberta Achtenberg
Rebecca Eisen
Douglas Faigin
Debra Farar
Margaret Fortune
Peter Mehas
Cipriano Vargas

FINANCE

William Hauck, Chair
Roberta Achtenberg, Vice Chair
Rebecca Eisen
Douglas Faigin
Margaret Fortune
Steven M. Glazer
Henry Mendoza
Lou Monville

GOVERNMENTAL RELATIONS

Steven M. Glazer, Chair
Douglas Faigin, Vice Chair
Bernadette Cheyne
Debra Farar
Margaret Fortune
Lupe C. Garcia
Henry Mendoza
Peter Mehas
J. Lawrence Norton
Cipriano Vargas

ORGANIZATION AND RULES

J. Lawrence Norton, Chair
Roberta Achtenberg, Vice Chair
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Hugo Morales

**UNIVERSITY AND FACULTY
PERSONNEL**

Debra Farar, Chair
Lou Monville, Vice Chair
Roberta Achtenberg
Bernadette Cheyne
Steven M. Glazer
Bill Hauck
Peter G. Mehas
J. Lawrence Norton

Committee on Collective Bargaining

Trustee Farar reported the committee ratified the Tentative Agreement for a successor Collective Bargaining Agreement with Bargaining Unit 10 (International Union of Operating Engineers). She also reported, the committee heard from CSUEU members Mike Geck, John Orr, and Alisandra Brewer.

Committee on Organization and Rules

Trustee Achtenberg reported the committee heard one action item as follows:

Schedule of California State University Board of Trustees' Meetings, 2014 (RCOC 05-13-01)

Trustee Achtenberg moved the item; there was a second. The Board of Trustees approved the following resolution:

RESOLVED, By the Board of Trustees of The California State University, that the following schedule of meetings for 2014 is adopted:

2014 Meeting Dates

January 28-29, 2014 Tuesday – Wednesday Headquarters
March 25-26, 2014 Tuesday – Wednesday Headquarters
May 20-21, 2014 Tuesday – Wednesday Headquarters
July 22, 2014 Tuesday Headquarters
September 9-10, 2014 Tuesday – Wednesday Headquarters
November 12-13, 2014 Wednesday – Thursday Headquarters

Committee on Audit

Trustee Hauck reported the committee heard one information item, Status Report on Current and Follow-up Internal Audit Assignments

Committee on Governmental Relations

Trustee Glazer reported the committee heard one information item, Legislative Update.

Committee on Campus Planning Buildings and Grounds

Trustee Mehas reported the committee heard one information item, Status Report on the 2013-2014 State Funded Capital Outlay program and three action items as follow:

Amend the 2012-2013 Capital Outlay Program, Non-State Funded (RCPBG 05-13-04)

Trustee Mehas moved the item; there was a second. The Board of Trustees approved the following resolution:

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

2012-2013 non-state funded capital outlay program is amended to include:

- 1) \$1,500,000 for preliminary plans, working drawings, and construction for the California State University, Long Beach Data Center Consolidation;
- 2) \$7,500,000 for preliminary plans, working drawings, construction, and equipment for the California State University, Long Beach Residence Commons Dining Facility Renovation project; 3) \$1,206,000 for preliminary plans, working drawings, construction, and equipment for the California State University, Monterey Bay Otter Bay Restaurant project; and 4) \$38,577,000 for preliminary plans, working drawings, construction, and equipment for the San José State University Spartan Stadium End Zone Building project.

Draft State and Non-State Funded Five-Year Capital Improvement Program 2014-2015 through 2018-2019 (RCPBG 05-13-05)

Trustee Mehas moved the item; there was a second. The Board of Trustees approved the following resolution:

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

1. The Draft State and Non-State Funded Five-Year Capital Improvement Program 2014-2015 through 2018-2019 is approved.
2. The chancellor or his designee is requested to explore all reasonable funding methods available and communicate to the Governor and the Legislature the need to provide funds to develop the facilities necessary to deliver quality educational programs to serve all eligible students.
3. The chancellor or his designee is directed to return to the Board of Trustees for approval of the final State and Non-State Funded Five-Year Capital Improvement Program 2014-2015 through 2018-2019, including the 2014-2015 action-year request.

Approval of Schematic Plans (RCPBG 05-13-06)

Trustee Mehas moved the item; there was a second. The Board of Trustees approved the following resolution:

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

1. The Final Initial Study/Mitigated Negative Declaration has been prepared to address any potential significant environmental impacts, mitigation measures and comments associated with approval of the San José State University Spartan Stadium End Zone Building, and all discretionary actions related thereto, as identified in the Final Initial Study/Mitigated Negative Declaration.
2. The Final Initial Study/Mitigated Negative Declaration was prepared pursuant to the California Environmental Quality Act and state CEQA Guidelines.
3. 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.
4. The chancellor is requested under Delegation of Authority granted by the Board of Trustees to file the Notice of Determination for the project.
5. The schematic plans for the San José State University Spartan Stadium End Zone Building are approved at a project cost of \$38,557,000 at CCCI 5950.

Committee on Institutional Advancement

Trustee Achtenberg reported the committee heard one information item, Alumni Attitudes Study and one action item as follows:

Naming of an Academic Entity – San José State University (RIA 05-13-02)

Trustee Achtenberg moved the item; there was a second. The Board of Trustees approved the following resolution:

RESOLVED, By the Board of Trustees of the California State University, that the College of Business and the Lucas Graduate School of Business at San José State University be named the Lucas College and Graduate School of Business.

Committee on Finance

Trustee Hauck reported the committee heard one information item, Report on the 2013-2014 Support Budget and Multi-year Funding/Performance Plan and two action items as follow:

Granada State University House-Major Repairs and Funding Plan (RFIN 05-13-03)

Trustee Hauck moved the item; there was a second. The Board of Trustees approved the adoption of the following:

RESOLVED, By the Board of Trustees of the California State University, that the spending rule adopted by resolution of the board in 2000 (RFIN 07-09-00) be rescinded. A current year budget augmentation for fiscal year 2012-2013 in the amount of \$48,000, an annual operating budget of \$74,000 for fiscal year 2013-2014, along with expenditures required to address the significant repairs required to maintain the value of the Granada State University House in an amount of \$88,835 for fiscal year 2013-2014 (all per schedule A), are hereby approved by the Board of Trustees. The Board of Trustees authorizes the chancellor or his designees to transfer the Granada State University House endowment from the CSU Trust to the CSU Foundation to take advantage of potentially greater investment returns as described in the item, and upon review and approval of General Counsel. Revisions to increase or decrease the annual budgets or expenditures for significant repairs in a given year shall be approved by the Board of Trustees or its designee. The Board of Trustees hereby designates the chair of the Board of Trustees as its designee to approve the annual budgets and such expenditures.

Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for a Project (RFIN 05-13-04)

Trustee Hauck moved the item; there was a second. The Board of Trustees approved the adoption of the following:

Orrick, Herrington & Sutcliffe LLP, as bond counsel, prepared a set of resolutions presented in Agenda Item 2 of the Committee on Finance at the May 20-22, 2013 meeting of the CSU Board of Trustees for a project at California State University, East Bay Foundation Inc. – Campus Bookstore Refunding. The resolutions will achieve the following:

1. Authorize the sale and issuance of Trustees of the California State University Systemwide Revenue Bonds in an amount not-to-exceed \$3,140,000 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 Senior Director of Financing and Treasury; and their designees to take any and all necessary actions to execute documents for the sale and issuance of the revenue bonds.

The resolutions will be implemented subject to the receipt of good bids consistent with the projects' financing plans.

Committee on University and Faculty Personnel

Trustee Monville reported the committee heard one information item, Chancellor's Doctoral Incentive Program Update – 25th Anniversary

Committee on Educational Policy

Trustee Farar reported the committee heard three information items, Solution Strategies for Enrollment Bottlenecks and Student Success, Update on SB 1440: Student Transfer Achievement Reform Act, The 'Campus as a Living Lab' Initiative and one action item as follows:

Amendment to the Constitution of the Academic Senate California State University to Include a Statement Upholding Academic Freedom (REP 05-13-04)

Trustee Farar moved the item; there was a second. The Board of Trustees approved the following resolution:

RESOLVED, By the Board of Trustees of the California State University, that The proposed amendment to Article I, Section 1. Purposes of the Constitution of the Academic Senate of the California State University be adopted: “(a) It shall be

the purpose of the Academic Senate of the California State University (ASCSU) to promote academic excellence in the California State University; to advance the principles of academic freedom and freedom of inquiry as generally recognized in the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments when faculty carry out their responsibilities; to serve as the official voice of the faculties of The California State University in matters of systemwide concern; to be the formal policy-recommending body on systemwide academic, professional and academic personnel matters; to ensure the joint responsibility of the Academic Senate and the Trustees in criteria and standards to be used for the appointment, promotion, evaluation, and tenure of academic employees; to be the primary consultative body on the academic implications of systemwide fiscal decisions; and to assume such other authority and other responsibilities and to perform such functions as may be delegated to it by the Chancellor or the Trustees of The California State University.