

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

AGENDA
September 24-25, 2013

Long Beach, CA 90802

Time*	Committee	Place
<u>Tuesday, September 24, 2013</u>		
9:00 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 Unit 1 (Union of American Physicians and Dentists), <i>Action</i>	Dumke Auditorium
10:45 a.m.	Committee on Educational Policy 1. Reducing Bottlenecks and Improving Student Success, <i>Information</i> 2. The California State University Bottleneck Courses Survey Report, <i>Information</i> 3. Update on SB 1440: Student Transfer Achievement Reform Act, <i>Information</i> 4. Teacher Preparation Program Evaluation, <i>Information</i> 5. Academic Master Plan Update for Fast-Track Program Development, <i>Action</i> 6. The California State University Nursing Programs Update, <i>Information</i>	Dumke Auditorium
12:30 p.m.	Luncheon	
1:30 p.m.	Committee on Campus Planning, Buildings and Grounds 1. Amend the 2013-2014 Capital Outlay Program, Non-State Funded, <i>Action</i> 2. Approval of Schematic Plans, <i>Action</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.

- 1:45 p.m. Committee on Finance Dumke Auditorium**
1. Planning for the 2014-2015 Support Budget Request, *Information*
 2. 2014-2015 Lottery Revenue Budget, *Information*
 3. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for One Project, *Action*
 4. Partnership for Student Housing on Private Property Adjacent to California State University San Bernardino, *Information*
 5. Campus President Housing – Assessments and Immediate Maintenance Needs, *Information*
- 2:30 p.m. Committee on Governmental Relations Dumke Auditorium**
1. Legislative Update, *Information*
- 3:00 p.m. Committee on Audit Dumke Auditorium**
1. Status Report on Current and Follow-Up Internal Audit Assignments, *Information*
- 3:15 p.m. Committee of the Whole Dumke Auditorium**
1. General Counsel’s Report, *Information*
- 3:30 p.m. Committee on Institutional Advancement Dumke Auditorium**
1. The California State University Trustees’ Awards for Outstanding Achievement, *Information*

Wednesday, September 25, 2013

- 8:00 a.m. Committee on Governmental Relations Dumke Auditorium**
2. Legislative Update, *Information*
- 8:15 a.m. Committee on Audit Dumke Auditorium**
2. Status Report on Current and Follow-Up Internal Audit Assignments, *Information*
- 8:45 a.m. Committee of the Whole Dumke Auditorium**
1. General Counsel’s Report, *Information*
- 9:00 a.m. Board of Trustees Dumke Auditorium**

Call to Order and Roll Call

Public Comment

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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*

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

Board of Trustees

Board of Trustees

1. Conferral of Title of Student Trustee Emeritus on Ian J. Ruddell, *Action*
2. Conferral of Title of President Emeritus on F. King Alexander, *Action*
3. Conferral of Title of President Emeritus on James M. Rosser, *Action*
4. Conferral of Title of President Emeritus on John D. Welty, *Action*

Committee Reports

Committee on Collective Bargaining: *Chair—Lou Monville*

Committee of Educational Policy: *Chair—Roberta Achtenberg*

5. Academic Master Plan Update for Fast-Track Program Development

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

1. Amend the 2013-2014 Capital Outlay Program, Non-State Funded
2. Approval of Schematic Plans

Committee on Finance: *Chair—William Hauck*

3. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for One Project
4. Partnership for Student Housing on Private Property Adjacent to California State University, San Bernardino

Committee on Governmental Relations: *Chair—Steven Glazer*

Committee on Audit: *Chair—Lupe C. Garcia*

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Committee of the Whole: *Chair—Bob Linscheid*

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

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Addressing the Board of Trustees

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

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

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

Note: Anyone wishing to address the 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
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AGENDA

COMMITTEE ON COLLECTIVE BARGAINING

Meeting: 9:30 a.m., Tuesday, September 24, 2013
Munitz Conference Room—Closed Session

10:15 a.m., Tuesday, September 24, 2013
Glenn S. Dumke Auditorium—Open Session

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

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

Open Session – Glenn S. Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of July 23, 2013

Discussion Items

1. Adoption of Initial Proposals for 2013-2014 Salary/Benefits Re-Opener Negotiations with Bargaining Unit 1 (Union of American Physicians and Dentists), *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**

July 23, 2013

Members Present

Lou Monville, Chair
Roberta Achtenberg, Vice Chair
Debra Farar
Bob Linscheid, Chair of the Board
Henry Mendoza
Timothy White, Chancellor

Chair Monville called the Committee on Collective Bargaining to order. The minutes of the May 21, 2013 meeting were approved as submitted.

The committee adopted initial proposals for salary and benefit re-openers for fiscal year 2013-2014 with the California State University Employees Union, Bargaining Units 2, 5, 7 and 9; the California Faculty Association, Bargaining Unit 3; the Academic Professionals of California, Bargaining Unit 4; and the Statewide University Police Association, Bargaining Unit 8. The Committee also adopted initial proposals for salary and benefit re-openers for fiscal years 2012-2013 and 2013-2014 with the International Union of Operating Engineers, Bargaining Unit 10.

The Committee then heard from the public speakers. Mary Kay Statham-Doyle (APC); Andy Merrifield (CFA); Pat Gantt (CSUEU); Mike Geck (CSUEU) and John Orr (CSUEU) all spoke about the forthcoming salary and benefit re-openers. Tessy Reese (CSUEU) spoke about the impact of the Affordable Care Act on the campus health centers. Sharon Cunningham (CSUEU) talked about contracting out of custodial services and Alisandra Brewer (CSUEU) spoke about ongoing negotiations with Bargaining Unit 13.

The meeting adjourned.

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 10:45 a.m., Tuesday, September 24, 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 July 23, 2013

Discussion

1. Reducing Bottlenecks and Improving Student Success, *Information*
2. The California State University Bottleneck Courses Survey Report, *Information*
3. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
4. Teacher Preparation Program Evaluation, *Information*
5. Academic Master Plan Update for Fast-Track Program Development, *Action*
6. The California State University Nursing Programs Update, *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**

July 23, 2013

Members Present

Roberta Achtenberg, Chair
Debra Farar, Vice Chair
Douglas Faigin
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
Bob Linscheid, Chair of the Board
Peter G. Mehas
Lou Monville
J. Lawrence Norton
Cipriano Vargas
Timothy P. White, Chancellor

Trustee Roberta Achtenberg called the meeting to order. The minutes of May 21, 2013, were approved as submitted.

CSU Alcohol Policies and Prevention Programs: Sixth Biennial Report

Guests Julia and Scott Starkey spoke about their son, Carson, his death from alcohol poisoning as a freshman at Cal Poly San Luis Obispo, and the program they began in an attempt to prevent other students from the same fate. Julia Starkey said they dropped off Carson at Cal Poly five years ago, excited for the new chapter in his and their life, yet apprehensive about letting go, as many parents are. Carson was prepared to pursue an architectural engineering degree, expecting to graduate in June 2013. They were surprised when he decided to join a fraternity, but they supported him. Their lives were changed forever after a call from the coroner's office. Carson died as a result of a fraternity ritual involving binge drinking. Several things went wrong that night, Mrs. Sharkey said: (1) the students involved did not know or recognize the signs of alcohol poisoning, (2) they chose not to seek medical help and (3) they were afraid of getting in trouble.

Scott Starkey said the family is determined that Carson's death not be in vain, so they have started a nonprofit organization, "Aware Awake Alive," with a mission to equip youth and

communities with tools to prevent more lives lost from alcohol poisoning. They started it San Luis Obispo, where Carson's life ended but his legacy began. They envisioned a program in which students would take the lead in communicating lifesaving information to other students. The message that alcohol can kill needed to come from the students, not adults, using a peer-to-peer method of education. Cal Poly became the pilot campus to develop and test the program, which consists primarily of an online toolbox providing students with information about alcohol poisoning and the steps to prevent it or to help someone should it happen. They have received numerous student and parent testimonials of lifesaving action due to their program, Mr. Starkey said.

Mrs. Starkey cited statistics about binge drinking, and added that their program currently is used in various ways on eight CSU campuses. She asked that the system implement their free resources systemwide. Mr. Starkey said students, like Carson, come to CSU full of hope and often get in over their heads too quickly because they are young and impressionable and get into life-threatening situations without realizing it. With the CSU's support and their free program, Mr. Starkey said all CSU students can be empowered to know the signs and do the right thing to save their friend's life. Together, the CSU and the Starkeys can make a difference, he said.

Fresno State President John Welty thanked the Starkeys for being so open with the trustees, and then spoke about what Cal Poly and other CSU campuses have done when faced with such tragedies. He presented a PowerPoint reporting on progress since the CSU instituted a systemwide alcohol policy in 2001. Campuses have a wide range of strategies using online training and assessment programs, peer-to-peer outreach and educational programs similar to the Aware Awake Alive program. Surveys have been taken to assess how the programs are doing, and the campuses have partnered with community agencies and completed research projects. The campuses recently began focusing on the major problem of prescription drug use, as well as new tobacco initiatives, all of which are detailed in the board item that provides detailed information on initiatives and activities. The campuses have received more than \$1 million the past two years to undertake a variety of different programs, activities and strategies designed to focus on alcohol abuse, prescription drug use and other issues of health and safety. The funds have been effective in allowing the CSU to undertake studies and identify new ways to address the issues.

Since 2002, the CSU has held an annual conference on different campuses, bringing together students and professionals engaged in programs to share observations and successes. Some of the measurable outcomes reported are that students are more knowledgeable about the effects of alcohol use and state laws; there has been a reduction in drinking and driving and incidents of DUI (driving under the influence); an increase in protective strategies among legal drinkers, such as designated drivers; and a reduction in binge drinking. Looking ahead, President Welty said the system must continue to be vigilant, to expand assessment activities, expand and focus on education prevention and enforcement programs, and collaborate with state and local law enforcement agencies and community organizations. He said the job will probably never be done, but if all the campuses take steps that will allow young people to better understand the choices they make, then the efforts are all worth it to save lives.

Chair Bob Linscheid thanked the Starkeys for speaking recently at an Alumni Council meeting at CSU Monterey Bay. He said the board will do everything possible to provide the message of “Aware Awake Alive” to students. Chancellor Timothy P. White, speaking as a parent and also as a university president at campuses in Oregon, Idaho and Riverside, told of experiencing student deaths similar to Carson. “You said his life ended and his (Carson) legacy began, but it is also now your legacy.” As a tribute to Carson and the Starkey family, Chancellor White said the CSU will implement the program across all 23 campuses this year as one more tool in the tool kit that campuses have to complement existing programs. Any cost associated with the program will be taken care of by Chancellor White’s office. He also said the program will be translated into other languages, starting with Spanish. He complimented the Starkeys for their courage, selflessness and vision to create the program. “Perhaps our action will be one more step forward to making his (Carson) death and all it represents to so many other families a little bit less painful,” Chancellor White concluded.

Update on SB 1440: Associate Degree for Transfer Program

Ephraim P. Smith, executive vice chancellor and chief academic officer, thanked the board for paying close attention to the transfer program, saying that has been a key to its success so far, and a reflection of the steady progress described at each board meeting. He said the system is now moving from curriculum alignment to marketing and enrollment. Ken O’Donnell, senior director for student engagement and academic initiatives and partnerships, divided the work of implementing the law into three areas: curriculum, enrollment management and marketing. In the last few months the community colleges have allocated \$300,000 to increase radio advertising in strategic markets and improve the website to make it more useful for students. Mr. O’Donnell said he should have more census information about the number of students who opt into the program since classes will have begun by the next board meeting. Unless more students opt in, the state will not realize the amount of money it is expecting to save with the program. He reported that San Diego State University, within a few years time, will only admit transfer students in sociology and administration of justice who hold the transfer degree. Mr. O’Donnell called that a good message to send to students so they know that is the best way to prepare for transfer to the CSU. On the curriculum front, he said his office has put a lot of effort into proofreading data, checking over it and reviewing the CSU and community colleges’ curricula for similarity.

Trustee Lou Monville noted that the community colleges still are using paper transcripts for the most part instead of electronic transcripts. He asked if some of the funds the CSU and community colleges were setting aside for online courses could be used for technology to fix the transcript issue to streamline transfer to the CSU. Mr. O’Donnell agreed that the process needs to be automated, adding that the community colleges have allocated funds for work on eTranscripts, and the CSU’s funding for eAdvising will have connections to the transfer program.

Trustee Peter Mehas asked what percentage of the community colleges do not have electronic transcripts. Eric Forbes, assistant vice chancellor for student academic support, said a report will be presented at an upcoming board meeting with more precise numbers. Mr. Forbes said that easily 40 percent of the community colleges are not delivering transcripts electronically, and some of the biggest districts are still using paper. He said this causes probably the biggest obstacle in the process since the CSU campuses need them. He said all but four CSU can receive electronically, and two of the four do not have many transfer students so its not a major issue at those two. He added that none of the CSU campuses can send electronically, even to sister CSUs. Given that the CSU is just starting a concurrent enrollment program for CSU students to enroll in online courses at other CSUs, Mr. Forbes said sending electronically is very important.

Trustee Achtenberg asked if the CSU has a system that links with the community college system in terms of providing transcripts. Mr. Forbes said the CSU can receive the transcripts if the community colleges follow a prescribed format that moves the information into the CSU degree audit system in which the courses are evaluated. Trustee Achtenberg suggested that the CSU work with the Campaign for College Opportunity to advocate for the electronic transcripts. Dr. Smith said that he is working with his community college counterpart on the problem, and has discussed using some of the technology money the community colleges received this year in the state budget to move to electronic transcripts so the path is smoother for students.

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

Dr. Smith reported that Academic Affairs will come to the board in the fall with a report on how Common Core, Smarter Balanced will affect CSU teacher education programs. The annual teacher evaluation and accountability report also will be presented in the fall. Beverly Young, assistant vice chancellor for teacher education and public school programs, presented an overview of the state's transition to the Common Core State Standards for K-12 and the Smarter Balanced system of student assessment. Calling it a complex transition, Dr. Young said it was up to each state to make an independent decision to adopt the Common Core State Standards; California did in 2010. Forty-six states have adopted the standards so far. One of the main differences with California's existing standards for language arts and mathematics is that the new standards measure not only content knowledge, but also a deep application of knowledge. Expectations for each grade level are cumulative and all build to a common definition of proficiency. The Common Core State Standards are designed to address a broad new set of skills employers say they are seeking, and the Smarter Balanced test is designed to reinforce them through assessment. California has always had a clear understanding and vision for public education focused on great instruction, Dr. Young said. With the new standards, the vision includes: high-quality teaching and learning in every classroom in which assessment guides planning and instruction; a curriculum built on the Common Core State Standards; practical supports for teachers to help students advance; teachers who help students reach the next level and help other students close the gaps; and the overall goal of ensuring that all students in every California school graduate prepared for college and careers.

Using a PowerPoint, she showed the difference in questions from current state tests and the new test. Speaking about assessment, she said the goal is to have assessment as an interactive part of the instructional process and provide an overall system of tools and resources for educators to use throughout the school year. After switching over to Smarter Balanced, California quickly became a leader in the nation's work. State Superintendent of Public Instruction Tom Torlakson released the transition plan earlier this year that details the timeline for making the switch to the new system of assessment. The pilot test occurred this past spring and a field test will occur in spring 2014, with 2.5 million student participating, and more than 1,000 K-12 teachers and higher education faculty participating as reviewers. Grades to be tested are 3 through 8 and the 11th grade. This coming year is the last year for the existing STAR assessment system. States also will have the option for an additional cost to administer tests in other grades. For example, a retest option at the end of 12th grade will be helpful for students, like many who come to the CSU, who have not yet demonstrated college proficiency in the 11th grade test, Dr. Young said.

Smarter Balanced will impact CSU most directly in providing professional development and in preparing teachers and leaders who know the content, standards and approaches for teaching them. Additionally, there is the need for clear communication across college and K-12 about proficiency, curriculum alignment, content standards, regular and remedial course work and general education requirements. Dr. Young said the next challenging step is agreement on the "cut score," the level at which a student is considered to be college ready and exempt from remediation work. It is challenging because higher education currently has no common definition or level. As the CSU transitions to Common Core, Smarter Balanced, she said the system will rely on support and guidance from CSU faculty and the leadership of the Academic Senate. She said the CSU is in the early stages of planning northern and southern workshops to bring together faculty and administrators to discuss the ways that Common Core and Smarter Balanced will impact the CSU.

Trustee Achtenberg has heard from young teachers who are excited about the new system because it offers an opportunity to teach real skills to their students. She called the new program "a whole new lease on life for professional teachers." Trustee Mehas, a former school superintendent, said he was pleased that the CSU system is providing leadership in this area, and that the various entities are working together. Trustee Fortune asked about testing in the second grade. Jessica Valdez, from the state Department of Education, said that California cannot implement the Smarter Balanced assessments without legislative authority. Assembly Bill (AB) 484, which is making its way through the legislature, proposes the new assessment system for the state. Part of AB 484 proposes the suspension beginning next school year of all of the current STAR assessments, with the exception of those required for certain programs. That suspension would include the grade 2 assessments. Ms. Valdez mentioned Senate Bill 247 that proposes the state provide to local education agencies a list of approved grade 2 diagnostic assessments that would be optional. AB 484 and SB 247 are supported by the state superintendent and department of education, she said.

Update on Baccalaureate Unit Limits

Chris Mallon, assistant vice chancellor for academic programs and faculty development, summarized what has occurred since the board acted in January to impose a unit limit on CSU bachelor's degrees. Campuses were asked to make the changes in two waves, the first for programs requiring between 121 and 129 units, and report results by April 30, 2013. The programs that required 130 units or more were to report in January 2014. All changes would be effective for fall 2014. Dr. Mallon congratulated the faculty and campuses for getting the changes to her quicker than expected. The good news, she said, is that nine campuses are reporting they are already at 100 percent with all degrees at 120 units or they will be after campus and/or Chancellor's Office approval.

She also mentioned high-unit programs such as nursing, saying that those with more than 129 units have all come down to 120 units, except for Channel Islands which is at 120.5 units, only because they could not make changes in the middle of the accreditation process. Turning to engineering, 70 percent of the programs are still above 120. Of that number, 60 percent are above 130 units. Half of the exception requests to be allowed above 120 units came from engineering programs. At the same time, San Jose and Long Beach, two very large campuses with well-respected engineering programs say they can get to 120 units by 2014. Academic Affairs will bring together engineering faculty from across the system to share ideas with the goal of curriculum that satisfies engineering requirements and maintains quality and rigor. Among 20 discipline divisions, nine are at 120 units now. The ones above tend to cluster around engineering, biological sciences, physical sciences and computer science. Math, interestingly enough, is at 120, she said. There is disparity even within single disciplines. She used the example of computer science, which has 17 programs at 120 and three above. She said that is another area in which Academic Affairs can bring faculty together for consultation.

Twenty percent of CSU students are in programs above 120 units. Academic Affairs has expanded its "Search CSU Degrees" website so students can see the unit counts per program. The site is highlighted on the CSU home page. Based on trustee and Academic Senate requests, the site now includes all Extended Education programs and Cal State Online programs in addition to the (already posted) state support programs. It shows students, prospective students and their families face-to-face, online and hybrid programs. Cal State Online and Extended Education now have a link to Search CSU Degrees on their websites, so it is becoming much easier for students to find programs. They have more than 4,000 choices in the CSU, including 69 fully online degree programs. Ending her presentation, she said the system is making better progress than expected, thanks to the campus faculty and administrators who worked on the curriculum redesign. Trustee Doug Faigin asked about Cal State Online. Dr. Mallon said its website will have the full array of CSU programs so people can understand their choices. However, Cal State Online does not offer all CSU programs. Eventually, the list will include not only degree programs but also courses that can be taken fully online through Cal State Online, Extended Education or through state support.

Trustee Achtenberg adjourned the meeting.

COMMITTEE ON EDUCATIONAL POLICY

Reducing Bottlenecks and Improving Student Success

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Executive Officer

Gerry Hanley
Senior Director
Academic Technology Services

Update for \$10 million 2013-2014 Allocation to Infuse Technology into the Curriculum

Anything that limits a California State University (CSU) student's ability to make progress toward a degree and graduate in a timely manner can be called a bottleneck. In the 2013-2014 academic year, four types of bottlenecks will be addressed.

1. **Student Readiness and Curricular Bottlenecks:** A student's lack of readiness combined with current course curriculum often result in high D, W, F, I and U grades, resulting in students retaking the course to graduate. The bottlenecks are created by the enrollment demands of both new students and students repeating the course.
2. **Place-bound Bottlenecks:** Students are often place-bound and have to wait for their campuses to schedule particular courses. These bottlenecks can be especially significant for students at smaller CSU campuses where diversity of course requirements compete for significantly limited resources.
3. **Facilities Bottlenecks:** Campus facilities can create bottlenecks for a number of courses. In particular, introductory STEM courses have laboratory requirements that have restricted the number of students who can take lab sections in safe and properly equipped facilities.
4. **Advising and Scheduling Bottlenecks:** Frequently, students are not aware of the wider range of course and program options they have to complete their general education and major requirements. The bottlenecks are created when students do not receive the most timely and informative advice about their academic pathways and course schedules.

Addressing Student Readiness and Curricular Bottlenecks

Proven Practices for Course Redesign – Summer eAcademies are the first component of a yearlong program for CSU faculty who have successfully redesigned their courses to significantly improve student success (reduce D, W, F, U, I grades) and to mentor and share their course redesign strategies with other CSU faculty. Five eAcademies were held in summer 2013 with 86 faculty members participating from 19 campuses. Two more eAcademies will be delivered in fall 2013. Forty faculty members will participate in the Statway (lower division statistics) eAcademy in mid-September. Registration has not yet begun for the lower-division biology eAcademy in October.

eAcademy Curriculum – While the eAcademies were focused on the pedagogies and technologies used in the proven model courses, the eAcademies also covered a common range of topics including background and goals of the Proven Course Redesign program; engaging 21st century learners; aligning student learning outcomes with assessment; reviewing CSU’s quality online learning and teaching (QOLT) rubric and program; affordable learning solutions; accessibility; early warning and learning analytics; and the online Professional Learning Communities that will take place throughout the year. Other common themes included the “flipped classroom,” lecture capture/online videos, online homework and supplemental instruction.

Proven Practices: Summer 2013 eAcademies

Course Subject	Course Name/Number	Lead campus(es)	Date	# of Faculty	# of Campuses	Enabling Technology / Pedagogy
Engineering	EE 098	San José	July 22-24	19	13	edX/ Flipped Classroom
Physics	PHY 131/133	Pomona	July 29-31	19	5	smartPhysics/ project-based learning
Chemistry	CHEM 301A/301B	Fullerton	July 31-Aug 2	11	4	Online Homework/ Supplemental Instruction
Mathematics	MATH 103/115 /125/150A/B	Northridge and Fullerton	Aug 7-9	21	10	Adaptive Learning Tools/ Supplemental Instruction
Critical Thinking	PHIL 102	Chico	Aug 12-14	16	9	Fully Online
Total				86	19 (unique)	

Faculty Quote: "In a short two-and-half-day period, the workshop provided a lot of information on the new course materials and implementation method and strategy as well as a forum for future support. This information and support system is absolutely necessary for making major changes to the way we have been teaching the course over the last many years."

Promising Practices for Course Redesign – Seventy-seven awards were made to 19 campuses to redesign bottleneck courses to improve student success and increase access. The average redesign award is \$33,000 per course. All redesign proposals incorporate the use of innovative technology, and 19 of the 77 courses will be redesigned to be delivered fully online. Faculty will begin redesigning in fall 2013 and the courses will be taught in spring 2014 or fall 2014. Once taught and student success measured, some of these courses could become “proven redesign” models, and eAcademies would be held to share successful methods and strategies with other CSU faculty.

For both Proven and Promising Practices programs, the campus receiving the award agrees to ensure the appropriate policies and procedures are implemented in the following areas:

1. Employment in accordance with CSU labor agreements
2. Accessibility of instructional materials
3. Systemwide and local institutional research requirements
4. Accountability and fund management

Faculty participating in the Proven and Promising Practices programs will fulfill a number of commitments:

1. **Capturing and Sharing Course Redesign:** For each redesigned course, the faculty/campus team will build an ePortfolio that captures the processes and outcomes so others can learn from the experiences.
2. **Assessment of student learning outcomes:** Student academic performance as measured by grades and other student learning outcomes metrics are important components of evaluating the redesign success. It is important to provide evidence of improving student academic performance while maintaining the quality of instruction.
3. **Accessibility strategies and services:** Ensuring that all students, including those with disabilities, have equally effective access to the quality learning experiences is required. Each campus has policies and practices to fulfill its responsibilities for accessible instructional experiences. While redesigning the course, the campus should take advantage of the opportunity to improve the accessibility services (if needed).
4. **Participation in Promising Practices Community Activities:** The Chancellor’s Office’s Academic Technology Services (ATS) department will provide ongoing support

services to aid project success. Campus participation in these activities is expected. The focus will be guided by the campuses' needs and requests. The CO plans to provide periodic webinars on course redesign topics including universal design for learning, affordable learning solutions, new pedagogical approaches and student engagement, cost-effective technology services and high-impact practices.

In spring 2014, the ATS will host a *Promising Practices Virtual Poster Session* to showcase the ePortfolios created by faculty and staff supported by the Promising Practices program. The online ePortfolios will provide a wealth of information and knowledge to share with faculty and staff throughout the CSU.

Addressing Place-Bound Bottlenecks

Intrasystem Concurrent Enrollment (ICE) Program: Access to 33 fully online courses provides place-bound students with additional options to take courses that will help them make timely progress toward graduation. The courses were selected because of their demonstrated student success (fully online courses had equivalent or lower number of D, W, F, I as the identical face-to-face courses). The ICE website was designed and delivered for undergraduate students to find and apply for concurrent enrollment in these courses (www.calstate.edu/concurrent); in less than one month, more than 15,000 unique visitors have used the ICE website. The home and host campuses as well as the Chancellor's Office have developed marketing and orientation information for ICE students. Quarter campuses will deliver five courses; semester campuses will deliver 28 courses; and four of the 33 courses will be delivered on the Cal State Online platform. As of September 6, 160 students at semester campuses have enrolled in an ICE course. Quarter campus ICE registration was still open at the time this item was posted.

This fall, the CSU will be requesting additional candidate courses for the ICE program. It is expected that the number of ICE courses available for both semester and quarter campuses will increase. The CO will continue to improve support for student success in the ICE program by:

- 1) Providing students with earlier information about the ICE courses so they have more time to consider and enroll in an ICE course.
- 2) Providing students with more information about the academic and students support services at the host campus so they can make informed choices and be more successful in completing their ICE course.
- 3) Providing students with more information about the ICE courses' articulation to their home campus's general education, major and graduation requirements, so students can choose the best courses to speed progress toward graduation.
- 4) Offering Campuses and faculty more support and guidance about the design elements critical for online courses to support greater student success, so students continue to have high quality learning experiences.

Addressing Facilities Bottlenecks

Virtual Labs: Campus facilities' limitations can play a role in bottlenecks. Enrollment demands can outpace the physical capacity of a campus to offer laboratory sections in safe, well-equipped facilities, especially in the science, technology, engineering and math (STEM) disciplines. Limited facilities are one of the key factors determining program impact such as biology labs for biology majors. One strategy is to create hybrid/virtual laboratory courses for general education or pre-requisite STEM courses that do not require students to have an advanced wet-lab experience. These courses will allow campuses with limited laboratory space to offer more sections of lab sciences without compromising learning outcomes traditionally offered only in conventional wet labs.

Working with CSU STEM faculty who have been leaders in designing and using virtual labs, the Chancellor's Office will provide the professional development and online community programs to support faculty in their adoption of virtual STEM labs for their hybrid lab classes. The Chancellor's Office will continue to leverage the CSU-MERLOT project to provide easy and free access to high-quality virtual labs and also work with publishers of virtual STEM labs to provide affordable access for CSU students. Initial communication to campuses about the Virtual Labs Project will be provided in late September 2013 and the first workshop will be held in late October. The adoption of virtual labs is expected in the spring 2014 semester.

Addressing Advising and Scheduling Bottlenecks

eAdvising: All 23 campuses developed individual four-year plans to implement new technologies for faculty, staff and students to determine clear pathways to graduation, track progress to degree and demonstrate enrollment opportunities in registration. For the first year, the campuses were grouped into six cohorts based on their common consulting needs related to the current status of their degree audit system. A significant number of campuses identified the improvement of the degree audit as the first step toward revitalizing their eAdvising solutions. As campuses improve their degree audits, they will be re-grouped in the coming years based on their interest in other tools such as academic planners, early warning intervention, predictive analytics and advanced communication methodologies. Those campuses with enriched degree audits will be introducing many of these new tools in the first year. The use of cohorts will allow the CSU to leverage its buying power and give campuses the opportunity to learn from one another as new solutions are implemented.

Student Success: \$7.2 million to Support the Graduation Initiative

The \$7.2 million allocation by the chancellor for the Graduation Initiative is expected to improve academic and student success on campuses leading to higher six-year graduation rates while also closing the achievement gap. Fifteen campuses were eligible for funding (the eight smallest CSU

campuses opted for additional enrollment dollars) and submitted 50 proposals. A review committee of CSU faculty, staff and outside experts recommended that 30 projects be awarded funding. Campus proposals were focused on a wide variety of high-impact practices that have shown success and now can be scaled to affect more students across the system. All programs are focused on improving graduation rates and closing the achievement gap. They will report student success through quantitative data analysis annually.

Assessment

All funded bottleneck and student success projects will be held to high assessment standards outlined by the Chancellor's Office analytic studies department with consultation from campus institutional research offices. Up to 4 percent of the combined \$17.2 million has been set aside to help campuses meet the new assessment and data requirements. Data collected will track the impact these projects have in addressing various types of bottlenecks, improving student success, increasing graduation rates and closing the achievement gap for underrepresented minority students.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Bottleneck Courses Survey Report

Presentation By

Ron Vogel
Associate Vice Chancellor
Academic Affairs

Background

There has been a great deal of interest in and confusion about bottleneck courses especially concerning the operational definition and the extent to which they exist in the California State University (CSU) system. On one side of the conversation, students have reported bottlenecks that have increased their time to degree or prevented them from graduating. On the other side, some university administrators have stated that by moving resources where needed, bottlenecks do not exist on their campus. To avoid developing policy based on individual accounts, the CSU Board of Trustees requested a careful study of the issue to clarify misconceptions and provide data on bottleneck courses using a uniform definition. It was determined that information provided by department chairs who are closest to the management of course availability, and cross-checked by enrollment data, would be the most valid and reliable source of information. A methodology for the survey research was developed and the study began on May 23, 2013.

Starting a survey at the end of May was problematic because many faculty who serve as department chairs pursue other activities during the summer months. Therefore, to garner a respectable response rate, data collection began on June 14, 2013, and concluded on September 6, 2013.

Methodology

Questionnaire

The CSU Bottleneck Courses Survey was designed by CSU department chairs, survey researchers and administrators. Input also was sought from interested CSU trustees and the chair of the Statewide Academic Senate. The online instrument was extensively field tested and consisted of ten items. Survey participants were informed that their responses would be confidential.

For the purpose of this study, it was important to select a common definition. The survey instructions stated that a bottleneck:

- Is an undergraduate course students are “required” to take to earn a degree in a timely manner (4 to 6 years) but for any given reason could not be offered during the 2012-2013 academic year.
- Is likely to cause undergraduate course sequencing problems for students that can delay their expected graduation date.
- Can occur in undergraduate classes required in the major, prerequisite courses required outside of the department and general education (GE) courses taught in the department.

For academic year 2012-2013, department chairs were asked to identify each bottleneck course in their major by providing the course ID, number and title (e.g., BIO 101 - Introduction to Biology). The focus was on the bottleneck courses in their department major, the total number of sections taught and the number of additional sections needed to alleviate the bottleneck. The reason(s) why each bottleneck occurred was explored using closed and open-ended questions. The most common reasons were listed and respondents could select as many as applied. They included:

1. Not enough tenured and tenure-track faculty available
2. Not enough qualified part-time faculty available
3. Not enough funding to hire faculty
4. Not enough seating capacity for lecture courses
5. Not enough seating capacity for labs
6. Time and day constraints for scheduling rooms
7. Students repeating a required class to improve their grade
8. Not able to substitute the class with another
9. Other (please specify)

As noted, bottleneck courses can occur for a variety of reasons. The longer the bottleneck persists the more it can impact students. Therefore, respondents were asked how many semesters each bottleneck course was a problem and if it persisted, would it prevent students from graduating in four, five, or six years.

In addition to identifying all bottleneck courses within the major, the survey also focused on general education (GE), service and prerequisite courses taught by departments. It is not uncommon for academic units to offer a range of courses and surveying all department chairs at each institution ensured that all bottleneck courses could be identified.

Student Information and Common Management Systems

To determine the average enrollment in the course sections of bottleneck classes, a database of elements was extracted from the Common Management System (CMS) and the Student Information Management System (SIMS). All 23 campuses provided detailed information on courses offered fall 2012 from which average course section sizes could be estimated.

Data Collection

Every year, university provosts are asked to submit the names and contact information of department chairs and deans to the Division of Academic Affairs at the Chancellor's Office. For the 2012-2013 academic year, this information was requested on May 23, 2013. The subsequent list compiled by Academic Affairs was reduced to focus on undergraduate chairs only; all others were excluded including those starting fall 2013 and chairs who administered graduate, post-baccalaureate, athletic and extension programs. As communication with survey participants continued throughout the data collection process, the list was continually updated. In the 2012-2013 academic year, there were 866 undergraduate department chairs who administered academic programs in the CSU. Not all of the individuals who served as department chairs during 2012-2013 were able to participate in the study due to illness, retirements and accepting positions out of state.

Understanding that summer is a problematic time to conduct a survey of department chairs, a multi-stage communication plan was developed that started in June and continued through the start of the fall semester. An initial communication to department chairs from the Office of the Associate Vice Chancellor, Academic Affairs was emailed on June 14, 2013, explaining the purpose of the study with a request to complete the survey online via Survey Gizmo. The initial response rate was modest and four additional requests were emailed to non-responders at regular intervals until August 2, 2013. Following the email campaign to department chairs, campus provosts were contacted on August 15, 2013, and asked for their assistance. Each provost was provided with a campus specific list of non-responders and they either made contact directly or requested deans communicate with their chairs.

To support the efforts of the provosts, a phone campaign began on August 19, 2013, and all non-responders were contacted or left a voice message. If a questionnaire was not submitted, the department administrative assistants were contacted and asked to remind the chair to complete the survey. Data collection ended on September 6, 2013, with 791 chairs responding for a 91 percent response rate.

Results

Each of the 23 CSU campuses reported bottleneck courses during the 2012-2013 academic year. The number of courses varied by campus and no individual program or campus was singled out in this report.

Bottleneck Courses

As noted above, each department chair was asked to identify bottleneck courses in the department major including all prerequisite, service and general education (GE) classes offered by the department. At each institution where courses overlapped, only one instance of the identified bottleneck course was included to determine the total number. Overall, 1,294 unduplicated bottleneck courses were identified. Table 1 shows the majority of the bottleneck courses was concentrated among the 100-, 200-, and 300-level courses that were open to freshmen, sophomores, juniors and seniors.

Table 1: Levels of Undergraduate Bottleneck Courses

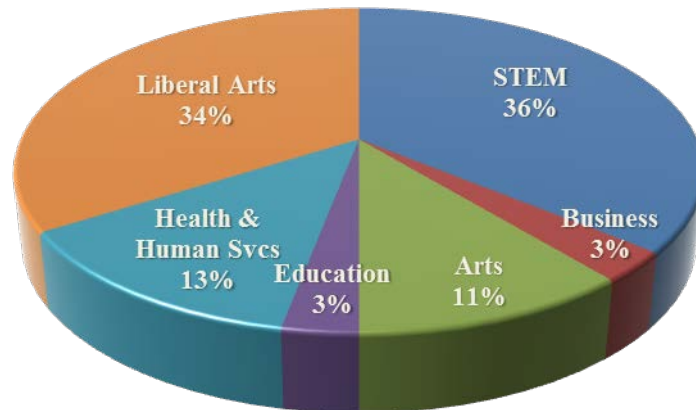
	Frequency	Percent
100-Level	337	26.0
200-Level	251	19.4
300-Level	505	39.0
400-Level	201	15.6
Total	1,294	100.0

Discipline Classifications

For analysis and reporting, all individual bottleneck courses were first organized into 21 different categories using their unique discipline codes. These disciplines then were further collapsed into six logical groupings similar to college structures in the CSU as follows: Arts, Business, Education, Health and Human Services, Liberal Arts and STEM (science, technology, engineering and mathematics). The STEM category was organized using the National Science Foundation (NSF) classification of STEM, which includes agriculture, biological sciences, information sciences, engineering, mathematics and physical science. The definition of STEM is fluid and can include other disciplines such as nursing, which was classified under Health and Human Services. The data allows for disaggregation or the reorganization of the classifications. For example, health care administration programs can be placed either in Health and Human Services or Business.

Chart 1 below shows that the greatest number of reported bottleneck courses (36 percent) occurred in STEM disciplines. This was followed by 34 percent in Liberal Arts, 13 percent in Health and Human Services, 11 percent in the Arts and 3 percent each in Business and Education.

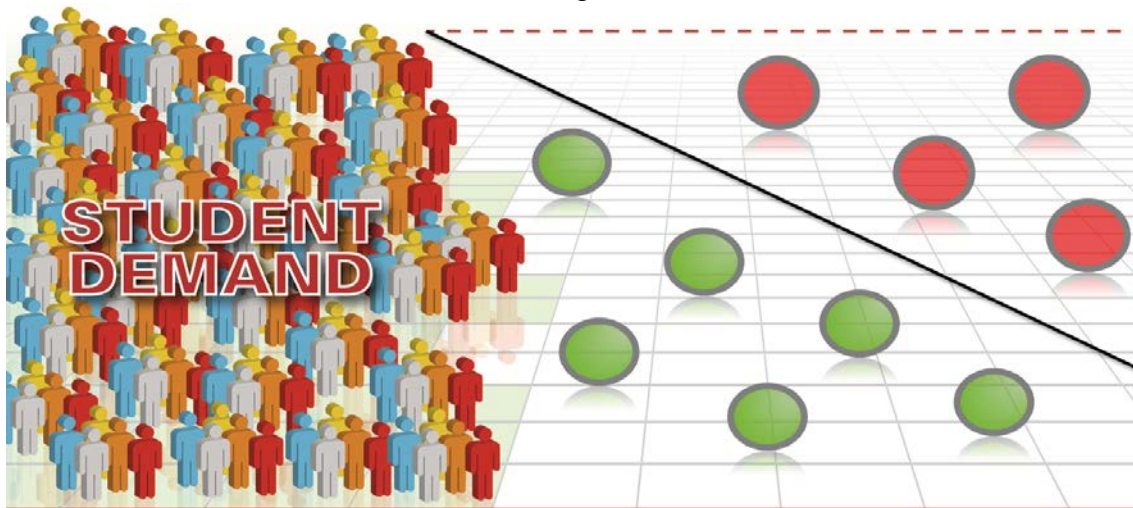
Total CSU Bottleneck Courses



Discipline Analysis

Figure 1 below provides an example of one bottleneck course taken from the data set for illustrative purposes and depicts student demand that cannot be met. Each filled class section (green circles) is clustered by proportion at the left. The red circles at the right represent the number of additional sections needed to meet student demand based on the actual number of students who could fill those sections. Ideally, if all students could be accommodated, the black line would be horizontal meeting the red dashed line and the path would be unobstructed.

Figure 1



In the example above, the department chair provided two reasons that caused the bottleneck. There were “not enough qualified part-time faculty” and “not enough seating capacity in their labs.” Even with the addition of more qualified faculty, the bottleneck will remain until the facility constraints are addressed.

Reporting the results of every bottleneck course in the CSU was not feasible but Figure 1 is useful because it provides a structure for reporting information. For this report, the discipline classifications (discussed previously) and the framework in Figure 1 serve as the method for presenting the findings in each of the six discipline categories.

Reasons for the Bottlenecks

The reasons why a bottleneck occurs is often more complex than any single cause. Therefore, the survey provided chairs with the opportunity to select one or more reason(s) for each reported bottleneck course. Table 2 reveals the rank order of the reasons for bottleneck courses in the CSU. The order was based on the total number of reported bottleneck courses in the CSU divided by the courses associated with the reason identified as causing the bottleneck course.

Table 2

Rank	Reasons for Bottleneck Courses
1	Not enough funding to hire faculty
2	Not enough tenured- and tenure-track faculty available
3	Not enough qualified part-time faculty available
4	Time and day constraints for scheduling rooms
5	Not enough seating capacity for labs
6	Not able to substitute the class with another
7	Not enough seating capacity for lecture courses
8	Other (please specify)
9	Students repeating a required class to improve their grade

Impact on Students

Department chairs reported that minimally 1,254 additional sections were needed if one section was added to each course. In total, 3,840 additional course sections were needed to alleviate all bottleneck courses during the 2012-2013 academic year. Because bottleneck courses wax and wane depending on funding, room availability, enrollment patterns, etc., the survey asked how

many semesters each bottleneck course was a problem. The data revealed that bottlenecks are not necessarily a one- or two-term problem. According to department chairs, 360 courses were a problem from one to three terms. The remaining bottleneck courses persisted for four terms or longer.

The numbers of students impacted by bottleneck courses are problematic and although some students circumvent bottlenecks by substituting requirements or taking classes at other institutions, many students appear to be delayed from graduating in a timely manner. To this end, chairs also were asked, "If the bottleneck persists in coming semesters, will it prevent students from graduating in four, five, or six years?" For each identified bottleneck course, department chairs were able to select yes or no for more than one year. Realizing the speculative nature of any prediction, the question reveals the impact on students if the problem persists. Of the 1,294 bottleneck courses, department chairs reported 1,100 bottleneck courses that could potentially prevent students from graduating in four years, 600 courses in five years and 247 courses in six years.

Discussion

Understanding bottleneck courses is a complex issue because of the multilayered interplay of reasons why they occur. For example, unraveling bottleneck courses that require a science lab illustrates this complexity. Department chairs reported that 285 bottleneck courses were caused by limited lab facilities. In this case, additional funding for more sections would have little impact on alleviating the problem. To address this issue, the Chancellor's Office is investing in technology to adopt "virtual labs" where appropriate. This is one approach beginning to address the lack of facilities, but it becomes more complex if additional reasons were cited for the bottleneck course. For example, 54 of the 285 bottleneck courses that identified limited lab facility issues also reported having students who repeated a required class to improve their grade. The convergence of these two reasons changes the conversation from the lack of lab space to the number of students repeating classes, which is a policy issue.

The CSU does not have a standardized course repeat policy and a campus-by-campus analysis would be required to determine the impact of policy changes. The Chancellor's Office is addressing this issue through a program to redesign courses with high failure rates to alleviate repeating courses. The new program is based on scaling-up proven practices that have significantly improved student performance. Summer eAcademies have been conducted to train interested faculty and additional funds are being used for the redesign of courses incorporating technology.

In addition, enrollment demand from related disciplines can further complicate the issue. For example, substantial numbers of pre-nursing majors can exacerbate the problem because on some campuses these students enroll in prerequisite lab courses with the hope of being admitted to the nursing program. However, without outstanding grades, their chances are limited and many of these students may eventually seek other majors.

In other discipline classifications, “time and day constraints for scheduling rooms” also was reported with “not enough seating capacity for lecture classes.” This can be a problem for very popular majors with large numbers of students. Many of the CSUs were designed decades ago when access was not an issue and the word impaction was not in the CSU vocabulary. However, the need for additional classrooms has not kept pace with demand and 16 CSU campuses are now impacted. With fire marshal restrictions on classroom capacity and the need for more and larger classrooms at several institutions, it is understandable why 566 reported bottleneck courses were associated with “not enough seating capacity for lecture courses” and “time and day constraints for scheduling rooms.”

These types of bottlenecks are referred to as *place-bound* because students who need these classes do not have alternatives such as taking classes online. With a portion of the \$10 million from the Governor’s budget, the Chancellor’s Office developed and recently launched an Intrasystem Concurrent Enrollment (ICE) program to begin offering fully online courses that articulate among CSU campuses (see www.calstate.edu/concurrent). It seems logical to expand ICE where bottleneck courses are caused by size restrictions of classrooms and scheduling constraints. Successful online courses that articulate between institutions appear to be the solution. The same is true for institutions that experience bottleneck courses due to the lack of qualified faculty or where more tenured- and tenure-track faculty are needed. However, due to the uniqueness of the curriculum across the CSU, this approach has limitations. Lower-division classes that articulate with community colleges will be less problematic than upper-division courses in the major. For example, examining all 300- and 400-level bottleneck courses (n=706), only 17 courses matched with other bottleneck courses. There are more bottleneck courses with similar titles that may match but this would require an in-depth review of course syllabi and learning objectives.

On the surface, it is reasonable to assume that undergraduate majors and courses with similar names are equivalent (e.g., sociology, psychology, history, art, etc.). This is certainly true for some disciplines but not others or there would be more matches among the 300- and 400-level bottleneck courses. However, there are distinct differences. One example is criminal justice where homogeneity would be expected but the major and courses can be very different from one another. This depends on faculty expertise, mission, history and orientation. Some have a public

policy focus while others have a legal orientation. There are programs that have developed their core strength in forensics and those with a critical or service approach. The CSU is unique in the diversity and character of the programs it offers, which is one of the system's many strengths but also makes finding simple solutions a challenge.

Summary

The survey results and data accumulated for this study reveal that the funds expended by the Chancellor's Office for bottleneck courses, which are supported by the Governor's budget, have been distributed in a manner that begin to directly address bottleneck issues in the CSU. The data also suggests that the problem of bottleneck courses is much more extensive than anticipated. Some campuses have fewer bottleneck issues than others but the problem exists across all institutions. The issues are multilayered and complex because of the diversity and uniqueness of programs offered in the CSU. This study shows that additional data is necessary to guide system-level policy decisions because bottleneck issues at the campus level are intertwined with macro level issues embedded in the mission of the university, the academic programs it serves, institutional policies and funding priorities. On a micro level, course numbering, titles and learning objectives of each bottleneck course must be examined to determine similarity.

As with most research, the results lead to more questions than answers. However, the data clearly demonstrates that parents and students have not erred in stating that bottleneck courses have been a deterrent to graduating in a timely manner. To alleviate this problem, administrators have shifted resources but department chairs who live with bottleneck courses are well aware that they exist and the reasons why they persist.

COMMITTEE ON EDUCATIONAL POLICY

Update on SB 1440: Student Transfer Achievement Reform Act

Presentation By

Ephraim P. Smith
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and Chief Academic Officer

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Assistant Vice Chancellor
Student Academic Support

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Summary

The Student Transfer Achievement Reform Act calls for the California Community Colleges (CCC) and California State University (CSU) to create clear, efficient transfer pathways to the baccalaureate, requiring no more than 60 semester hours of credit for the two-year degree, and another 60 units after transfer to complete a bachelor's degree in a similar discipline.

Carrying out the new law has entailed work on three fronts:

1. Working with faculty to create the transfer curriculum in popular majors
2. Managing enrollment and admissions intersegmentally, to prioritize transfer applicants who hold the new degrees
3. Communicating the benefits of the new program to students, counselors and the public

As of late August, the CCCs have created more than 900 Associate Degrees for Transfer. Nearly all of those degrees fit into at least one academic program on any CSU campus with degrees in the related disciplines, providing students around the state with the efficient curricular pathways called for in the law.

As interest in the new program grows, the CSU has placed more focus on electronic transcripts to facilitate the identification and hand-off of students from the community colleges to the universities. For full implementation, electronic transcripts work in three ways:

1. By accepting requests for student academic data
2. By sending student academic data to other institutions
3. By receiving student academic data from other institutions

The CSU's goal is to have all three functions working at each of the 23 CSU campuses and each of the 112 community colleges. Attachment A shows current deployment in the community colleges, whose eTranscript capacity has been recently supported by legislation and a funding allocation.

eTranscript capacity in the CSU has been similarly expanding, as the system develops uses beyond implementation of SB 1440. For example, eTranscripts are useful in the implementation of Early Start and the online Intrasegmental Concurrent Enrollment (ICE) programs.

On the third front, communicating the benefits of the Associate Degree program to students, counselors and the public, the CSU is now at the height of its annual fall Counselor Conferences. The Associate Degrees for Transfer and related print and online publications are featured prominently as CSU staff work with high school and community college counselors.

Attachment A
Ed. Pol.
Agenda Item 3
September 24-25, 2013
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COLLEGE TITLE	Accepting Electronic Requests	Accepting eTranscripts	SIS Vendor	COLLEGE TITLE	Accepting Electronic Requests	Accepting eTranscripts	SIS Vendor	COLLEGE TITLE	Accepting Electronic Requests	Accepting eTranscripts	SIS Vendor	COLLEGE TITLE	Accepting Electronic Requests	Accepting eTranscripts	SIS Vendor
ALAMEDA	✓	✓	IP	GIENDALE	IP	IP	IP	PALOMAR	✓	✓	IP	YUBA	NSC	NSC	NSC
ALLAN HANCOCK	✓	✓	IP	GOLDEN WEST	IP	IP	IP	PASADENA CITY	IP	IP	IP	CSU Bakersfield	✓	✓	PeopleSoft
AMERICAN RIVER	✓	✓	IP	GROSSMONT	IP	IP	IP	PORTERVILLE	✓	✓	IP	CSU Channel Islands	✓	✓	PeopleSoft
ANTELOPE VALLEY	✓	✓	IP	HARTNELL	IP	IP	IP	REDWOODS	✓	✓	IP	CSU Chico	✓	✓	PeopleSoft
BAKERSFIELD	✓	✓	IP	IMPERIAL VALLEY	IP	IP	IP	REEDLEY	✓	✓	IP	CSU Dominguez Hills	✓	✓	PeopleSoft
BARSTOW	✓	✓	IP	IRVINE VALLEY	IP	IP	IP	RIO HONDO	✓	✓	IP	CSU East Bay	✓	✓	PeopleSoft
BERKELEY CITY	✓	✓	IP	L.A. CITY	IP	IP	IP	RIVERSIDE CITY	✓	✓	IP	CSU Fresno	✓	✓	PeopleSoft
BUTTE	✓	✓	IP	L.A. HARBOR	IP	IP	IP	SACRAMENTO CITY	✓	✓	IP	CSU Fullerton	✓	✓	PeopleSoft
CABRILLO	✓	✓	IP	L.A. MISSION	IP	IP	IP	SADDELEBACK	✓	✓	IP	CSU Humboldt	✓	✓	PeopleSoft
CANADA	✓	✓	IP	L.A. PIERCE	IP	IP	IP	SAN BERNARDINO	✓	✓	IP	CSU Long Beach	✓	✓	PeopleSoft
CANYONS	✓	✓	IP	L.A. TRADE-TECH	IP	IP	IP	SAN DIEGO CITY	✓	✓	IP	CSU Los Angeles	✓	✓	PeopleSoft
CERRITOS	✓	✓	IP	L.A. VALLEY	IP	IP	IP	SAN DIEGO MESA	✓	✓	IP	CSU Maritime Academy	✓	✓	PeopleSoft
CERRO COSO	✓	✓	IP	LAKE TAHOE	IP	IP	IP	SAN DIEGO MIRAMAR	✓	✓	IP	CSU Monterey Bay	✓	✓	PeopleSoft
CHAROT	✓	✓	IP	LANEY COLLEGE	IP	IP	IP	SAN FRANCISCO CITY	✓	✓	IP	CSU Northridge	✓	✓	PeopleSoft
CHAFFEY	✓	✓	IP	LAS POSITAS	IP	IP	IP	SAN JOAQUIN DELTA	✓	✓	IP	CSU Pomona	✓	✓	PeopleSoft
CITRUS	✓	✓	IP	LASSEN	IP	IP	IP	SAN JOSE CITY	✓	✓	IP	CSU Sacramento	✓	✓	PeopleSoft
COASTLINE	✓	✓	IP	LONG BEACH CITY	IP	IP	IP	SAN MATEO	✓	✓	IP	CSU San Bernardino	✓	✓	PeopleSoft
COLUMBIA	✓	✓	IP	LOS MEDANOS	IP	IP	IP	SANTA ANA	✓	✓	IP	CSU San Diego	✓	✓	PeopleSoft
CONTRA COSTA	✓	✓	IP	MARIN	IP	IP	IP	SANTA BARBARA CITY	✓	✓	IP	CSU San Francisco	✓	✓	SMS
COPPER MOUNTAIN	✓	✓	IP	MENDOCINO	IP	IP	IP	SANTA MONICA CITY	✓	✓	IP	CSU San José	✓	✓	SMS
COSUMNES RIVER	✓	✓	IP	MERCED	IP	IP	IP	SANTA ROSA	✓	✓	IP	CSU San Luis Obispo	✓	✓	PeopleSoft
DAWSON COLLEGE	✓	✓	IP	MERRITT	IP	IP	IP	SANTO ANTONIO	✓	✓	IP	CSU San Marcos	✓	✓	PeopleSoft
DIABLO VALLEY	✓	✓	IP	MIRA COSTA	IP	IP	IP	SEQUOIAS	✓	✓	IP	CSU Sonoma	✓	✓	PeopleSoft
EAST L.A.	✓	✓	IP	MODESTO	IP	IP	IP	SHASTA	✓	✓	IP	CSU Stanislaus	✓	✓	PeopleSoft
EL CAMINO	✓	✓	IP	MONTEREY PENINSULA	IP	IP	IP	SIERRA	✓	✓	IP	UC Berkeley	✓	✓	PeopleSoft
EVERGREEN VALLEY	✓	✓	IP	MOORPARK	IP	IP	IP	SISKIYOU	✓	✓	IP	UC Davis	✓	✓	PeopleSoft
FEATHER RIVER	✓	✓	IP	MORENO VALLEY	IP	IP	IP	SKYLINE	✓	✓	IP	UC Irvine	✓	✓	PeopleSoft
FOLSOM LAKE	✓	✓	IP	MT. SAN ANTONIO	IP	IP	IP	SOLANO	✓	✓	IP	UC Los Angeles	✓	✓	PeopleSoft
FOOTHILL	✓	✓	IP	NAPA VALLEY	IP	IP	IP	SOUTHWESTERN	✓	✓	IP	UC Merced	✓	✓	PeopleSoft
FRESNO CITY	✓	✓	IP	NORCO	IP	IP	IP	TAFT	✓	✓	IP	UC Riverside	✓	✓	PeopleSoft
FULLERTON	✓	✓	IP	OHLONE	IP	IP	IP	VENTURA	✓	✓	IP	UC San Diego	✓	✓	PeopleSoft
GAVILAN	✓	✓	IP	ORANGE COAST	IP	IP	IP	VICTOR VALLEY	✓	✓	IP	UC Santa Cruz	✓	✓	PeopleSoft
	✓	✓	IP	OXNARD	IP	IP	IP	WEST HILLS COALINGA	✓	✓	IP	UC Santa Barbara	✓	✓	PeopleSoft
	✓	✓	IP	PALO VERDE	IP	IP	IP	WEST HILLS LEMOORE	✓	✓	IP				
	✓	✓	IP					WEST L.A.	✓	✓	IP				
	✓	✓	IP					WEST VALLEY	✓	✓	IP				
	✓	✓	IP					WOODLAND	✓	✓	IP				

IP	= In Progress
✓	= Yes
x	= No

Associate Degrees for Transfer
CSU-TMC alignment

	Anthropology	Art History	Business	Early Childhood Education	English	History	Physics	Political Science	Sociology	Studio Arts	Theater Arts	Administration of Justice	Communication Studies	Elementary Teacher Education	Philosophy	Psychology	Geography	Kinesiology	Mathematics	Music	Spanish	Geology	Computer Science	Journalism	
Bakersfield	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Channel Islands	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chico	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Bay	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fullerton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Humboldt	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Long Beach	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maritime	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sonoma	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stanislaus	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Los Angeles	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monterey Bay	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northridge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sacramento	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San Francisco	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San José	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San Marcos	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San Marcos	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fresno	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dominguez Hills	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pomona	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San Diego	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San Bernardino	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San Luis Obispo	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

COMMITTEE ON EDUCATIONAL POLICY

Teacher Preparation Program Evaluation

Presentation by

Ephraim P. Smith
Executive Vice Chancellor and
Chief Academic Officer

Beverly Young
Assistant Vice Chancellor
Teacher Education and
Public School Programs

Background

The California State University (CSU) system strives to create teacher preparation programs that are as responsive as possible to the needs of K-12 schools. To this end, the CSU Center for Teacher Quality (CTQ) conducts an annual systemwide evaluation of all CSU credential program graduates near the end of their first year in classrooms to assess the quality, value and effectiveness of their preparation to teach. Additional evidence for the effectiveness of CSU teacher education programs comes from the professional judgment of experienced school leaders who supervise CSU graduates during their first year of teaching. Taken together, the two sources of data offer a wealth of information about how well CSU colleges of education prepare prospective teachers to meet a broad spectrum of student needs once they enter the teaching profession.

More than 30,000 teaching graduates and more than 22,000 supervisors have participated in the systemwide evaluation since it was originally conducted in 2001. This report focuses on data collected in spring 2012 for those teaching graduates who completed their credential requirements in 2010-2011. The CSU awarded 6,832 teaching credentials that year. More than three-quarters of those graduates (77 percent) were employed as first-year teachers in California public schools during the 2011-2012 school year. A total of 2,745 first-year teaching graduates from this cohort were located and invited, along with their supervisors, to participate in the evaluation.

Rationale for the CSU Systemwide Evaluation of Teaching Graduates

The CSU systemwide evaluation is intended to:

1. Provide a valid measure of the effectiveness of credential programs in preparing teachers to enter the workforce with the knowledge, skills and practices needed to improve students' academic growth;
2. Facilitate accountability by providing evidence that stated outcomes and indicators for each university's credential programs are being met;
3. Document system and context changes over time through the use of annual cross-sectional surveys consisting of core sets of questions administered each time; and
4. Provide information that will inform and empower program staff to make decisions that improve the quality, effectiveness or efficiency of program activities and ultimately improve contributions to K-12 learning and achievement.

To meet these objectives, the systemwide evaluation examines program effectiveness along many dimensions, including subject-matter preparation, preparation to teach the subjects of the curriculum, preparation to effectively teach special-needs students, English learners and other culturally diverse students, preparation to manage classroom instruction and preparation to assess student learning. The central question the evaluation addresses is how well prepared are CSU graduates to fulfill the major professional responsibilities commonly assigned to new teachers?

Evaluating Overall Levels of Teacher Preparation

This report focuses on two elements from the systemwide evaluation that examine the broad construct of preparation for teaching from two complementary perspectives:

1. Teaching graduates were asked to evaluate the overall usefulness of the preparation received in their credential program; and
2. The supervisors who guided and supported each graduate during the first year of teaching were asked to evaluate the teacher's overall readiness to be a teacher.

Self-perceptions of program usefulness made by graduates who have gained practical experience working with students in classrooms have far greater validity than self-perceptions made prior to becoming a teacher. Independent ratings of readiness for teaching provided by the supervisors of these teachers add authoritative weight to the conclusions. The evaluation instruments for both sets of respondents were designed in such a way that teachers and supervisors make their overall judgments of preparedness after responding to a series of focused questions about the specific duties of classroom teachers. This design feature reduces ambiguity and subjectivity to ensure

that evaluation teachers and their supervisors interpret the broad construct of teacher preparedness consistently and as intended.

CSU Graduates Are Well-Prepared to Assume the Responsibilities of Teaching

In nine of CTQ's annual surveys from 2004 through 2012, a total of 19,858 first-year teachers responded to the following question: ***What is your overall evaluation of your CSU Teaching Credential Program?*** The teachers indicate their level of preparedness on a 4-point likert scale as follows:

- (A) My CSU credential program provided a rich array of ideas and skills that have been useful in my teaching this year.
- (B) The CSU program offered many useful ideas and skills, but some of the material has been less helpful in my teaching.
- (C) The CSU program included relatively little substance. Most of the material has been of little value in my teaching.
- (D) The CSU professional teacher preparation program offered nothing of value. It was entirely a waste of my time.

Each year, the great majority of responding teachers select Options A or B above, providing strong evidence that new teachers find much of value in the preservice preparation they receive from their CSU teacher credential programs. In the most recent survey cohort, results for 1,000 first-year teachers who earned their credentials in 2010-2011 showed that 91 percent of teaching graduates reported positive levels of satisfaction with the usefulness of their credential program.

Teacher ratings of the usefulness of their credential program have remained fairly consistent since 2004 when this question was first included on the survey. The percentage of teachers who selected Options A or B for this item ranges from a low of 87 percent in 2006 to a high of 91 percent in 2004 and 2012.

The school leaders participating in our evaluation also are very positive about the preparation teachers receive from their credential program. From 2004 through 2012, a total of 11,551 supervisors responded to a similar question about the overall preservice preparation of first-year teachers: ***What is your overall evaluation of this teacher's readiness to be a teacher?*** The school leaders indicate their level of preparedness on a 4-point likert scale as follows:

- (A) This teacher is learning to provide excellent learning opportunities, due substantially to her/his university preparation.
- (B) This teacher has very good potential to become excellent, but some of his/her preparation could have been better.

- (C) This teacher's performance has been adequate, but her/his preparation at the university should have been much better.
- (D) This teacher's capacity to become a good teacher was seriously jeopardized by poor preparation at the university.

Each year, the percentages of supervisors selecting Options A or B above, the highest ratings of teacher preparedness, is very close to the percentage of teachers selecting Option A or B on the analogous question from the teacher survey. In our most recent survey cohort, results from supervisors of 632 first-year teachers who earned their credentials in 2010-2011 showed that 90 percent of the supervisors believe the teacher under their supervision is *learning to provide excellent learning opportunities or has very good potential to become excellent, due substantially to her/his university preparation.*

Examining Factors Associated with Successful Preparation for Teaching

In addition to measuring teacher preparedness on the basis of judgments made by CSU teaching graduates and their supervisors, the Systemwide Evaluation also examines a wide variety of factors thought to be associated with teacher preparedness. For the present report, the Center for Teacher Quality examined the relationship between preparedness and three of these factors:

1. Academic experience prior to admission in a CSU credential program;
2. Type of credential earned; and
3. Type of teaching assignment the graduate held during their first year of teaching.

Results from the Systemwide Evaluation suggest that factors associated with a teaching graduate's academic history may influence their subsequent levels of preparedness. Teaching graduates were asked on the survey to report on their academic work prior to earning their credential. Evaluation findings reveal that better-prepared teachers were more likely to have:

- Attended only one four-year institution while earning their bachelor's degree;
- Earned their bachelor's degree and teaching credential from the same CSU campus; and
- Earned their bachelor's degree from a CSU campus rather than a non-CSU campus.

Although these factors are outside the direct sphere of influence for a teacher preparation program, nevertheless they provide important insights into the complex web of variables that link a program's implementation and its outcomes.

The evaluation also reveals important differences in teachers' overall levels of preparedness according to the type of credential earned. Supervisors of first-year teachers, as did the teachers themselves, rated teachers who earned a Multiple Subject Credential as more prepared than those

who earned an Education Specialist Credential, who in turn were deemed more prepared than those who earned a Single Subject Credential.

Upon further investigation, the results varied considerably within credential type according to their first-year teaching assignment. Among secondary teachers who earned a Single Subject Credential, judgments of preparedness varied widely according to the primary subject area they taught. Higher ratings of preparedness were found for teachers who taught vocational education and world language courses. Lower ratings of preparedness were found for teachers who taught physical education and history/social science courses. Among first-year teachers who earned an Education Specialist Credential, resource specialists were judged to be better prepared than special education teachers holding other types of positions. Interestingly, no differences in preparedness were evident among teachers who earned a Multiple Subject Credential according to their grade level assignment.

The presentation to the trustees will describe these results and factors associated with high levels of teacher preparedness in greater detail. It is intended that the findings will provide insights that contribute to improvements in teacher education programs throughout the CSU system.

COMMITTEE ON EDUCATIONAL POLICY

Academic Master Plan Update for Fast-Track Program Development

Presentation By

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

In January of each year, campuses may expand their academic plans by submitting for trustee approval a list of proposed projections for new degree programs. Subsequent to trustee approval in March, the campuses may begin developing corresponding degree program proposals. Policy also allows for the June submission of “fast-track” degree program projections for trustee consideration at the September meeting. Fast-track proposals represent bachelor and master’s degree programs that can be implemented without major capital outlay, that do not require accreditation approval and that will require no expenditure beyond the campus’s existing resources. Trustee approval at the September meeting allows the chancellor to approve the program proposals for implementation following a system-level review indicating that the degree program is provided for and planned appropriately.

This fast-track process is one of a handful of mechanisms that facilitate nimble program planning, allowing the campuses to provide a timely response to the state’s changing workforce needs.

For fast-track consideration, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus’s existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project.
4. It is consistent with all existing state and federal law and trustee policy.
5. It is either a bachelor or master’s degree program.

6. The proposed program has been subject to a thorough campus review and approval process.

The following fast-track proposal has been submitted, meets the required criteria and assurances have been provided that the program will be supported by sufficient faculty, as well as facilities and information resources.

Dominguez Hills

BS Earth Science

Recommended Action:

The proposed resolution refers to the academic plans approved by the Board of Trustees in March 2013 and includes customary authorization for newly projected degree programs. The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the academic plan degree projections for California State University, Dominguez Hills (as contained in Attachment A to Agenda Item 1 of the March 19-20, 2013 meeting of the Committee on Educational Policy) be amended to include a projected Bachelor of Science with a major in Earth Science, with implementation planned for fall 2013.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Nursing Programs Update

Presentation By

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

More than three million nurses serve this country's health care needs. Even more are needed, however, and their educational attainment will need to be elevated to meet the needs of the aging national population and the expanding health care system associated with the Affordable Care Act. The U.S. Bureau of Labor Statistics projects that by 2020 another 1.2 million new nurses will be needed to fill new and vacant nursing positions. California State University (CSU) nursing programs, now offered on 20 campuses, work to supply the need not just for registered nurses, but for the highly educated nursing workforce called for in *The Future of Nursing: Leading Change, Advancing Health* report¹, issued by the independent nonprofit Institute of Medicine (IOM). That report set a national 2020 target for 80 percent of nurses to be trained to the baccalaureate level (up from 50 percent) and for twice as many nurses trained to the doctoral level than now. The IOM report also recommended instituting seamless educational pathways in which students can pursue advanced degrees that will prepare them to practice to the highest extent of their education and training.


Seamless Pathways for Educating Highly Trained Nurses

For more than 60 years, CSU nursing programs have contributed to the health care workforce. With programs on all but three campuses, CSU nursing programs now include bachelors; bachelor's degree-completion ("ADN/RN to BSN"); second baccalaureate; masters; entry-level masters (for non-nursing bachelors); and, as of fall 2012, doctor of nursing practice (DNP) degree programs. In 2011-2012, the CSU conferred 3,284 nursing degrees, producing 2,575 bachelor of science in nursing (BSN) graduates and 709 master of science in nursing (MSN) graduates (see Table 1).

The CSU's nursing programs respond to demands from state and national governments, accreditors, licensure board and the health care employment sector, all of which point to better patient outcomes associated with more highly educated nurses. In answer to the IOM report and

¹ <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>

in fulfillment of Education Code section 89267.5, the CSU and the California Community Colleges (CCC) developed seamless, articulated pathways between associate degree in nursing (ADN) programs and bachelor of science in nursing (BSN) programs to increase the state's number of bachelor's trained nurses. ADN-to-BSN programs achieve some cost savings for the CSU because the majority of the expensive pre-licensure clinical training is carried out at CCCs. In response to Education Code section 66055.5, CSU faculty and nursing directors developed a systemwide set of nursing program prerequisites to make admission and degree completion more simple and consistent across the state. Community college adoption of the CSU prerequisites would further achieve the kind of seamless pathway recommended in the IOM report. A CSU ADN-to-BSN Nursing Degree Pathways website (<http://www.calstate.edu/adn-bsn/>) lists advising roadmaps and program prerequisites for ADN graduates wishing to complete a CSU BSN degree.

CSU ADN-to-BSN Nursing Degree Pathways	Systemwide CSU Nursing Prerequisites									
 <p>A map of California with various CSU campuses marked by blue dots and labeled. The campuses shown are Chico, Sacramento, Sonoma, East Bay, Stanislaus, San Francisco, San José, Monterey Bay, Fresno, Bakersfield, Northridge, Channel Islands, Los Angeles, Dominguez Hills, San Bernardino, Fullerton, San Marcos, Long Beach, San Diego, and San Diego-Imperial Valley.</p>	<table border="1"><thead><tr><th data-bbox="813 940 1344 972">Nursing Program Prerequisite Courses</th></tr></thead><tbody><tr><td data-bbox="813 989 1065 1016">1. Oral communication</td></tr><tr><td data-bbox="813 1033 1097 1060">2. Written communication</td></tr><tr><td data-bbox="813 1077 1016 1104">3. Critical thinking</td></tr><tr><td data-bbox="813 1121 1360 1199">4. Chemistry (general, integrated, inorganic or organic)-with or without lab, as it is taught on the campus where the course was taken</td></tr><tr><td data-bbox="813 1215 1235 1243">5. Human anatomy (with required lab)</td></tr><tr><td data-bbox="813 1260 1260 1287">6. Human physiology (with required lab)</td></tr><tr><td data-bbox="813 1304 1195 1331">7. Microbiology (with required lab)</td></tr><tr><td data-bbox="813 1348 943 1375">8. Statistics</td></tr></tbody></table>	Nursing Program Prerequisite Courses	1. Oral communication	2. Written communication	3. Critical thinking	4. Chemistry (general, integrated, inorganic or organic)-with or without lab, as it is taught on the campus where the course was taken	5. Human anatomy (with required lab)	6. Human physiology (with required lab)	7. Microbiology (with required lab)	8. Statistics
Nursing Program Prerequisite Courses										
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6. Human physiology (with required lab)										
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8. Statistics										

Nursing Faculty Shortage

CSU nursing enrollments have fluctuated with the economy since 2008-2009. CSU BSN programs appear to be recovering from an earlier downturn. While MSN programs have slowed the rate of decline, the CSU is still waiting for enrollments to recover (see Table 2). As with nursing programs nationally, the CSU cannot fully satisfy nursing enrollment demands and must turn away qualified nursing applicants every year. In the last admission cycle for example, CSU Chico was unable to admit 86 percent of its fully qualified nursing applicants for fall 2013 and CSU San Marcos turned away nearly 89 percent. The American Association of Colleges of Nursing reported that “The primary barriers to accepting all qualified students at nursing colleges and universities continue to be a shortage of faculty (60.7 percent) and an insufficient number of

clinical placement sites (61 percent).”² Illustrating the widespread problem, a survey by the association indicated that only 27.5 percent of responding institutions reported that they had no need for additional full-time faculty in 2012-2013.

Hiring and retaining nursing faculty is a challenge because of availability, cost and salary competition with other employment sectors. Nurses with advanced degrees can earn more lucrative salaries in clinical practice or administration than is common for college or university faculty positions. As the current faculty ages and moves toward retirement, what has been termed a “nursing faculty crisis” will only increase. A 2010 report by the National League of Nursing and the Carnegie Foundation Preparation for the Professions Program indicated that 48 percent of nurse educators were (at that time) 55 years old or older³. And while historically, an insufficient production of new nursing Ph.D.s further limited the pool of available faculty, there is a growing interest in doctor of nursing practice (DNP) programs. This has inspired greater enrollments in research-based doctoral programs, including Ph.D. and doctor of nursing science (DNS, DNSc). This trend, along with the two new CSU research-infused DNP programs in the southern and northern regions will likely increase the production of future nursing faculty, so needed in California to meet the tremendous student demand for nursing education programs. The two DNP programs provide the culminating degree in the seamless pathway that begins with the community college ADN programs.

The CSU must plan now to address the two principle barriers to expanding nursing education: a shortage of faculty and an insufficient number of clinical placements. When the production of doctorate-trained nurse educators increases the pool of available faculty, the CSU will need to be poised to invest in this critically needed resource. As a greater number of nursing faculty are recruited and hired to teach, CSU schools and colleges of nursing will need to hire more coordinators of clinical placements and will, in some cases, be asked to pay health care institutions for clinical training. To respond to state and national healthcare workforce needs, funding to overcome these two barriers should be a priority consideration in future years’ budget requests.

² <http://www.aacn.nche.edu/Media/NewsReleases/2009/StudentEnrollment.html>

³ <http://www.nln.org/governmentaffairs/pdf/nursefacultyshortage.pdf>

Table 1

2011-2012 CSU Nursing Degrees Granted
Master of Science in Nursing **Bachelor of Science in Nursing**

Campus	MSN		Total	Campus	BSN		Total
	Post-RN	Pre-RN			Post-RN	Pre-RN	
Bakersfield		-	-	Bakersfield	-	95	95
Channel Islands	-	-	-	Channel Islands	14	35	49
Chico	4	-	4	Chico	19	99	118
Dominguez Hills	-	162	162	Dominguez Hills	-	224	224
East Bay	-	-	-	East Bay	-	186	186
Fresno	35	28	63	Fresno	145	5	150
Fullerton	92	23	115	Fullerton	103	45	148
Humboldt	-	-	-	Humboldt	-	57	57
Long Beach	58	11	69	Long Beach	34	181	215
Los Angeles	59	17	76	Los Angeles	76	86	162
Monterey Bay	-	-	-	Monterey Bay*	-	-	-
Northridge	-	-	-	Northridge	32	32	64
Sacramento	24	4	28	Sacramento	41	135	176
San Bernardino	7	-	7	San Bernardino	12	129	141
San Diego	42	-	42	San Diego	22	202	224
San Francisco	42	10	52	San Francisco	25	101	126
San Jose	15	-	15	San Jose	1	170	171
San Marcos	-	-	-	San Marcos	8	128	136
Sonoma	46	22	68	Sonoma	28	22	50
Stanislaus	8	-	8	Stanislaus	25	58	83
Grand Total	432	277	709	Grand Total	585	1,990	2,575

*Monterey Bay has implemented a post-RN bachelor's program but did not have graduates in 2011-2012.

Table 2

Full-Time Equivalent Nursing Enrollments
California State University

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
BSN	4,190.0	4,355.7	5,185.6	5,828.6	5,250.2	4,893.0	5,065.6
MSN	1,006.5	1,473.5	1,659.2	1,765.1	1,733.9	1,489.8	1,413.3

Data as of January 10, 2013.

AGENDA

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Meeting: 1:30 p.m., Tuesday, September 24, 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 July 23, 2013

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

Discussion Items

2. Approval of Schematic Plans, *Action*

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

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

July 23, 2013

Members Present

Peter Mehas, Chair
Douglas Faigin
Margaret Fortune
Bob Linscheid, Chair of the Board
Lou Monville
J. Lawrence Norton
Cipriano Vargas
Timothy P. White, Chancellor

Approval of Minutes

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

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

Trustee Mehas presented, Consent Item 1 to Amend the 2013-2014 Capital Outlay Program, Non-State Funded. The committee recommended approval by the board of the proposed resolution (RCPBG 07-13-07).

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

Elvyra F. San Juan, assistant vice chancellor, presented the final report on the 2013-2014 State Funded Capital Outlay Program, which totals \$84.2 million for The CSU. The system received \$5.9 million to fund equipment for five projects previously funded for construction, and \$78.3 million to fund preliminary plans, working drawings and construction to address seismic deficiencies at CSU Bakersfield (\$1.7 million) and Cal Poly Pomona (\$76.5 million). Funding for six of the projects is from old general obligation bonds. The Cal Poly Pomona Administration/Student Services Replacement Facility will be funded from lease revenue bonds.

Trustee Hugo Morales asked for more description on the projects being funded in 2013. Ms. San Juan responded that the dollars will fund equipment (e.g. desks, chairs, bookcases, laboratory equipment) for five projects, while the Bakersfield project will reinforce the connections to the vertical supports to address the seismic issues resulting from the long span design element. The Pomona Administration/Student Services Replacement building addresses

the widespread structural and waterproofing deficiencies found in the existing Classroom/Laboratory/Administration (CLA) building completed in 1990. The new building will bring administration and student services into one space for one-stop shopping (currently housed in the CLA building). A future project, a secondary effect, will likely demolish part of the existing deficient building (the tower) whereby the remaining classroom portion could be used by the campus for surge space during other renovation and new construction projects.

With no additional questions, 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 four projects:

1. California State University, Fullerton

Titan Student Union Modernization and Expansion	PWCE	\$20,000,000
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California State University, Fullerton wishes to proceed with the design and construction of the Titan Student Union Modernization and Expansion project (#60). The 140,000 GSF Titan Student Union was originally built in 1976 with a subsequent expansion in 1992. The proposed addition (20,000 GSF) for the southeast edge of the existing facility will establish a new focal point and entry for the building while providing additional lounges and study spaces which will alleviate crowding in the dining areas and improve circulation.

The project scope includes the renovation of approximately 20,000 GSF of the existing second floor and mechanical systems upgrades throughout the facility. Interior improvements will address space and service needs associated with student government offices, Associated Students, Inc. (ASI) auxiliary administrative offices, Student Affairs departments, conference rooms, and support areas.

The project will be funded from student union and ASI program reserve funds.

2. California State University, Northridge

Extended Learning Building	PWCE	\$37,242,000
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California State University, Northridge wishes to proceed with the design and construction of a new office and classroom building for the Tseng College of Extended Learning (#165). The project will be constructed on land currently used for a small parking lot northwest of University Hall (#5) on the west edge of campus. This 68,470 GSF building will provide space for the

Center project; and 4) \$2,671,000 for preliminary plans, working drawings, construction and equipment for the California State University, Northridge University Student Union East Conference Renovation project.

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Approval of Schematic Plans

Presentation By

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

Summary

Schematic plans for the following project will be presented for approval:

California State University, Northridge—Extended Learning Building
Project Architect: LPA Architects

Background and Scope

California State University, Northridge proposes to construct a new 68,470 GSF office and classroom building for the Tseng College of Extended Learning, located in the southwest quadrant of the campus between West University Drive on the east and Darby Street on the west. The Extended Learning Building (#165) will be easily accessed by the new Transit Center, the adjacent parking garage, or key pedestrian pathways.

The Extended Learning Building will provide office and support space for the college's seven administrative units, 11 classrooms and seminar space. The instructional spaces will be "smart" rooms designed and built to provide maximum flexibility to accommodate a variety of teaching pedagogies. Rooms will be equipped with digital projection and WiFi network access. The project will include an open courtyard with seating and a demonstration garden.

The building design features a three-story steel moment frame structure with concrete-filled metal decks and a single-story masonry wing. The three-story structure will accommodate office space for six of the seven units and will be organized around a central atrium with skylights. The one-story section will be built around the courtyard with classrooms on the north and the seventh unit with its high traffic student service space on the south. The open courtyard will provide space for student breakout sessions, collaboration, and informal meetings.

Sustainable features incorporated into the building's design include energy efficient lighting and control systems used in conjunction with natural lighting. The building envelop will incorporate horizontal and vertical elements to shade the east, south, and west elevations and minimize solar

heat gains. Solid-state energy efficient elevators will be used for all vertical transportation. The facility cooling requirements will be served by the efficient thermal storage capacity of the central plant, enhanced by multi-zone heating and cooling systems.

The site will feature drought tolerant landscape and water efficient irrigation systems. The building will take advantage of an existing row of pine trees to shade the south façade. This building will be designed to achieve the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) gold certification.

Timing (Estimated)

Preliminary Plans Completed	November 2013
Working Drawings Completed	May 2014
Construction Start	September 2014
Occupancy	August 2016

Basic Statistics

Gross Building Area	68,470 square feet
Assignable Building Area	44,713 square feet
Efficiency	65 percent

Cost Estimate – California Construction Cost Index 6077

Building Cost (\$360 per GSF)		\$24,661,000
<i>Systems Breakdown (includes Group I)</i>		
	<i>(\$ per GSF)</i>	
a. Substructure (Foundation)	\$ 10.60	
b. Shell (Structure and Enclosure)	\$129.50	
c. Interior (Partitions and Finishes)	\$ 56.80	
d. Services (HVAC, Plumbing, Electrical, Fire)	\$105.70	
e. Group I Equipment	\$ 5.58	
f. Special Construction	\$ 6.05	
g. General Conditions (includes design)	\$ 45.95	
Site Development (including landscaping)		<u>2,008,000</u>
Construction Cost		\$26,669,000
Fees, Contingency, Services		<u>9,489,000</u>
Total Project Cost (\$528 per GSF)		\$36,158,000
Group II Equipment		<u>1,084,000</u>
Grand Total		<u>\$37,242,000</u>

Cost Comparison

This project's building cost of \$360 per GSF is comparable to the \$354 per GSF building cost for general classroom facilities per the CSU Construction Cost Guide and the \$360 per GSF building cost for the CSU Fresno Faculty Office/Lab Building project, approved by the board in November 2012, adjusted to CCCI 6077.

Funding Data

The project will be funded primarily from campus continuing education program reserve funds, and if necessary, will be supplemented by the issuance of CSU Systemwide Revenue Bonds. The bonds will be repaid from continuing education program revenue.

California Environmental Quality Act (CEQA) Action

This project was included in the Final Environmental Impact Report (FEIR) prepared in conjunction with the campus master plan for California State University, Northridge, approved by the Board of Trustees in March 2006. The university completed an Addendum to the FEIR in August 2013 for the Extended Learning Building project, which determined that implementation of the project would not result in any new or substantially more severe impacts than those identified in the 2006 master plan FEIR. This project is consistent with all required mitigation measures in the 2006 FEIR.

Although CEQA does not require circulation of an Addendum to a certified FEIR, the university has circulated the document to the local neighborhood council and city council office in order to inform the community of campus development. A copy of the FEIR and the Addendum will be available at the meeting.

The following resolution is presented for approval:

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

1. The board finds that the March 2006 California State University, Northridge, Master Plan Final EIR and the Addendum completed in August 2013 for the California State University, Northridge, Extended Learning Building have been prepared in accordance with the requirements of the California Environmental Quality Act.
2. The project before this board is consistent with the project description as analyzed in the Addendum to the previously certified Final EIR and does not propose substantial changes to the original project description, which would

- require major revision to the Final EIR or Findings adopted by this board in certifying said Final EIR.
3. The proposed Extended Learning Building project will not result in any new significant impacts beyond those disclosed in the 2006 EIR, and mitigation measures adopted in the certified 2006 document will remain in effect.
 4. The mitigation measures adopted through the 2006 EIR certification shall continue to be monitored and reported in accordance with the requirements of the California Environmental Quality Act (Public Resources Code, Section 21081.6).
 5. The schematic plans for the California State University, Northridge, Extended Learning Building are approved at a project cost of \$37,242,000 at CCCI 6077.

AGENDA

COMMITTEE ON FINANCE

Meeting: 1:45 p.m., Tuesday, September 24, 2013
Glenn S. Dumke Auditorium

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

Consent Items

Approval of Minutes of Meeting of July 23, 2013

Discussion Items

1. Planning for the 2014-2015 Support Budget Request, *Information*
2. 2014-2015 Lottery Revenue Budget, *Information*
3. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for One Project, *Action*
4. Partnership for Student Housing on Private Property Adjacent to California State University San Bernardino, *Information*
5. Campus President Housing – Assessments and Immediate Maintenance Needs, *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**

July 23, 2013

Members Present

Roberta Achtenberg, Acting Chair
Douglas Faigin
Margaret Fortune
Steven M. Glazer
Henry Mendoza
Lou Monville
Timothy P. White, Chancellor
Bob Linscheid, Chair of the Board

Trustee Achtenberg, Acting Chair, called the meeting to order. On behalf of the committee she expressed goodwill toward ailing Chair William Hauck.

The minutes of May 21, 2013 were approved by consent as submitted.

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

Mr. Robert Turnage, assistant vice chancellor for budget, reported that the governor had signed the budget on time, at the end of June; that it was largely consistent with the January budget proposal and what had been presented to the board in March; and that it represents a reinvestment on the part of the state in the California State University and public education generally. Specifically, he cited a programmatic increase of \$125.1 million to the CSU, as included in each of the January proposal and May revision, and noted that \$10 million earmarked to address bottlenecks and other problematic course issues has garnered especial interest. He further noted that while the dollar amounts did not change, a considerable amount of policy debate ensued between January's proposal and the adoption of the final state spending plan, including discussion surrounding a contemplated accountability performance plan as well as a middle class scholarship program anticipated to be phased in over several years. He expressed appreciation for the collaborative and ultimately successful efforts of various stakeholders involved in advocacy on behalf of the university. He also commented on the value of partnering cooperatively with the University of California to achieve shared objectives.

Report on the Refinancing of California State University Debt

Mr. George Ashkar, assistant vice chancellor for financial services, and Mr. Robert Eaton, senior director for financing and treasury, reported jointly on the refinancing of debt and related analysis. Mr. Ashkar reminded the board that they had requested a detailed analysis of the university's refinancing activities at their regular meeting in May.

Mr. Eaton noted that, broadly speaking, the CSU has conducted two types of refinancing activity through the university's Systemwide Revenue Bond (SRB) program. The first concerns the refinancing of standalone auxiliary debt, which Mr. Eaton explained is debt that has been issued by an auxiliary under its own name and credit without support from the CSU. He reported that since it began its program of opportunistically refinancing auxiliary debt in 2005, the CSU has refinanced \$554 million of auxiliary bonds into the SRB program and realized net value savings of \$36.9 million. In addition to savings generated by lower overall rates, he commented on savings generated by the resultant reduced risk to bondholders and lower cost of capital to the CSU, as well as the advantages afforded by the SRB program owing to structural requirements associated with the auxiliary bond model. He then reported that just two auxiliaries currently have outstanding standalone bonds, totaling \$45.7 million, and related the reasons why they are currently ineligible for refinancing.

Mr. Eaton then moved on to a brief overview of refinancing activities related to existing SRB debt, in light of historically low interest rates in recent years. To provide additional background on rates he introduced Mr. Dick King, director of public finance with Barclays Capital. Mr. King cited declining interest rates over the past thirty years, notwithstanding slight increases in recent weeks, and opined that the university is excellently-positioned to take advantage of the record lows. He also related that it is the general consensus of economists that interest rates are anticipated to remain stable going forward.

Mr. Eaton continued his report with remarks concerning the university's 2011 and 2012 bond sales, noting that \$489 million worth of existing SRB bonds had been refinanced resulting in net present value savings of \$62.7 million. He further reported on the 2013 bond sale presently underway, noting that \$309 million in bonds will be issued with net present value savings of \$19.8 million. Mr. Eaton also commented that the sale benefitted from a recent upgrade of the SRB program's debt rating, from A-plus to AA-minus, by Standard & Poor's. Additionally, he noted that the SRB program is rated in the AA categories by both Standard & Poor's and Moody's for the first time in its history.

In response to questions from Trustee Achtenberg, Mr. Eaton commented on rating system conventions and concluded that the university is very well-rated. By way of comparison, Mr. Eaton noted that the UC system is rated slightly higher than the CSU and Mr. Ashkar noted that the CSU is rated two levels above the State of California.

Mr. Eaton remarked that, with the 2011, 2012 and 2013 bond sales, the CSU has issued \$795 million in bonds over the last two years to refinance existing SRB and generate net present value savings of \$81.9 million. Twenty-one of twenty-three campuses have benefitted from the refinancing of SRB debt, with a combined cash flow savings of approximately \$6 million annually.

In summary, Mr. Eaton noted that, when combining the refinancing of SRB debt and auxiliary debt, the CSU has issued \$1.4 billion in Systemwide Revenue Bonds, or 39% of the existing SRB portfolio, to refinance debt producing savings totaling \$119.4 million. And when combined with the CSU's new money issuance over the last couple of years, well over half, 56%, of the CSU's existing SRB portfolio has been issued to take advantage of reduced rates. Mr. Ashkar added that an additional \$20 million in savings resulting from the 2013 sale that took place since the publishing of the board documents brings the university's total savings to \$119 million.

In response to a question from Trustee Achtenberg, Mr. Eaton affirmed that the CSU does not currently anticipate issuing further bonds for auxiliaries on a standalone basis, consistent with the board's policy of financing via the broad-based program and owing to the aforementioned disadvantages associated with the auxiliary model. Mr. Ashkar concurred, noting that the objective is to refinance and pay off the debts within the realm of the SRB program.

Trustee Achtenberg commended Mr. Ashkar and his staff for their work leveraging market conditions to the benefit of the campuses.

In response to a question from Trustee Mendoza, Dr. Benjamin Quillian, executive vice chancellor and chief financial officer, clarified that the savings referenced are on the auxiliary level and therefore unavailable for deposit to the general fund.

Mr. Eaton expanded on Dr. Quillian's remarks, noting that the SRB program is self-contained and therefore retains its revenues, which are not necessarily available to the general fund or for operational support.

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

Mr. George Ashkar, assistant vice chancellor for financial services, explained that the item requests that the board authorize the issuance of systemwide revenue bonds and bond anticipation notes in an amount not to exceed \$30,777,000 to finance CSU Fullerton Auxiliary Services Corporation's acquisition of two, two-story office park buildings, Banting 1 and Banting 3, in the city of Irvine. He detailed the square footage, construction history, current tenancy and parking capacity of the buildings, and reported that an appraisal of the buildings on June 5, 2013 assigned a market value of \$31 million. He also commented on debt service coverage for the project as compared to the CSU benchmarks for both the project and the auxiliary debt program, and averred that comparable gross rental rates confirm equitability

between the campus and the auxiliary. He stated that President Mildred García is in discussions with both Saddleback College and Irvine Valley College to negotiate a strategic agreement governing the transfer of students from those institutions wishing to matriculate at the contemplated satellite campus.

Dr. Mildred García, President, CSU Fullerton, indicated that the property acquisition represents an excellent opportunity to serve students in Orange County, especially given steady enrollment growth. In response to a question from Trustee Monville she affirmed that a dearth of adequate space for instruction represents an ongoing issue at the campus and in the Irvine area generally.

In response to a question from Trustee Mendoza, Mr. Ashkar commented on the property's current tenants with respect to its valuation, and related the timeline within which the entire facility is expected to be available for instructional purposes.

Upon motion duly made and seconded, the committee approved the resolution, RFIN 07-13-05.

Granada State University House – Funding Plan

Dr. Benjamin Quillian, executive vice chancellor and chief financial officer, reminded the board that it had approved at its regular meeting in May a ten-year plan for the repair of the Granada State University House. A trust established in 1991, from which monies for maintenance and repairs were to be drawn, was approved for transfer to the CSU Foundation due to its yielding a very low return on investment. At the behest of the board, he reported, a previously-presented pro forma projection of anticipated expenditures and investment returns has been amended to reflect a more conservative estimation, reduced from 10% to 5%. He remarked that even the lower projection, while decreasing the endowment by \$400,000 over ten years, handily bests the returns garnered by the current trust account. He also presented an alternate scenario featuring a 7% return on investment, which he opined to be more realistic.

In response to a question from Trustee Mendoza, Dr. Quillian affirmed that the property in question is the chancellor's residence.

Trustee Achtenberg adjourned the Committee on Finance.

COMMITTEE ON FINANCE

Planning for the 2014-2015 Support Budget Request

Presentation By

Robert Turnage
Assistant Vice Chancellor
Budget

Summary

As part of the preparation of the CSU support budget request for the governor's 2014-15 budget, the Board of Trustees will be provided with an overview of the state's fiscal condition and budget challenges for the upcoming fiscal year. The board will be presented with preliminary assumptions for purposes of crafting a budget request to the governor that will come back to the board for review and approval in November.

State Budget Overview

The State Constitution requires the submittal of the Governor's budget proposal each year by January 10, and in order to meet the consequent deadlines for the submittal of budget requests to the Department of Finance, it is necessary to commence planning for the requested CSU 2014-15 support budget.

The significant tax revenues produced by Proposition 30 and the ongoing economic recovery allowed the state to begin anew to invest in public higher education, including a \$125.1 million programmatic funding increase for the CSU in the recently enacted 2013-14 budget.

The state, however, may continue to experience fiscal challenges in 2013-14 as well as 2014-15. The enacted 2013-14 budget included an estimated General Fund reserve of \$1.1 billion. Already, however, the Governor has proposed drawing \$315 million from the reserve to respond to federal court rulings regarding prison overcrowding, with another \$400 million estimated for expenditure in the 2014-15 fiscal year. Also, early in this year's fire season, it is already clear that state firefighting costs will draw down the General Fund reserve to a significant extent. There are risks on the revenue side of the state's ledger, too. National and state economic recovery remains stubbornly sluggish, in part due to the economic drag created by the prolonged federal budget sequestration. There are growing concerns among many economists that political impasse on the federal budget and the federal government's borrowing authority (the debt ceiling) could shock the national economy back into recession.

On the other hand, if the state's economic recovery continues, state revenues could grow by as much as 7.5 percent in 2014-15, according to projections by the Legislative Analyst's Office. Thus, the outlook for 2014-15 at this point ranges from continuing constraint to significant opportunity.

The Governor's Multi-year Funding Plan for the UC and CSU

Last January Governor Brown's budget proposal included his call for a multi-year plan to provide funding stability to the University of California (UC) and the CSU. This plan, reiterated in the Department of Finance's enacted budget summary reflecting the signed 2013-14 Budget Act, calls for state funding increases to the two universities totaling \$511 million each over the course of four years culminating with the 2016-17 fiscal year. This recognizes the fact that both universities endured state funding reductions in equal dollar amounts during the recent half decade of fiscal crisis. The cumulative increase occurs in annual increments as follows:

- \$125.1 million in 2013-14
- \$142.2 million in 2014-15
- \$119.5 million in 2015-16
- \$124.3 million in 2016-17
- Cumulative increase in annual funding = \$511.1 million

Although the legislature has not adopted this plan, it did approve the first-year increase of \$125.1 million in 2013-14.

2014-15 CSU Support Budget—Preliminary Planning Approach

In this agenda item we share with the board a preliminary plan for the crafting of a support budget request for 2014-15 for the university. The planning approach is tempered by a recognition of the state's ongoing fiscal challenges, yet represents a credible statement of the university's key funding needs.

Preliminary Expenditure Plan.

The preliminary expenditure plan, shown as increases to the CSU's current baseline from state funds, tuition and systemwide fees, is summarized below. At this point, these estimated amounts are preliminary and highly approximate. These recommended items would require new ongoing revenues from the state of roughly \$250 million. This preliminary expenditure plan clearly exceeds the minimum \$142.2 million increase specified for 2014-15 under the Governor's multi-year plan. However, it is a statement of the university's true funding needs and—given the possibility that 2014-15 state revenues could grow substantially above current levels—presents worthy opportunities for the state to invest further in the students, faculty and staff of the CSU.

The enrollment demand item would accommodate not only growth in the number of students admitted and served, but would also help accommodate demand by current students for additional courses (allowing improved time-to-degree). The costs of accommodating additional enrollment can be partially offset by the additional tuition fee revenue generated by the extra enrollment. An estimate of this additional fee revenue is factored into this preliminary plan. It should be noted that this plan assumes no increase in tuition fee rates for the 2014-15 academic year.

• Mandatory costs (health benefits, new space, energy)	\$20 million
• Compensation increase (3 percent “pool”)	\$90 million
• Augmentations for various student success efforts	\$50 million
• 5 % Enrollment Demand	\$160 million
• Financing maintenance and infrastructure needs	\$15 million
 Total ongoing expenditure change	 \$335 million

This preliminary expenditure plan would bring annual spending for support of the CSU to almost \$4.4 billion, including student fee revenues (net of financial aid).

The CSU’s backlog of facility maintenance and infrastructure needs, even if restricted to the highest priority needs, is massive and growing. State funding for capital outlay has reached critically low levels in recent years and constrained annual support budgets cannot keep up with maintenance needs. This preliminary plan would attack the problem by building up—with annual increments of \$15 million over the three remaining years of the Governor’s multi-year plan—an ongoing “base” of \$45 million available for annual debt service on bonds. This option would allow the CSU to finance an estimated \$750 million to \$800 million, depending on interest rates, of vitally needed work—addressing deferred maintenance priorities, but also upgrading and replacing basic infrastructure (such as campus electrical systems and water systems dating back more than a half century). Such a program could also address key needs in terms of technology infrastructure and instructional equipment replacement.

Preliminary Revenue Plan. The following preliminary plan for increased revenue would provide the resources needed to meet the preliminary expenditure plan.

Total State General Fund Increase **\$250 million**

Tuition Fees Revenue Adjustments:

- Net tuition fee revenue from enrollment growth **\$85 million**
- Change in enrollment patterns (to be determined)

Total Tuition Fee Revenue Increase **\$85 million**

Total Revenue Increase **\$335 million**

This preliminary revenue plan strikes a balance in meeting the increased expenditure needs of the CSU between an amount that can be reasonably requested from the state and an amount that can be reasonably provided through tuition fee revenues generated by enrollment growth. Development of a 2014-15 budget request on these lines would provide the governor and legislature with an achievable plan for investment in the CSU for the sake of California's economic and social future. The plan is capable of reprioritization if, ultimately, the university must budget within the minimum \$142.2 million funding increase specified for 2014-15 under the Governor's multi-year plan. At this preliminary stage, however, the planning effort focuses on stating needs and being positioned for opportunity.

Estimated amounts for each item on the above lists may be revised, based on updated information, in the course of preparing the budget for the board's review and approval in November.

Conclusion

This is an information item presenting a preliminary framework for the 2014-15 support budget request to the Department of Finance and governor. The board will be presented with an updated and detailed budget recommendation in November as an action item.

COMMITTEE ON FINANCE

2014-2015 Lottery Revenue Budget

Presentation By

Robert Turnage
Assistant Vice Chancellor
Budget

Summary

The lottery revenue budget proposal for fiscal year 2014-15 is presented as an information item. The lottery revenue projection for 2014-15 is \$46 million. After setting aside \$5 million for CSU's systemwide reserve, \$41 million is available for allocation. The 2014-15 Lottery Revenue Budget proposal reflects an increase in projected support from fiscal year 2013-14 as a result of higher trends in lottery receipts with the addition of Powerball to the list of California Lottery offerings. It is recommended that \$2 million in projected revenue increases be used to make base funding adjustments to account for enrollment increases that have occurred since 2008-09.

Beginning CSU lottery reserves are restored to their historical \$5 million figure in the 2014-15 proposed lottery budget as a result of higher annual trends in lottery receipts and diminishing carry forward balance previously used to assist with program need. CSU does not anticipate any additional carry forward funds at the onset of the 2014-15 fiscal year above the \$5 million proposed reserve. The \$5 million beginning reserve is used to assist with cash-flow variations due to fluctuations in quarterly lottery receipts and other economic uncertainties. Campuses' interest earnings from lottery allocations are distributed to the campuses individually in accordance with CSU Revenue Management Program guidelines and procedures.

2014-15 Lottery Budget Proposal

After setting aside the \$5 million beginning reserve, the \$41 million 2014-15 lottery budget proposal remains principally designated for campus-based programs and the three system-designated programs that have traditionally received annual lottery funding support: Chancellor's Doctoral Incentive Program, California Pre-Doctoral Program, and CSU Summer Arts Program. Of the \$41 million available for expenditure, \$3.9 million funds: the Chancellor's Doctoral Incentive Program (\$2 million) which provides financial assistance to graduate students to complete doctoral study in selected disciplines of particular interest and relevance to the CSU; the California Pre-Doctoral Program (\$714,000) which supports CSU students who aspire to earn doctoral degrees and who have experienced economic and educational disadvantages; and, the CSU Summer Arts Program (\$1.2 million) which offers academic credit courses in the visual, performing, and literary arts.

The remaining \$37.1 million in 2014-15 lottery funds will continue to be used for campus based programs (\$31.5 million), financial aid for the trustee-approved Early Start program (\$5 million) and lottery fund/system programs administration (\$544,000). Campus-based program funding is undesignated and allows presidents considerable flexibility in meeting unique campus needs. Traditionally, projects receiving campus-based funds have included the purchase of new instructional equipment, instructional equipment replacement, curriculum development, and scholarships. Early Start program funds will provide campus-based financial aid for student enrollment in the Early Start summer curriculum regardless of financial need. The program serves first time freshman students who are deficient in math and English skills through remedial instruction during the summer term prior to matriculation at any of the CSU campuses. Although Summer 2014 is the leading term for the 2014-15 college year, it is necessary to pre-fund the waivers by setting aside funds each year in advance of the upcoming summer term. Campuses receive reimbursement funding based on actual student enrollment following the end of the summer instructional program.

In the 2012-13 fiscal year, 92 percent of lottery allocations were spent on supplemental instructional and instructionally related programs and services for students and faculty. The following table summarizes how lottery funds allocated for the 2012-13 fiscal year were expended.

2012-13 Lottery Expenditure Report		
<small>(in 000s)</small>		
Program Support Area	Expenditures	Percentage of Total Expenditures
Academic	\$ 16,292	40.7%
Library Services	11,477	28.7%
Student Services	2,816	7.0%
Administrative	3,025	7.6%
Financial Aid	6,074	15.2%
Classroom Maintenance	100	0.3%
Community Relations	203	0.5%
Total Expenditures	\$ 39,987	100.0%

The CSU lottery revenue budget proposed for 2014-15 is as follows:

2014-15 Proposed Lottery Revenue Budget

	2013-14 Adopted Budget	2014-15 Proposed Budget
Sources of Funds		
Beginning Reserve	\$ 3,000,000	\$ 5,000,000
Receipts	39,000,000	41,000,000
Total Revenues	\$ 42,000,000	\$ 46,000,000
<i>Less Systemwide Reserve</i>	<i>(3,000,000)</i>	<i>(5,000,000)</i>
Total Available for Allocation	\$ 39,000,000	\$ 41,000,000
Uses of Funds		
<i>System Programs</i>		
Chancellor's Doctoral Incentive Program	\$ 2,000,000	\$ 2,000,000
California Pre-Doctoral Program	714,000	714,000
CSU Summer Arts Program	1,200,000	1,200,000
	\$ 3,914,000	\$ 3,914,000
<i>Campus-Based Programs</i>		
Campus Programs	\$ 29,555,000	\$ 31,542,000
Campus Early Start Financial Aid	5,000,000	5,000,000
	\$ 34,555,000	\$ 36,542,000
<i>Lottery Fund & System Programs Administration</i>	\$ 531,000	\$ 544,000
Total Uses of Funds	\$ 39,000,000	\$ 41,000,000

This item is for information only and an action item will be presented at the November 2013 meeting to adopt the 2014-15 lottery revenue budget.

COMMITTEE ON FINANCE

Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for One 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 \$25,370,000 to provide financing for a campus project. The board is being asked to approve resolutions related 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 and Poor's as the existing Systemwide Revenue Bonds.

The project is as follows:

San Diego Granada Apartments Acquisition

San Diego State University has the opportunity to acquire a privately owned apartment complex, commonly known as the Granada on Hardy located near the southwest footprint of the master planned area of the campus. The project, developed in 2011 on 0.68 acres, consists of 49 apartment units (189 beds) housed in one four-story building constructed over two levels of underground parking containing 126 spaces for cars and 8 spaces for motorcycles. There is also a small retail convenience store of 800 square feet on the premises. The facility has approximately 104,000 gross square feet. The project currently houses San Diego State University students and will continue to provide housing to the student population in support of the campus goal of becoming a more residential and less commuter-based campus. The facility will be operated by the San Diego State University housing program.

The purchase price is established at \$25,370,000 and is supported by an appraised market value of \$26,000,000 as of May 2013. The campus has completed the 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., have

also been completed by the campus. The campus due diligence process did not reveal any cause for concern and found the property acceptable to be occupied.

The not-to-exceed par value of the proposed bonds is \$25,370,000 and is based on a total project budget of \$25,788,000 (including closing costs), plus net financing costs (estimated at \$620,000), reduced by a contribution of \$1,038,000 from the housing program reserve.

The following table summarizes key information about this financing transaction.

Not-to-exceed amount	\$25,370,000
Amortization	Approximately level over 30 years
Projected maximum annual debt service	\$1,737,402
Projected debt service coverage including the new project:	
Net revenue – San Diego pledged revenue programs: ¹	1.78
Net revenue – Projected for the campus housing program:	1.71

1. Combines 2012/13 information for all campus' pledged revenue programs and projected 2014/15 operations of the project with expected full debt service.

The not-to-exceed amount for the project, the maximum annual debt service, and the ratios above are based on an all-in interest cost of approximately 5.75%, reflective of adjusted market conditions plus 100 basis points as a cushion for changing financial market conditions that could occur before the permanent financing bonds are sold. The financial plan includes level amortization of debt service, which is the CSU program standard. The campus financial plan projects a housing program net revenue debt service coverage of 1.71 in the first full year of operations in 2014/15, which exceeds the CSU benchmark of 1.10. When combining the project with 2012/13 information for all campus pledged revenue programs, the campus' overall net revenue debt service coverage for the first full year of operations is projected to be 1.78, which exceeds the CSU benchmark of 1.35.

Trustee Resolutions and Recommended Action

Orrick, Herrington & Sutcliffe LLP, as bond counsel, is preparing resolutions to be presented at this meeting that authorize interim and permanent financing for the project described in this agenda. 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 or stand-alone sale and issuance of the Trustees of the California State University Systemwide Revenue Bonds in an aggregate amount not-to-exceed \$25,370,000 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 3 of the Committee on Finance at the September 24-25, 2013, meeting of the CSU Board of Trustees is recommended for:

San Diego Granada Apartments Acquisition

COMMITTEE ON FINANCE

Student Housing Project on Private Property Adjacent to California State University, San Bernardino

Presentation By

George V. Ashkar
Assistant Vice Chancellor
Financial Services

Tomás D. Morales
President
California State University, San Bernardino

Summary

California State University, San Bernardino proposes to enter into a long-term management agreement with Capstone Development Partners, LLC, ("Capstone") relating to an approximate 510 bed student housing project on 6.5 acres of privately owned land directly across the street from campus. This item requests the board to grant the authority to the chancellor to enter into management and other related agreements associated with this project.

Background

The San Bernardino campus has a strategic goal of developing additional freshman housing in an effort to increase student participation in university-related activities, enhance retention rates and increase graduation rates. The university currently has 1,390 beds to serve a student enrollment of more than 18,000. The university seeks to establish a relationship with Capstone to increase the available supply of freshman housing by approximately 510 beds in a development to be constructed on privately owned land adjacent to the campus. This additional housing would increase the number of available beds to 1,900, providing housing for 18 to 20 percent of the freshman student population.

Board Policy

The Board of Trustees is responsible for approving long-term contractual relationships that use or develop campus land, including public-private partnerships. Although this development is not on property under the control of the trustees, the long-term nature of the management agreement and an option to acquire the property in the future warrant concept approval of this project.

Proposed Project

The proposed 129,300 GSF project is to be built by Capstone, a private developer that specializes in student housing, at the southwest corner of the main entrance of the campus. The building will house approximately 510 beds for freshman with semi-suite and full-suite designs. A community center will provide approximately 8,000 net square feet of lounge space, food service, fitness room and administrative support space. An estimated 100 parking spaces will be included. The building complex will comprise a four-story student housing building and the single story community center. The building design complements existing campus housing style, design and building material. The facilities will consist of concrete slabs on grade, wooden frames, stucco exteriors, drywall interiors and attractive and highly durable concrete roofs. Capstone will work with the campus to ensure that the project meets campus programmatic needs.

Capstone will finance and construct the project on private land utilizing Capstone's financial resources to increase the supply of student housing adjacent to the campus. No campus or university funds will be used in the construction or financing of the project.

The campus' proposed management agreement with Capstone will ensure that a) this housing opportunity is appropriately marketed to incoming students; b) campus residential life programs are offered; c) student discipline procedures are followed; d) if there is sufficient demand, the campus will not be prevented from constructing other student housing on campus land; and e) the campus will not be required to meet a certain occupancy rate of the developer-constructed housing. A limited option agreement will give the university a non-binding opportunity to purchase the project from the developer in the future with a "not to exceed" purchase price. Separate board approval would be sought should the campus elect to exercise such an option.

The campus presented the project to the Student Housing Proposal Review Committee on July 22, 2013. The committee provided a positive recommendation to the campus supporting the project.

Recommended Action

The following resolution is recommended for approval:

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

1. Approve the project concept to support the university's educational mission and academic programs by facilitating the long-term provision of additional student housing to the campus area.

2. Authorize the chancellor, or his designee, to enter into negotiations and agreements as necessary to facilitate the project as described in Agenda Item 4 of the September 24-25, 2013 meeting of the Committee on Finance.

COMMITTEE ON FINANCE

Campus President Housing – Assessments and Immediate Maintenance Needs

Presentation By

Benjamin F. Quillian
Executive Vice Chancellor and
Chief Financial Officer

Campus President Housing Assessments

The California State University (CSU) is conducting a facility condition assessment and developing a ten-year maintenance plan for all single family housing units assigned to its university presidents. Eleven of the twenty-three campuses have state or auxiliary owned single family housing in which the president is required to reside. In addition to the president's residence, Maritime Academy also provides a residence for the captain and commandant, bringing the total number of units to be assessed to thirteen.

The assessments will include all physical conditions as well as applicable codes compliance. Cannon Design based in Los Angeles, was selected after a competitive bid process, to conduct the assessments. The assessments will commence early Fall 2013 and culminate in a comprehensive report delivered to the Office of the Chancellor.

Campus President Housing Immediate Maintenance Needs

1. California State University, Long Beach - Miller House

The Miller House is the official residence of the president of California State University, Long Beach (CSULB). There are significant deferred maintenance issues that need to be addressed in order to maintain the full value of this state facility, and the departure of the former president has presented an opportune time to address the most significant interior and exterior issues. This item addresses the highest priority deferred maintenance needs of the Miller House.

Background

The home was willed to the Board of Trustees of the California State University by Lorraine H. Miller Collins with the stipulations that the residence be known as the Miller House, that it be used solely and exclusively as the official residence of the president of the CSU Long Beach and his/her family, and that it be properly maintained. The amount of \$200,000 was provided by the estate to establish the Earl and Lorraine Miller Memorial Fund. The income derived from the

principal balance is to be used for the care, maintenance and repair of the home. In order to ensure the efficient administration of the Miller House, an operating lease agreement was executed on February 7, 1992 between the Trustees and the CSU Long Beach Foundation (Auxiliary).

The 5,100 square foot Miller House is located in Long Beach. It is a single story, single family residence with four bedrooms and four bathrooms, built in 1964. The home is utilized for cultural, fundraising and social activities in support of CSU Long Beach.

Current Condition of The Miller House and Funding Requirements

The majority of existing components that serve the home are from the original construction. Only minor modifications have been made throughout the years. Basic interior work, including refinishing of the wooden floors throughout the home, painting of all walls and ceilings, replacing of ceramic floor tiles damaged by lead in two bathrooms, and upgrading of the wireless infrastructure, began in July 2013 and will be completed in September 2013.

Deferred maintenance needs of \$586,238 will be addressed beginning in October 2013 and completed no later than June 2014. This amount will be funded through the CSU Long Beach Deferred Maintenance budget. It is anticipated that these repairs will reduce ongoing utility and maintenance costs, and will include replacing the roof and air conditioning system. The roof was part of the original construction and is prone to leaks and needs to be replaced. The existing HVAC system was also installed as part of the original building, and in comparison to current technologies, is inefficient and does not have the proper controls system needed to minimize energy consumption. The replacement system will consume less energy, meet current code requirements, and minimize the structural and architectural impact to the existing building. Additionally, chipping and peeling in the exterior paint is exposing surfaces that will require remediation or replacement as well as re-painting of the exterior of the home. Re-piping and re-wiring will also be necessary in order to maintain the value of the Miller House.

2. California State University, Fullerton - El Dorado Ranch

Background

The 4.5 acre El Dorado Ranch property located in Fullerton is designated as the official residence of the president of CSU Fullerton, and was donated to the campus by the Chapman family in 1989. The property consists of a two story main house, a single story detached apartment, an observation tower, and an employee residence. The main house was built in 1919 and was remodeled in 1951. The home is utilized for cultural, fundraising, and social activities in support of CSU Fullerton.

There are significant deferred maintenance issues that need to be addressed in order to maintain the full value of this state facility. In order to ensure the efficient administration of El Dorado Ranch, an operating lease agreement was recently executed between the Trustees and the CSU Fullerton Auxiliary Services Corporation (Auxiliary). This item discusses the need to immediately proceed with only highest priority issues of safety and security.

Current Condition of Main House on the El Dorado Ranch and Funding Requirements

The main house was originally built on the 90 acre El Dorado Ranch. Property surrounding the president's residence has been sold and developed over the years and is now surrounded by homes on three of its sides and a roadway on the fourth side. West of the property are various apartment complexes. The roadway leading from the street to the El Dorado Ranch home currently does not have a gate or any type of barrier to restrict access to the property. The south perimeter does not have security fencing, and only provides shrubs as barrier from the road. There is wood fencing along the east perimeter, however, it is deteriorated and is in need of replacement.

Over the last 24 years, very little changes have been made to the property or the main house to improve security. A security camera system was installed in 2010, which allows the CSU Fullerton Police Department to remotely monitor critical areas, but does not provide surveillance of the entire property. There is concern about vulnerability to intrusion, particularly when the president is away from the property traveling on business. To secure the property, and reduce risk of intrusion, the CSU Fullerton Police Department is recommending the installation of a metal vertical style security fence along the south and east perimeter to enclose the property. They have recommended that along the south perimeter the fence should be inside the shrubbery line and that the main driveway should have an automatic gate to restrict access to the property including intercom, camera, key pad and remote opening device. The total cost for this work is anticipated to be approximately \$133,000-\$153,000, significantly lower than initial estimates, and will commence early Fall 2013. This project will be funded through the campus interest earnings account.

AGENDA

COMMITTEE ON AUDIT

Meeting: 3:00 p.m., Tuesday, September 24, 2013
Glenn S. Dumke Auditorium

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

Consent Items

Approval of Minutes of Meeting of July 23, 2013

Discussion Items

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

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

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

July 23, 2013

Members Present

Henry Mendoza, Chair
Lupe C. Garcia, Vice Chair
Steven M. Glazer
Bob Linscheid, Chair of the Board
Hugo N. Morales
Timothy P. White, Chancellor

Chair Mendoza called the meeting to order.

Approval of Minutes

The minutes of the meeting of May 21, 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 July 23, 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 completing the recommendations within a reasonable time period. He reported that the CSU Chancellor's Office has systemwide recommendations regarding ADA Compliance and Academic Personnel that have been outstanding for several months due to ongoing union negotiations pertaining to training issues. In addition, Mr. Mandel stated that the 2013 audit assignments are on track to be completed by the end of the calendar year, except for Conflict of Interest, which will be postponed and included in the 2014 audit plan due to current resource constraints.

Chair Mendoza thanked the campus presidents for their effort in completing the recommendations in a timely manner.

Update on External Auditor Selection Process

George V. Ashkar, assistant vice chancellor and controller, provided an update on the selection of the external auditor. He reported that based on an April conference call with the evaluation team that included Trustee Garcia and Trustee Hauck, an opportunity was presented to the five firms that had submitted proposals in October 2012 to update their proposals with any changes. He stated that based on the four firms that submitted updates, the evaluation team that included Trustee Garcia met via conference call in June to determine which audit firms would be invited for interviews and to formulate interview questions designed to elicit more detailed information on the proposed audit plans. He further stated that the interview questions have been distributed to the two audit firms selected and will be collected and reviewed this week. He indicated that the interviews would be conducted on July 29th and anticipated that the evaluation team (which now includes Trustee Eisen as well as Trustee Garcia) will make a recommendation to the chair of the Committee on Audit at the September Board meeting.

The meeting 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 Services, 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, Credit Cards, Sensitive Data Security, and Centers and Institutes) is being conducted on approximately 40 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. Three campus/eleven auxiliary reviews have been completed. One campus/four auxiliaries are awaiting a response prior to finalization, report writing is being completed for one campus/four auxiliaries, and fieldwork is being conducted at two campus/six 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. Four reports have been completed, and two reports are awaiting a campus response prior to finalization.

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

finalization, report writing is being completed for four campuses, and fieldwork is being conducted at one campus.

Student Health Services

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. Report writing is being completed for one campus, and fieldwork is being conducted at four campuses.

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. Resource restrictions will not allow for an audit of Conflict of Interest during 2013; it will be reviewed as part of the 2014 audit plan.

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. Report writing is being completed for one campus, and fieldwork is being conducted at two campuses.

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. Five reports have been completed, and one report is awaiting a campus response prior to finalization.

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, one report is awaiting a campus response prior to finalization, report writing is being completed for one project, and fieldwork is being conducted on 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 8/30/2013)

2013 ASSIGNMENTS										FOLLOW-UP PAST/CURRENT ASSIGNMENTS														
Aux Orgs	Int'l Prog	Credit Cards	Sen Data Security/Protection	Ctrs and Instit	Haz Mat Mgmt	Spon Prog	Student Health Services	Special Investigations	Auxiliary Organizations	ADA Compliance	Academic Personnel	Title IX	*No.	*Recs	**Mo.	*No.	*Recs	**Mo.	*No.	*Recs	**Mo.			
BAK		AC			RW				4	16/16														
CHI	AC					RW		4/8	3	25/25												2/2	-	
CI			AC		RW				3	15/15			4/4											
DH			AI		RW				3	17/19	6													
EB		AC		AI					3	21/21					6/6									
FRE		AI							6	25/25														
FUL						FW		0/4	4	28/28												3/3	-	
HUM	FW								4								4/4							
LB			AI				FW		3	24/27	8		3/3				4/4							
LA	AI			RW					4				4/4										1/1	-
MA									2	4/4														
MB									2	16/16														
NOR		AC		RW		FW			5	22/22												5/5		
POM	AC				FW				3	0/11	3													
SAC							FW		6	36/36														
SB			AI	RW					3	28/28			5/5											
SD	AC						FW		4	24/24			6/6									3/3	-	
SF		AC	RW		AI				5	19/19														
SJ	AC						RW		5	9/26	4						4/4						-	
SLO				AC					4	12/12														
SM	AC			RW					3	0/22	3		4/4				4/4						2/2	-
SON					RW				4	5/5														
STA	RW	AC							4															
CO	FW		RW						2															
SYS													2/3	18	2/3	17	1/3	8						

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

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

Status Report on Current and Follow-Up Internal Audit Assignments
 (as of 8/30/2013)

FOLLOW-UP PAST/CURRENT ASSIGNMENTS											
	Data Center Operations	Facilities Management	Identity Mgmt/Comm Access	Police Services	CSURMA	International Programs	Credit Cards	Sen. Data Sec./Protect.	Centers and Institutes		
	*Recs **Mo.	*Recs **Mo.	*Recs **Mo.	*Recs **Mo.	*Recs **Mo.	*Recs **Mo.	*Recs **Mo.	*Recs **Mo.	*Recs **Mo.		
BAK		5/5 -					0/6 3				
CHI	1/2 11					2/6 4					
CI	7/7 -	4/4 -						0/8 3			
DH	4/4 -			7/7 -							
EB	6/6 -			12/12 -			0/6 3				
FRE				6/6 -							
FUL						4/4 -					
HUM			1/1 -								
LB	8/8 -					4/4 -					
LA						4/4 -					
MA		6/6 -									
MB			1/1 -								
NOR						0/8 6	0/4 2				
POM	7/8 11	4/4 -	0/3 7								
SAC		4/4 -				0/5 3					
SB						11/13 7					
SD			2/2 -	9/9 -		0/1 3					
SF						8/8 -	4/4 -				
SJ		4/4 -								0/7 3	
SLO				5/5 -							
SM			0/0 -								
SON						3/3 -					
STA						5/5 -	2/4 5				
CO					0/12 4						
SYS	0/8 5	0/2 7	0/3 3	0/3 5							

* 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.

Status Report on Current and Follow-Up Construction Audit Assignments
(as of 8/30/2013)

Project No.	Project	Contractor	Construction Cost	Start Date	Comp. Date	Managed By	Current *	Campus Follow-Up		CPDC Follow-Up	
								RECS	*MO.	**RECS	***MO.
2012	CH-207	Student Housing Expansion									
	LA-100002	Science Repl. Bldg. Wing B	\$42,389,891	7/16/2008	Nov-10	Campus	AC	4/4	-	1/1	-
	SJ-867	Std. Union Expansion & Ren.	\$44,649,000	8/11/2008	Jun-11	Campus	AC	4/4	-	1/1	-
	SF-396	J. Paul Leonard/Sutro Library	\$65,075,000	10/18/2010	Mar-13	Campus	AC	4/4	-		
	SAC-699	Recreation Wellness Center	\$79,598,425	4/28/2008	Dec-11	Campus	AC	5/5	-		
	FUL-689	Std. Housing, Phase 3 and 4	\$46,108,373	10/3/2008	Dec-10	Campus	AC	4/4	-	1/1	-
	LB-614	Peterson Hall 3 Repl. Bldg.	\$113,717,000	12/13/2008	Jul-11	Campus	AC	1/1	-		
		Hunt Construction Group	\$81,049,858	4/1/2008	May-11	Campus	AC	4/4	-		
2013	SLO-757	Recreation Center Expansion	\$47,352,337	12/29/2009	Jun-12	Campus	AC	0/4	5		
	NO-690	Student Recreation Center	\$48,373,731	12/21/2009	Mar-12	Campus	AC	0/0	-		
	PO-145	College of Business Admin.	\$26,975,196	12/10/2010	Feb-12	Campus	AI				
	HU-401	College Creek Apartments	\$41,955,981	11/9/2008	May-12	Campus	RW				
	CI-221	North Hall Ren. & Addition	\$24,159,625	9/3/2010	Sep-12	Campus	FW				

*FW = Field Work in Progress; RW = Report Writing in Progress; AI = Audit Incomplete (awaiting formal exit conference and/or response); AC = Audit Complete
 **The number of recommendations satisfactorily addressed followed by the number of recommendations in the original report.
 ***The number of months that recommendations have been outstanding.

AGENDA

COMMITTEE ON GOVERNMENTAL RELATIONS

Meeting: 2:30 p.m., Tuesday, September 24, 2013
Glenn S. Dumke Auditorium

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

Consent Items

Approval of Minutes of Meeting of July 23, 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**

July 23, 2013

Members Present

Steven M. Glazer, Chair
Douglas Faigin, Vice Chair
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Bob Linscheid, Chair of the Board
Peter G. Mehas
Henry Mendoza
J. Lawrence Norton
Cipriano Vargas
Timothy P. White, Chancellor

Approval of Minutes

The minutes of May 21, 2013 were approved as submitted.

Legislative Update

Garrett P. Ashley, vice chancellor for university relations and advancement, introduced the legislative update. He reported that May 31 was the deadline for measures introduced this year to advance out of their house of origin. Bills typically face a more careful examination in the second house.

Mr. Ashley also reported the legislature is in the middle of summer recess. Legislators return in August to tackle which measures advance to the Governor's desk before adjourning for the year on September 13.

Karen Y. Zamarripa, assistant vice chancellor for advocacy and state relations, congratulated the four trustees who were confirmed by the full Senate and Trustee Faigin who successfully completed a hearing in front of the Senate Rules Committee. She also recognized and welcomed the new Student Trustee Talar Alexanian.

Gov. Rels.

Ms. Zamarripa confirmed the schedule for the final phase of the 2013 legislative session. She noted that bills not moved out of their house of origin are either dead or are two-year bills pending possible action after January.

Ms. Zamarripa provided updates on the following bills:

- Assembly Bill 386 (Levine) Public Postsecondary Education: Cross-Enrollment: Online Education at California State University
- Senate Bill 520 (Steinberg) California Virtual Campus: Leadership Stakeholder Meetings: Representatives
- Senate Bill 440 (Padilla) Public Postsecondary Education: Student Transfer Achievement Reform Act
- Assembly Bill 46 (Pan) California State University: Trustees
- Assembly Bill 447 (Williams) California State University: Student Trustees

Ms. Zamarripa reported the CSU is working with the California State Student Association, California State University Employees Union, California Faculty Association, the Academic Senate and the Campaign for College Opportunity to seek additional funding to enroll fully eligible upper division transfer students in spring 2014.

This commitment to students and their success is being advanced in context of the State Controller's recent confirmation of at least \$2 billion more in General Fund revenue than projected in the 2013-14 budget. The CSU is working with community partners and several legislators to secure this additional funding in the last four weeks of the legislative session.

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 legislation being tracked by the California State University (CSU) during the first year of the 2013-2014 session.

Background

The legislature returned from summer recess in August and had until September 13, 2013 to pass legislation before they adjourned for the year. The Assembly's policy committees completed their work mid-August and both houses faced a fiscal deadline of August 30, 2013.

At this juncture, most bills have been amended to significantly limit their impact and cost so that they could move forward, while the rest were either held in the fiscal committees or deferred until next year. The CSU is tracking a handful of remaining issues described in this report; however, as with every legislative year, there will be a great deal of activity in the last several weeks that may or may not have emerged to date.

Over the course of the year, there was a great deal of talk and hope for California Environmental Quality Act (CEQA) reforms, but few expect any real reforms before the session concludes. Other issues that are likely to arise in the last month of session will include: (1) negotiations between the Governor and legislature on new prison spending in response to court orders to release prisoners due to overcrowding; (2) investments in the state's water infrastructure to be funded through a statewide water bond for voter action next year, and; (3) continued pressure to build the high-speed rail in the face of ongoing litigation and skepticism about the project.

Accountability

SB 195 (Liu) California Postsecondary Education: State Goals: This measure creates a process to develop statewide goals and metrics associated with the performance outcomes defined in the final budget.

CSU Position: NO OFFICIAL POSITION
Status: This bill passed out of the Assembly Appropriations Committee and is now headed to the Assembly floor.

Compensation

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

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

Financial Aid

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 increases over the next three years.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Assembly but became a two-year bill in the Senate Education Committee.

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.

CSU Position: NO OFFICIAL POSITION
Status: The measure was held by the Senate Appropriations Committee.

AB 1287 (Quirk-Silva) Student Financial Aid: Cal Grant Eligibility: This measure establishes a process by which Cal Grant recipients, who are determined to be ineligible for a renewal award because they exceed the income and asset ceilings for the program, can receive a Cal Grant renewal award in a subsequent year if they once again meet all of the eligibility requirements.

CSU Position: NO OFFICIAL POSITION
Status: The measure was passed out of the Senate Appropriations Committee and is now headed to the Senate floor.

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 and thus provides a threshold amount for institutional financial aid.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Assembly and was made a two-year bill in the Senate Education Committee.

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

CSU Position: NO OFFICIAL POSITION
Status: The measure was held by the Senate Appropriations Committee.

SB 285 (De León) Student Financial Aid: Cal Grant Program: This proposal increases the submission award for the Cal Grant B program up to \$5,000 per year using funds established in companion measure SB 284 by the same author.

CSU Position: NO OFFICIAL POSITION
Status: The measure was passed out of the Assembly Appropriations Committee and is now headed to the Assembly floor.

Governance

AB 46 (Pan) California State University: Trustees: The measure was reintroduced on behalf of the California Faculty Association (CFA) to allow ex-officio members of the Board of Trustees to designate an alternate to attend board meetings and vote in their absence. It also included a provision sought by CSU students last year – to allow the student designee to vote should the current student Board of Trustees member be unable to attend a meeting.

CSU Position: OPPOSE UNLESS AMENDED
Status: This measure was made a two-year bill at the request of the author. Assembly Member Das Williams has amended AB 447 to pursue the student trustee provisions for the California State Students Association (CSSA).

AB 447 (Williams) California State University: Trustees: This measure allows the second student trustee to vote should the voting trustee be unable to attend a meeting due to medical needs and/or illness.

CSU Position: SUPPORT
Status: The measure passed out of the legislature and is now with the Governor.

AB 736 (Fox) California State University: Antelope Valley Campus: This measure requires 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 measure passed out of the Assembly but was made a two-year bill in the Senate Education Committee.

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

CSU Position: NO OFFICIAL POSITION
Status: The measure was made a two-year bill.

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 juniors, to seek appointment to the Board of Trustees by the Governor based on nominations from the CSSA. 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.

CSU Position: SUPPORT
Status: The measure, which is sponsored by CSSA, was approved by the legislature and signed into law by the Governor. (Chapter 175, Statutes of 2013.)

Online Learning/Alternative Pathways

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

which students can find and enroll (including cross enrollment within the system) in online courses offered by the 23 campuses.

CSU Position: SUPPORT
Status: The measure was approved by the Senate Appropriations Committee and is now headed to the Senate floor. The measure is linked to the \$10 million apportioned in the CSU's 2013-2014 final budget.

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

CSU Position: NO OFFICIAL POSITION
Status: The measure was made a two-year bill.

Proposition 39/ Energy Efficiency

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 onsite clean energy generation projects.

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

Revenues

SB 284 (De León) Income Tax: Contribution to Education Fund: This proposal allows 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. Per SB 285, these funds would then be tied to increased Cal Grant B subsistence awards.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Assembly Appropriations Committee and is now headed to the Assembly floor.

Transfer

SB 440 (Padilla) Public Postsecondary Education: Student Transfer Achievement Reform Act: This measure implements changes to the current law regarding the CCC transfer pathway created

three years ago in partnership with the CSU and CCC. The bill requires the CSU to develop an admission redirection process and both systems to develop a marketing strategy to ensure students are aware of the SB 1440 pathways. The measure also reinforces efforts underway by the CSU and CCC faculty to develop areas of emphasis pathways for students who may not have designated a major but are seeking transfer to the CSU.

CSU Position: NO OFFICIAL POSITION
Status: The measure was passed out of the Assembly Appropriations Committee with a technical amendment and is now headed to the Assembly floor.

Veterans Services

AB 13 (Chavez) Nonresident Tuition Exemption: Veterans: This measure allows any member of the military who was discharged or released from active duty to receive a waiver for the non-resident fee in undergraduate programs regardless of whether or not they were ever stationed in the state or a California resident. 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 was passed out of the Senate Appropriations Committee with amendments to narrow the scope of the bill in a manner similar to SB 290 (below).

SB 290 (Knight) Nonresident Tuition Exemption: Veterans: This proposal exempts a veteran who was stationed in this state on active duty for more than one year immediately prior to being discharged from paying nonresident tuition at the CSU or UC for up to one year. This exemption must be used within two years of being discharged.

CSU Position: NO OFFICIAL POSITION
Status: The measure passed out of the Assembly Appropriations Committee and is now headed to the Assembly floor.

AGENDA

COMMITTEE OF THE WHOLE

Meeting: 3:15 p.m., Tuesday, September 24, 2013
Glenn S. Dumke Auditorium

Bob Linscheid, Chair
Lou Monville, Vice Chair
Roberta Achtenberg
Talar A. Alexanian
Rebecca D. 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
Cipriano Vargas

Consent Items

Approval of Minutes of Meeting of March 19, 2013

Discussion Items

1. General Counsel's Report, *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. Ms. Helwick explained that the 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 Ms. Helwick for her years of service, and good work.

The committee was adjourned.

COMMITTEE OF THE WHOLE

General Counsel's Report

Presentation By

G. Andrew Jones
Interim General Counsel

Litigation Report

This is the semi-annual report on the status of significant litigation confronting the CSU, and is presented for information. "Significant" for purposes of this report is defined as litigation: (1) with the potential for a systemwide impact on the CSU; (2) that raises significant public policy issues; (3) brought by or against another public agency; or (4) which, for other reasons, has a high profile or is likely to generate widespread publicity. *New information since the date of the last report is printed in italics.*

The cases contained in this report have been selected from 76 currently active litigation files, including one case where CSU is the party pursuing relief.

New Cases

Fayek v. CSU, et al.

Butte County Superior Court

Plaintiff, Abdel-Moaty Fayek was a faculty member in the Department of Computer Science at CSU Chico. He contends he entered into a self-funded buy-out agreement with the campus where he would gain industry experience while on an approved leave. From approximately 1997 to 2006, plaintiff received his campus salary and reimbursed it to the Research Foundation as part of the alleged agreement. The campus discovered this arrangement and immediately contacted CalPERS and the State Controller's Office to correct the employee's payroll records. Plaintiff has sued the campus, the Research Foundation, three individual defendants and CalPERS to restore his service credit.

Gibson v. CSU, et al.

Los Angeles County Superior Court

Plaintiff Bruce Gibson is the former Senior Director of Human Resource Services and Systemwide EEO & Whistleblower Compliance. CSU terminated Gibson's employment in September 2012 based on performance. This lawsuit claims the termination was in retaliation for his having made various disclosures he claimed were protected. The case is in the pleading stage.

Rowing Club v. CSU Sacramento, et al.

U.S. District Court, Sacramento

This case arises out of the temporary suspension of the Sacramento State University's Men's Rowing Club. In December 2011, the Rowing Club admitted that they used students that were not Sac State students to practice and compete, which was in direct violation of a CSU sports club rule. The Rowing Club asserts CSU should not have issued the suspension without prior notice and a hearing. This case is in the pleading stage.

Scoras, etc. v. CSU

U.S. District Court, Sacramento

Claudette Scoras is the sister of a former student (Ken Costello) at Sacramento State who is now deceased. She has filed a claim under the Americans with Disabilities Act alleging that CSU failed to provide appropriate accommodation to Mr. Costello and as a result Costello suffered emotional distress and took his life. The case is in the pleading stage.

Williams v. CSU, et al. – California State University, San Bernardino

U.S. District Court, Riverside

On December 8, 2012, Bartholomew Williams, a 38 year old graduate student who self-reported as schizophrenic and bipolar, was fatally shot while university police were trying to effectuate a Welfare and Institutions Code section 5150 detention. Decedent physically resisted and overpowered three officers. The complaint against CSU (and individual defendants) is for wrongful death, including causes of action for battery, negligence, negligent supervision, retention and/or training, violation of the California Constitution, Americans with Disabilities Act, intentional and negligent infliction of emotional distress, and other related causes of action. The case remains in the discovery phase. The trial is scheduled to begin on August 12, 2014.

Construction Cases

CSU v. Clark, et al.

Santa Clara County Superior Court

CSU filed this complaint for breach of contract and negligence against the architect and general contractor for plumbing repair and replacement costs because of leaks that have occurred at SJSU's Campus Village dormitory complex. Construction was completed in 2005. CSU has repaired or replaced major portions of the plumbing system with final repair work completed in summer 2012. CSU has filed a statement of claims seeking \$29 million from the defendants. The case is in the discovery stage. *The parties had an initial round of mediation in late June 2013, and will have an additional round in early September 2013.*

Employment Cases

Corrales v. CSU

Los Angeles County Superior Court

Gretchen Corrales, a former cross country and track and field assistant coach at CSU Los Angeles, was not renewed in July 2010, because of several NCAA violations. Corrales alleges she was not renewed, and was falsely accused of violating NCAA rules, because she had complained about a sexual relationship between another coach and a track and field athlete and her unequal pay. Corrales has alleged discrimination, sexual favoritism, a failure to investigate or take remedial measures, and retaliation. In November 2012, Corrales was murdered, allegedly by her estranged husband. *Plaintiff's counsel is attempting to substitute plaintiff's children as parties in the case because plaintiff's husband has been declared mentally incompetent. The case remains on hold. A status conference is scheduled for October 7, 2013.*

Mattiuzzi v. CSUS, et al.

U.S. District Court, Sacramento

Cici Mattiuzzi is the Director of Career Services in the College of Engineering and Computer Science at CSU Sacramento. In 2009 she filed her first lawsuit under various theories, including gender discrimination. That case was settled. This is her second lawsuit in which she alleges she was retaliated against for filing the first lawsuit, because she was excluded from meetings, denied office space, and subjected to other unfair actions. *The case has been set for trial on January 7, 2014.*

Environmental Cases

City of Hayward v. CSU

California Supreme Court

The City of Hayward filed a CEQA challenge to the 2009 CSUEB Master Plan Environmental Impact Report, claiming the University failed to adequately analyze impacts on public services, including police, fire, and emergency services. The City demanded that the University provide funding for additional fire facilities.

The Hayward Area Planning Association and Old Highlands Homeowners Association, two local residential homeowners' associations, filed a second CEQA challenge to the 2009 CSUEB Master Plan EIR, alleging shortcomings in nearly every aspect of the environmental findings, with an emphasis on the University's alleged failure to consider bus and other improvements to public transit access to the campus. On September 9, 2010, the trial court ruled in favor of the petitioners on nearly every issue and enjoined the University from proceeding with construction. The University appealed.

In June 2012, the Court of Appeal ruled the CSU East Bay Master Plan EIR is adequate, except for failing to analyze impacts on local recreational facilities. The Court's ruling includes a finding that CSU's determination that new fire protection facilities will not result in significant environmental impacts was supported by substantial evidence. Importantly, the Court also held that the obligation to provide adequate fire and emergency services is the responsibility of the City of Hayward, and the need for additional fire protection services is not an environmental impact that CSU must mitigate. The City and HAPA/OHHA filed a petition for review with the California Supreme Court.

The petition for review was granted in October 2012, but the matter has been deferred pending resolution of the SDSU Master Plan EIR case, which is awaiting oral argument.

City of San Diego, et al. v. CSU
California Supreme Court

The EIR for the 2005 SDSU Master Plan was challenged in three lawsuits filed by the City of San Diego, Alvarado Hospital and Del Cerro Neighborhood Association, each alleging the EIR did not adequately address necessary mitigation measures. The Alvarado lawsuit was dismissed.

After the Supreme Court's City of Marina decision, SDSU prepared a revised 2007 Master Plan EIR challenged again by the City of San Diego, the San Diego Metropolitan Transit System and the San Diego Association of Governments. Each alleged that the EIR did not adequately address necessary mitigation measures and that the CSU must fund all mitigation costs, irrespective of Legislative funding. The Del Cerro lawsuit and these three lawsuits have been consolidated.

In February 2010, the court denied the challenges to SDSU's 2007 Master Plan EIR, finding CSU met all of the requirements of the City of Marina decision and CEQA by requesting Legislative funding to cover the cost of local infrastructure improvements. CSU is not required to fund those projects on its own, or to consider other sources of funding for them. The decision also held that the EIR properly considered potential impacts, was supported by substantial evidence, that CSU properly consulted with SANDAG, and that petitioners were barred from proceeding on other sources of funding because it was not raised in the underlying administrative proceedings. Del Cerro agreed to dismiss its lawsuit for CSU's waiver of costs; the City of San Diego, SANDAG and MTS appealed.

On December 13, 2011, the Court of Appeal reversed the trial court's decision and ordered the Master Plan be vacated. The California Supreme Court granted CSU's petition to review the case. The matter has been briefed and is awaiting oral argument.

Keep Fort Ord Wild v. County of Monterey, et al.

Monterey County Superior Court

Keep Fort Ord Wild filed a petition against the Fort Ord Reuse Authority and the County of Monterey alleging they failed to comply with the California Environmental Quality Act in connection with a proposed roadway project. Keep Fort Ord Wild also named CSUMB as a party because a portion of the roadway is on property that will be deeded to the campus in the future. The case is in the briefing phase.

LandValue 77, et al. v. CSU, et al.

Court of Appeal

LandValue 77, a private business entity in Fresno, filed a CEQA challenge to the Campus Pointe project, with a claim of conflict of interest involving former Trustee Moctezuma Esparza, whose company was slated to operate a movie theater in the project. In July 2009, the court determined the environmental impact analysis for Campus Pointe fully complies with CEQA, except for additional analysis required on overflow parking and traffic, and certain water and air quality issues. The court also determined that because former Trustee Esparza had a financial interest in a sublease between Maya Cinemas and Kashian Enterprises, the developer on the project, an irresolvable conflict of interest existed when the Board took the vote on the Campus Pointe EIR, and the theater sublease must be voided. LandValue appealed the trial court's ruling.

In February 2011, the appellate court ruled that voiding the Esparza theater sublease was a sufficient remedy to address the conflict of interest issue. The court formally set aside the EIR, and did not expand the scope of the required environmental review. The University was given an opportunity to fix the original three deficiencies identified by the trial court and reissue the EIR. A revised EIR addressing the court's concerns was circulated for public review and subsequently approved by the Board. In February 2012, the trial court found CSU had addressed all CEQA issues.

LandValue had requested attorneys' fees and costs as the prevailing party. Finding LandValue had pursued this action for primarily its own financial interests, and not for the benefit of the public, the court denied LandValue's request. LandValue appealed the attorneys' fees decision. *The matter is fully briefed and is awaiting oral argument.*

Personal Injury Cases

Baird-Olson v. Fernandez, et al.

Los Angeles County Superior Court

Karren Baird-Olson, a 74 year old Associate Professor of Sociology, alleges that while she was participating in a March 4, 2010 demonstration at CSU Northridge protesting student fee increases, certain CSUN and LAPD officers knocked her to the ground, broke her arm and

stomped on her chest while moving in to arrest a fellow protestor. She asserts causes of action for excessive force, and assault and battery. *CSU's motion for summary judgment has limited the case to a claim for assault and battery only and the CSU was dismissed from the case, leaving the three individually-named CSU police officers and the LAPD. Trial was set for September 30, 2013, but that date was recently vacated by the court and a new date has not yet been set.*

Naghash v. CSU, et al.

Sacramento County Superior Court

Ashley Naghash, a freshman at CSU Sacramento, alleges she was sexually assaulted in a campus dormitory by a fellow student after she had consumed numerous alcoholic beverages. She claims that CSU failed to prevent the incident from occurring and failed to provide adequate protection in the dorm. *The court granted CSU's challenge to the sufficiency of the original, first and second amended complaints, but gave plaintiff an opportunity to amend. Plaintiff did not amend her complaint and the court subsequently granted CSU's motion to dismiss and for entry of judgment. Plaintiff has filed a notice of appeal.*

Sanchez-Graves v. CSU, et al.

San Bernardino County Superior Court

Yvonne Sanchez-Graves was a student in an Outdoor Education class at CSU Northridge that participated in a field trip to Joshua Tree National Park. As the group was preparing dinner, one of the gas camping stoves lit by a faculty member flamed up and plaintiff was significantly burned. The faculty member, Alan Wright, is also a named defendant. CSU filed product liability cross-complaints against three entities that manufactured and sold the camping stove; plaintiff then amended her complaint to name these three entities. The case is in the discovery phase. *Mediation has been set for October 28, 2013; CSU's motion for summary judgment will be heard on November 20, 2013. Trial has been set for January 9, 2014.*

Steward v. Guseman

San Diego County Superior Court

Norma Steward alleges that Dennis Guseman, an employee of CSU San Marcos, struck her and her husband with his car while they were walking in an intersection. Steward suffered severe injuries and her husband died. Guseman was driving to meet friends for breakfast. Steward contends he was acting in the course and scope of his employment. On December 5, 2011, the court granted summary judgment in favor of CSU. Steward appealed. *The appeal was dismissed and judgment entered in CSU's favor after briefing and oral argument.*

Student Cases

Alpha Delta-Chi-Delta Chapter, et al. v. Reed, et al.

U.S. District Court, San Diego

A group of Christian student organizations and students at the San Diego and Long Beach campuses sued under various legal theories to challenge the constitutionality of the CSU anti-discrimination policy, which refuses recognition of student organizations that discriminate on the basis of religion, sexual orientation or marital status. The plaintiff groups exclude non-Christians, homosexuals and others from joining or becoming officers. They allege their First Amendment rights of freedom of religion and association trump CSU's anti-discrimination prohibition, and that they must be recognized and provided full access to University facilities. The court denied plaintiffs' motion for a preliminary injunction, and both sides filed summary judgment motions. In 2009, the court found CSU's non-discrimination policy constitutional, and granted CSU's summary judgment motion. Plaintiffs appealed. In 2010, the United States Supreme Court affirmed a judgment upholding a similar University of California policy.

On August 2, 2011, the Ninth Circuit Court of Appeals issued a ruling affirming CSU's non-discrimination policy is constitutional. The court also remanded the matter back to the trial court to examine whether the campus evenhandedly applied the policy to other student groups. Plaintiffs' petition for review with the United States Supreme Court was denied. The case is back in the discovery stage. The court permitted discovery to be reopened to address the issues specified in the Ninth Circuit's decision (whether plaintiffs were treated differently than other groups). *After reviewing the additional discovery, the plaintiffs dismissed their case.*

Donselman, et al. v. CSU

San Francisco County Superior Court

Five students brought this class action to challenge the state university fee and non-resident tuition increases, and the Graduate Business Professional fee, from Fall 2009. The court granted plaintiffs' motion to certify two subclasses that exclude four campuses where fees were posted late and/or students received financial aid to cover their increased fees. The two subclasses comprise approximately 175,000 students (down from over 400,000). CSU filed writs in the court of appeal and the California Supreme Court to challenge the class certification decision. Both were denied. Notice of the litigation was provided to the class members. After plaintiffs changed their legal theories to add alternative contract formation arguments, CSU's motion to decertify the class was denied. *The case remains in the discovery phase. Plaintiffs filed a motion for partial summary judgment, which will be heard in January 2014. Trial has been set for June 16, 2014.*

Other Cases

SETC-United v. CSU, et al.

San Francisco County Superior Court

The State Employees Trades Council's collective bargaining agreement with CSU expired on June 30, 2008. The Education Code requires prevailing wages be paid to certain hourly laborers unless a collective bargaining agreement states otherwise. SETC claims that when its collective bargaining agreement expired, its employees should have been paid prevailing wages. Because CSU pays SETC employees on a monthly, not an hourly basis, the Education Code requirement should not apply. The case is in the discovery phase.

Western Association of Schools & Colleges v. CSU, et al.

Los Angeles County Superior Court

John Sheehan submitted requests for records under the California Public Records Act to multiple CSU campuses, seeking communications between campus personnel and the Western Association of Schools & Colleges. CSU agreed to produce some of the requested records. WASC filed a writ petition to seek a court order barring disclosure of all the records, alleging the documents regarding accreditation issues are confidential and proprietary. *WASC dismissed the case in July 2013.*

AGENDA

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

Meeting: 3:30 p.m., Tuesday, September 24, 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 July 23, 2013

Discussion Items

1. 2013-2014 California State University Trustees' Award for Outstanding Achievement, *Information*

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

July 23, 2013

Members Present

Hugo N. Morales, Chair
Roberta Achtenberg
Douglas Faigin
Debra S. Farar
Margaret Fortune
Bob Linscheid, Chair of the Board
Peter G. Mehas
Cipriano Vargas
Timothy P. White, Chancellor

Trustee Morales called the meeting to order.

Approval of Minutes

The minutes of May 21, 2013 were approved by consent.

Naming of a Facility, Sonoma State University

Garrett P. Ashley, vice chancellor university relations and advancement, provided background information. The proposed naming recognizes a \$1.25 million bequest from Gordon Damon Smith who passed away in June 2011. The gift is the largest single cash gift to the Department of Intercollegiate Athletics at Sonoma State University.

President Ruben Armiñana shared information regarding the long-time support by Mr. Smith. Trustee Vargas noted that the California State Student Association approved of the action item. The committee approved the resolution (RIA 07-13-03).

Trustee Morales adjourned the meeting.

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

2013-2014 California State University Trustees' Award for Outstanding Achievement

Presentation By

Timothy P. White
Chancellor

Ali C. Razi
Trustee Emeritus
California State University Board of Trustees

Summary

Each year, the California State University (CSU) Board of Trustees provides scholarships to high achieving students who have demonstrated financial need and overcome profound personal hardships to attain an education from the CSU. These students have superior academic records and are also providing extraordinary service to their communities.

Background

Since its inception, over 250 students have received the CSU Trustees' Awards for Outstanding Achievement. Thanks to donor generosity one student from each campus will receive an award.

These distinguished awards are funded by personal contributions from the CSU trustees, employees, and friends of the university. Endowments have been established by the William Randolph Hearst Foundation, Trustee William Hauck, Trustee Emeritus Ali C. Razi, Trustee Emeritus Murray L. Galinson, Trustee Emeritus Kenneth Fong, Chancellor Emeritus Charles B. Reed, and the John and Beverly Stauffer Foundation. Additional named scholarships have been funded by CSU Foundation board members: Ronald Barhorst, Peter Brightbill/Wells Fargo, Michael Lizárraga/TELACU, Michael Lucki/CH2M Hill, Ken McNeely/AT&T, and the Honorable Gaddi Vasquez/Edison International. CSU Foundation board member Sheri Slate's company Cisco is sponsoring the awards ceremony.

In 2013, Trustee Emeritus Kenneth Fong contributed \$150,000 to endow a scholarship recognizing a CSU Trustees' Award recipient who is pursuing a degree in the STEM fields. The William Randolph Hearst Foundation also contributed an additional \$100,000 to its scholarship endowment.

The two highest ranking award recipients are named Trustee Emeritus Ali C. Razi scholars and receive \$10,000 due to the personal generosity of Dr. Razi. Dr. Razi served as a CSU Trustee from 1996 to 2001. He revived the scholarship program during his tenure on the Board of Trustees and has led the effort to expand the program to assist more students.

The remaining awardees receive scholarships valued from \$3,000 to \$6,000 based on ranking and designation of special recognition by the scholarship selection committee. Each student also receives a generous technology package from the Sony Corporation.

The recipients of the 2013-2014 CSU Trustees' Award for Outstanding Achievement include:

Erika Rivera
California State University, Bakersfield
William Randolph Hearst Scholar

Anna Chau
California State University, Long Beach
William Randolph Hearst Scholar

Annie Rose Alward
California State University Channel Islands
CSU Foundation Board of Governors Scholar
Sponsored by Ronald R. and Mitzi Barhorst

Luis Antezana
California State University, Los Angeles
TELACU Scholar

Tim Dean Sain
California State University, Chico
Trustee Emeritus Ali C. Razi Scholar

David Buckley
California Maritime Academy
CH2M Hill Scholar

John Fitzgerald Bagnerise
California State University, Dominguez Hills
Edison International Scholar

Regan Porteous
California State University, Monterey Bay
Angelina Aliberti and Lawrence L. Ruggie Scholar

David D. Fuller
California State University, East Bay
AT&T Scholar

Brooke Celia Hall
California State University, Northridge
Trustee Emeritus Murray L. Galinson Scholar

Brittany Beard
California State University, Fresno
Chancellor Emeritus Charles B. Reed Scholar

Eva Ambriz
California State Polytechnic University, Pomona
John and Beverly Stauffer Scholar

TJ Reynolds
California State University, Fullerton
Wells Fargo Scholar

Jolene Ford
California State University, Sacramento
William Randolph Hearst Scholar

Victoria Munguia
Humboldt State University
William Randolph Hearst Scholar

Hoang Anh Tran
California State University, San Bernardino
Trustee Emeritus Kenneth Fong Scholar

Clayton Matthew Treska
San Diego State University
Trustee Emeritus Ali C. Razi Scholar

Bryan O. Rojas-Arauz
San Francisco State University
AT&T Scholar

Jordan Anthony Gonzales
San José State University
Trustee William Hauck Scholar

Juana Villa
California Polytechnic State University, San
Luis Obispo
William Randolph Hearst Scholar

Emily Snow
California State University San Marcos
William Randolph Hearst Scholar

John Michael Vincent P. Coralde
Sonoma State University
Haworth Family Scholar

Robert D. McGhee
California State University, Stanislaus
William Randolph Hearst Scholar

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

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

September 25, 2013—8:00 a.m.

Presiding: Bob Linscheid, Chair

8:00 a.m.	Committee on Governmental Relations 1. Legislative Update, <i>Information</i>	Dumke Auditorium
8:15 a.m.	Committee on Audit 1. Status Report on Current and Follow-Up Internal Audit Assignments, <i>Information</i>	Dumke Auditorium
8:45 a.m.	Committee of the Whole 1. General Counsel's Report, <i>Information</i>	Dumke Auditorium
9:00 a.m.	Board of Trustees	Dumke Auditorium

Call to Order and Roll Call

Public Comment

Chair's Report

Chancellor's Report

Report of the Academic Senate CSU: *Chair—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.

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

Board of Trustees

Board of Trustees

1. Conferral of Title of Student Trustee Emeritus on Ian J. Ruddell, *Action*
2. Conferral of Title of President Emeritus on F. King Alexander, *Action*
3. Conferral of Title of President Emeritus on James M. Rosser, *Action*
4. Conferral of Title of President Emeritus on John D. Welty, *Action*

Committee Reports

Committee on Collective Bargaining: *Chair—Lou Monville*

Committee of Educational Policy: *Chair—Roberta Achtenberg*

5. Academic Master Plan Update for Fast-Track Program Development

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

1. Amend the 2013-2014 Capital Outlay Program, Non-State Funded
2. Approval of Schematic Plans

Committee on Finance: *Chair—William Hauck*

3. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for One Project
4. Partnership for Student Housing on Private Property Adjacent to California State University, San Bernardino

Committee on Governmental Relations: *Chair—Steven Glazer*

Committee on Audit: *Chair—Lupe C. Garcia*

Committee of the Whole: *Chair—Bob Linscheid*

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

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

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

July 23, 2013

Trustees Present

Bob Linscheid, Chair
Lou Monville, Vice Chair
Roberta Achtenberg
Talar Alexanian
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
Peter G. Mehas
Henry Mendoza
Hugo N. Morales
J. Lawrence Norton
Cipriano Vargas
Timothy P. White, Chancellor

Approval of Minutes of Board of Trustees Meeting

The minutes of the meeting of May 22, 2013, were approved. Mr. Mendoza abstained from the vote.

Committee Reports

Committee on Governmental Relations

Trustee Glazer reported the committee heard one information item, Legislative Update.

Committee on Collective Bargaining

Trustee Monville reported the committee heard five action items, Adoption of Initial Proposals for 2013-2014 Salary/Benefits Re-Opener Negotiations With Bargaining Units 2, 5, 7 & 9) (California State University Employees Union); Adoption of Initial Proposals For 2013-2014

Salary/Benefits Re-Opener Negotiations With Bargaining Unit 3 (California Faculty Association); Adoption of Initial Proposals for 2013-2014 Salary/Benefits Re-Opener Negotiations With Bargaining Unit 4 (Academic Professionals of California); Adoption of Initial Proposals For 2013-2014 Salary/Benefits Re-Opener Negotiations with Bargaining Unit 8 (Statewide University Police Association); Adoption of Initial Proposals for 2012-2013 and 2013-2014 Salary/Benefits Re-Opener Negotiations With Bargaining Unit 10 (International Union of Operating Engineers. He also reported that the committee heard from MaryKay Stratham-Doyle, president APC, Andy Merrifield, CFA board of directors; Pat Gantt, president CSUEU; Mike Geck, vice president, CSUEU; Tessy Reese, chair, Bargaining Unit 2, CSUEU; Sharon Cunningham, chair, BU 5 Council; John Orr, chair, Unit 7 CSUEU; Rich McGee, chair, CSUEU and Alisandra Brewer, vice president, Representation, CSUEU.

Committee of the Whole

Chair Linscheid stated that the business of the Committee of the Whole, Policy on the Advisory Committee to the Trustees Committee for the Selection of the President was deferred.

Committee on Audit

Trustee Mendoza reported the committee heard two information items, Status Report on Current and Follow-up Internal Audit Assignments and Update on External Auditor Selection Process.

Committee on Campus Planning Buildings and Grounds

Trustee Mehas reported the committee heard one information item, Final Report on the 2013-2014 State Funded Capital Outlay Program and one action item as follows:

Amend the 2013-2014 Capital Outlay Program, Non-State Funded (RCPBG 07-13-07)

Trustee Mehas moved the item. The Board of Trustees approved the following resolution:

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 Institutional Advancement

Trustee Morales reported the committee heard one action item as follows:

Naming of a Facility – Sonoma State University (RIA 07-13-03)

Trustee Morales 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 new baseball training center at Sonoma State University be named as the Gordon Smith Training Center

Committee on Finance

Trustee Achtenberg reported the committee heard three information items, Report on the 2013-2014 Support Budget and Multi-Year Funding/Performance Plan, Report on the Refinancing of California State University Debt, Granada State University House and one action item as follows:

Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for an Auxiliary Project(RFIN 07-13-05)

Trustee Achtenberg 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 Orrick, Herrington & Sutcliffe LLP, as bond counsel, prepared resolutions presented in Agenda Item 4 of the Committee on Finance at the July 23, 2013, meeting of the CSU Board of Trustees meeting for a project at CSU Fullerton (Auxiliary Services Corporation–Irvine Campus Property Acquisition Project), that authorize interim and permanent financing. The proposed resolutions 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.

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 Farar reported the committee heard one information item, Human Resources Strategic Vision and Goals and one action item as follows:

Executive Compensation (RUF 07-13-03)

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 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. Executive Compensation

Committee on Educational Policy

Trustee Achtenberg reported the committee heard four information items: California State University Alcohol Policies and Prevention Programs: Sixth Biennial Report; Update on SB 1440: Student Transfer Achievement Reform Act; Update on California's Transition to Common Core State Standards and Smarter Balanced Assessment in K-12 Schools; and Update on Baccalaureate Unit Limits.

Public Comment

The board heard from several individuals during the public comment period. Pat Gantt, president, CSUEU spoke about the Human Resources Strategic Vision and Goals Item, and the campus wide smoking policies, Mike Geck, vice president, organizing CSUEU spoke about the presentation, Aware Awake and Alive. He also quoted several comments posted to the

CSUEU's website regarding employee health care contributions and raises, Rich McGee, chair, CSUEU Bargaining Unit 9 spoke about no bid contracts.

Chair's Report

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

<http://www.calstate.edu/BOT/chair-reports/jul2013.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/130723.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/July-23-2013_Chairs_BOT_Rept.pdf

Report of the California State University Alumni Council

Alumni Council President, Kristin Crellin's complete report can be viewed online at the following URL: <http://www.calstate.edu/alumni/council/bot/20130723.shtml>

Report from the California State Student Association

CSSA President Sarah Couch's complete report can be viewed online at the following URL: http://www.csustudents.org/wp-content/uploads/pdf/CSSA-Pres-Report_July-2013.pdf

BOARD OF TRUSTEES

Conferral of the Title Student Trustee Emeritus Upon Ian Ruddell

Presentation By:

Bob Linscheid
Chair

Summary

It is recommended that Student Trustee Ian Ruddell whose term expired on June 30, 2013, be conferred the title of Student Trustee Emeritus for his service. The granting of emeritus status carries the title, but no compensation.

The following resolution is recommended for approval:

WHEREAS, Ian Ruddell was appointed as a member of the Board of Trustees of the California State University in 2011 by Governor Jerry Brown, and actively served in that position; and

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

WHEREAS, Mr. Ruddell was awarded the CSU Trustee's Award for Outstanding Achievement in 2010 in recognition of his academic excellence, advocacy for social justice and campus involvement; and

WHEREAS, Mr. Ruddell served on the Educational Policy, Campus Planning, Buildings and Grounds, Finance, Institutional Advancement, University and Faculty Personnel, and Government Relations Committees; and

WHEREAS, Mr. Ruddell's service to the Board and the aforementioned committees was influential to the deliberations and decisions of this board, so that this University may continue to serve the present and future good of the state and its people; and

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

BOT

Agenda Item 1

September 24-25, 2013

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

BOARD OF TRUSTEES

Conferral of Title of President Emeritus: Dr. F. King Alexander

Presentation By

Timothy P. White
Chancellor

Summary

It is recommended that the title of President Emeritus be conferred on Dr. F. King Alexander for his distinguished service. The following resolution is recommended for approval:

WHEREAS, Dr. F. King Alexander served as the sixth president of California State University, Long Beach from January 2006 to June 2013; and

WHEREAS, Dr. Alexander successfully helped advance science and engineering education, sought ways to galvanize the synergies among science, research, technology and industry, and made major contributions to improving diversity and curriculum in science education at California State University, Long Beach; and

WHEREAS, Dr. Alexander is a nationally respected leader known for strongly speaking out on behalf of underserved communities in higher education and increasing access to higher education within these communities—through congressional testimony, presentations at national meetings, service on key commissions, and by promoting programs that increase diversity in education; and

WHEREAS, Dr. Alexander is a dedicated and vocal supporter of improved childhood academics to prepare underserved students to excel and aspire toward college; partnered with the Long Beach Unified School District (LBUSD) on a \$22 million federally funded project to work with four thousand sixth graders at thirteen area schools to boost college readiness and teacher training; and developed with Long Beach City College and LBUSD the Long Beach College Promise initiative, a joint commitment to making higher education an attainable goal for every Long Beach student; and

BOT

Agenda Item 2

September 24-25, 2013

Page 2 of 2

WHEREAS, Dr. Alexander's vision for California State University, Long Beach has established outstanding academic offerings in the arts, sciences, teacher education, and nursing, and his leadership in education reform has resulted in university programs receiving high ratings from the National Science Foundation, NASA, and others; and

WHEREAS, Dr. Alexander helped develop and launch a variety of educational initiatives for California State University, Long Beach and for the CSU system, such as the university's first independent doctorate in education degree; now, therefore, be it

RESOLVED, that the Board of Trustees of the California State University confer the title of President Emeritus on Dr. F. King Alexander, with all the rights and privileges pertaining thereto.

BOARD OF TRUSTEES

Conferral of Title of President Emeritus: Dr. James M. Rosser

Presentation By

Timothy P. White
Chancellor

Summary

It is recommended that the title of President Emeritus be conferred on Dr. James M. Rosser for his distinguished service. The following resolution is recommended for approval:

WHEREAS, James M. Rosser served as the sixth president of California State University, Los Angeles from September 1979 to September 2013; and

WHEREAS, Dr. Rosser's vision for California State University, Los Angeles has established outstanding academic offerings in the arts, humanities and sciences, teacher education, nursing, and his leadership in education reform and business innovation has resulted in the University's highly rated programs receiving major support from the National Institute of Health, the National Science Foundation, the National Endowment for the Arts, NASA, the Rockefeller Foundation, and others; and

WHEREAS, Dr. Rosser successfully helped advance science and engineering education, sought ways to galvanize the synergies between science, research, technology and industry, and made major contributions to improving diversity and curriculum in science education at California State University, Los Angeles and beyond; and

WHEREAS, Dr. Rosser is a powerful and nationally respected leader known for strongly speaking out on behalf of the underserved communities in higher education, and increasing access to higher education within these communities—doing so in congressional testimony, in presentations at national meetings, in service on key commissions, and by promoting programs that increase diversity in education; and

BOT

Agenda Item 3

September 24-25, 2013

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WHEREAS, Dr. Rosser nurtured the intelligence, leadership and creative qualities of those around him both on campus and in the communities California State University, Los Angeles serves, while advancing diversity with excellence in many fields of study—resulting in a 2011 National Science Foundation report entitled, *Women, Minorities and Persons with Disabilities in Science and Engineering* ranking the university among the top 50 baccalaureate institutions that produce Hispanic science and engineering doctorate recipients; and

WHEREAS, he spearheaded the addition of more than one million square feet of building space on the California State University, Los Angeles campus, including the state-of-the-art Wallis Annenberg Integrated Sciences Complex, La Kretz Hall, the new University-Student Union in 2009, and the Harriet and Charles Luckman Fine Arts Complex that includes the highly-acclaimed Luckman Gallery, and the Luckman Theatre; and

WHEREAS, Dr. Rosser worked diligently as an innovator for arts and arts education, is sought after for his record of support and leadership, and is known for his deep commitment to bringing people together through the arts, which have resulted from his service to the National Endowment for the Arts through Americans for the Arts, KCET, the Los Angeles Philharmonic and high-profile residencies at California State University, Los Angeles, including the Joffrey Ballet and the Anderson Quartet; and

WHEREAS, Dr. Rosser was the driving force behind the establishment of California State University, Los Angeles' Honors College in 2011, which provides an academically enriched and socially supportive environment that inspires students in all disciplines to become creative and critical thinkers as well as leaders in their fields, and;

WHEREAS, Dr. Rosser is a dedicated and vocal supporter of improved childhood academics, including leading the establishment of the Los Angeles County High School for the Arts at California State University, Los Angeles, one of the premier public arts high schools in the U.S., the Alliance Marc and Eva Stern Math and Science School on campus, a top 12 performing open enrollment high schools in LAUSD, and the Accelerated Charter School in South Los Angeles, which prepares underserved students to excel and aspire toward college; and

WHEREAS, Dr. Rosser launched and helped develop a variety of educational initiatives for both California State University, Los Angeles and for the CSU system, such as the University's Early Entrance Program, which offers the opportunity for intellectually gifted and socially mature students, as young as 11, to attend college and take regular college courses, and approached the CSU Office of the Chancellor with the idea that became the Doctoral Incentive Program; now, therefore, be it

RESOLVED, that the Board of Trustees of the California State University confer the title of President Emeritus on Dr. James M. Rosser, with all the rights and privileges pertaining thereto.

BOARD OF TRUSTEES

Conferral of Title of President Emeritus: John D. Welty

Presentation By

Bob Linscheid
Chair

Summary

It is recommended that the title of President Emeritus be conferred on Dr. John D. Welty for his distinguished service. The following resolution is recommended for approval:

WHEREAS, Dr. John D. Welty served as the 7th president of California State University, Fresno from August 1991 to July 2013, the longest presidential term in the university's history; and

WHEREAS, under his leadership, Fresno State greatly enhanced its academic programs and grew the university's enrollment from approximately 19,800 to over 22,000 students; and

WHEREAS, during Dr. John D. Welty's presidency Fresno State became one of the first campuses in the CSU system to implement an independent doctoral program in educational leadership and later added doctorates in physical therapy and nursing practice; and

WHEREAS, following Dr. John D. Welty's example, students at Fresno State contribute more than 1,000,000 hours of service to their community each year prompting the Carnegie Foundation to recognize the university for its community service and engagement; and

WHEREAS, through his leadership in the CSU system, Dr. John D. Welty played a key role in addressing strategic planning, accountability issues, athletics gender equity, emergency credentialing, alcohol programs and online learning; and

WHEREAS, Dr. John D. Welty's advocacy for Central California led to the establishment of the Fresno Business Council, the Central Valley Business Incubator, the Central Valley Higher Education Consortium, the Collaborative Regional Initiative, the Regional Jobs Initiative, the Kenneth L. Maddy Institute and several other partnerships; and

BOT

Agenda Item 4

September 24-25, 2013

Page 2 of 2

WHEREAS, he ushered in the greatest fundraising era in Fresno State's history, successfully completing Fresno State's first comprehensive campaign and supporting more than \$372 million in private giving; and

WHEREAS, he was one of the nation's first university presidents to understand the importance of incorporating community service into academics, and as such partnered with benefactors Jan and Bud Richter to establish the Richter Center for Community Engagement and Service-Learning; and

WHEREAS, Dr. John D. Welty's vision of a college within the university to offer an enhanced academic program for top-performing students was realized with the establishment of the Smittcamp Family Honors College; and

WHEREAS, he led the campus intercollegiate athletics programs first into the Western Athletic Conference and then the Mountain West Conference; and

WHEREAS, Dr. John D. Welty grew the women's athletics program at Fresno State to include 11 intercollegiate sports and some of the finest facilities for female athletes in the nation; and

WHEREAS, he initiated multiple programs to encourage students of all cultures and ethnicities to get a college education, and to ensure that Fresno State's campus community reflected the diverse population of the San Joaquin Valley; and

WHEREAS, Dr. John D. Welty transformed the Fresno State campus with new facilities including the Downing Planetarium, the Save Mart Center arena, the Bulldog Diamond, the Henry Madden Library, the Smittcamp Alumni House, and the Gibson Farm Market; now, therefore, be it

RESOLVED, that the Board of Trustees of the California State University confer the title of President Emeritus on Dr. John D. Welty, with all the rights and privileges pertaining thereto.