AGENDA

COMMITTEE OF THE WHOLE

Meeting: **10:20 a.m. Tuesday, March 14, 2006**
Glenn S. Dumke Auditorium

Murray L. Galinson, Chair
Roberta Achtenberg, Vice Chair
Jeffrey L. Bleich
Herbert L. Carter
Carol R. Chandler
Moctesuma Esparza
Debra S. Farar
Bob Foster
George G. Gowgani
William Hauck
Raymond W. Holdsworth
Ricardo F. Icaza
Corey A. Jackson
Andrew J. LaFlamme
A. Robert Linscheid
Melinda Guzman Moore
Charles B. Reed, Chancellor
Craig R. Smith
Kyriakos Tsakopoulos

Consent Items
Approval of Minutes of Meeting of September 20, 2005

Discussion Items
1. General Counsel's Report, *Information*
2. The Integrated Technology Strategy: Leveraging a Ten Year Investment, *Information*

MINUTES OF THE MEETING OF
Committee of the Whole

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

September 20, 2005

Members Present

Murray L. Galinson, Chair
Roberta Achtenberg, Vice Chair
Herbert L. Carter
Carol R. Chandler
Moctesuma Esparza
Debra S. Farar
Bob Foster
George G. Gowgani
William Hauck
Ricardo F. Icaza
Corey A. Jackson
A. Robert Linscheid
Melinda Guzman Moore
Charles B. Reed, Chancellor
Craig R. Smith

Chair Galinson stated that the Minutes of March 15, 2005 was a consent item. He stated that unless there was an objection, the consent item would be accepted. There were no comments and the minutes were approved as submitted.

Litigation Report No. 22

Chair Galinson asked Christine Helwick, General Counsel, to present the item. Ms. Helwick directed the Trustees to the agenda item that presented a summary of significant cases and legal issues facing the CSU. Ms. Helwick introduced a PowerPoint report that displayed broader trends and conclusions drawn from CSU's experience. The first slide, she reported, showed the number of active cases pending against the CSU over the years and depicted the continuous decent in the volume of CSU case activity. She noted that, from a high of 300 active cases, CSU currently had only 93 active cases throughout the system. The second slide demonstrated the total number of cases pending against other major educational systems throughout the country, with as close a comparison to CSU as possible. Ms. Helwick noted that medical mal-practice suits against universities with medical facilities had been eliminated from the statistics. The third slide presented the kinds of current cases against CSU, noting that the numbers have stayed consistent over time. Ms. Helwick stated that employment continues to be CSU's biggest exposure area, both in terms of volume and actual cost. The fourth slide depicted how CSU cases are being resolved since the last report in March 2005. The next slide depicted costs to resolve cases, whether in court or by settlement. The sixth slide showed the volume of unfair labor practice charges in the years since the agency fee legislation was signed. She noted that there had been a gradual upward trend, leveling off now at a higher number than had previously been the case. The next slide demonstrated the outcome of the unfair labor cases that have gone to hearing within the last year.

Chair Galinson called for questions. Hearing none, the meeting was adjourned.

COMMITTEE OF THE WHOLE

General Counsel's Report

Presentation By:

Christine Helwick
General Counsel

This is the biannual report on the status of significant litigation confronting the CSU, which 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) which raises public policy issues of significant interest or concern; (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 *95* currently active litigation files; in four CSU is the party pursuing relief.

New Cases

Alpha Chi v. CSU, Chico, et al. - Butte County Superior Court
Alpha Chi, a local sorority, along with individual members, alumni, and an advisor of the sorority filed this suit, alleging that the Chico campus' development, implementation, and enforcement of new rules adopted from the Greek System Review Task Force Report violates First Amendment, due process, and equal protection rights. The sorority seeks to regain University recognition, which was withdrawn when the sorority violated the Fall 2005 "no recruitment" rule. The plaintiffs also seek an injunction prohibiting enforcement of the new rules, a declaration stating that the rules are unconstitutional, and money damages. Plaintiffs' motion for preliminary injunction is set for hearing on February 24, 2006. CSU's challenge to the legal adequacy of the pleadings is set for hearing on March 10, 2006.

Alvarado Hospital Medical Center v. SDSU, et al. - San Diego County Superior Court
City of San Diego v. Trustees, et al. - San Diego County Superior Court
Del Cerro Action Council v. Trustees, et al. - San Diego County Superior Court
The environmental impact report for the SDSU campus Master Plan revision has been challenged in three lawsuits filed by the City of San Diego, the Alvarado Hospital, and the local neighborhood association, each alleging the EIR does not adequately address necessary mitigation measures. These cases have been consolidated and are in the discovery stage.

CSU v. Dynegy, Inc., et al. - *San Diego County Superior Court*
In October 2005, CSU filed this complaint against producers, marketers, traders, transporters, and distributors of natural gas, for manipulating and fixing their price in violation of state antitrust laws. The case has been consolidated with many others in San Diego County Superior Court asserting the same claims. The case is in the discovery stage.

DiNardo v. CSU, et al. - *Santa Clara County Superior Court*
Tarah DiNardo, a member of the cheerleading squad at San Jose State University, claims that she was assaulted by an SJSU Associate Athletic Director at a campus basketball game when he grabbed her forcefully by the right bicep, after she complained to him about the purportedly insulting comments made by a University booster during the game.

Every Nation Campus Ministries, etc. 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 have sued under various legal theories to challenge the constitutionality of the Trustees' anti-discrimination policy, which refuses recognition of student organizations that discriminate on the basis of sexual orientation or marital status. The plaintiff groups exclude homosexuals and others from joining or becoming officers. They allege that their First Amendment rights of freedom of religion and association trump the Trustees' anti-discrimination prohibition, and that they must be recognized and provided full access to university facilities. The case is in the pleading stage. CSU's motion to dismiss and plaintiffs' motion for a preliminary injunction will be heard on April 3, 2006.

Johnson-Klein v. CSU, Fresno, et al. - *Fresno County Superior Court*
Stacy Johnson-Klein was terminated as head women's basketball coach in March 2005 for serious performance issues. In September 2005, she filed this lawsuit against CSU, President Welty, retired Athletic Director Scott Johnson, and Fresno State's athletic corporation for gender discrimination, sexual harassment, Title IX violations, retaliation and wrongful termination. She claims that her supervisors sexually harassed her by making inappropriate comments about her breasts and clothing, and that she was inappropriately touched by one or more of her supervisors. Johnson-Klein alleges that she was terminated in retaliation for complaining about harassment, as well as gender inequities in athletics. This case is in the discovery phase.

Martinez, et al. v. Regents of the University of California, et al. - *Yolo County Superior Court*
This is a class action filed by non-resident citizen students against UC, CSU, and the California Community Colleges, challenging the exemption from out-of-state tuition for those, including

undocumented immigrants, who meet the three year California high school attendance requirement of AB540. Plaintiffs allege AB540 violates federal immigration laws, the U.S. and California Constitutions, and the Unruh Act. Plaintiffs seek an injunction enjoining enforcement of AB540, a declaration that the statute is unlawful, class-wide tuition restitution, damages, and attorney fees. The case is in the pleading stage. Defendants collectively filed motions to dismiss, which will be heard in March 2006.

Runyon v. CSULB, et al. - Los Angeles County Superior Court
L.R. Runyon, a professor in the Finance Department of the College of Business, alleges he was removed from his position as department chair in retaliation for reporting alleged improper activities by the Dean of the College of Business, Luis Calingo. Runyon made various complaints to his supervisors and others that the Dean made inappropriate and wasteful business trips and spent too much time away from campus. The Dean subsequently removed Runyon as chair of the department citing Runyon's failure to meet certain performance objectives. An extensive investigation into Runyon's claims of retaliation concluded that he was removed as department chair for performance reasons and not in retaliation for his complaints about the Dean. This case is in the early discovery stage.

Sneath v. CSU, et al. - Santa Clara County Superior Court
Rechelle Sneath was a San Jose State University cheerleader. On January 7, 2004, she suffered major injury and paralysis as a result of being thrown in the air as part of a cheerleading routine. Plaintiff alleges that the University and the coach are responsible for her injuries. The case is in the pleading stage.

Vivas v. CSU, et al. - Fresno County Superior Court
Lindy Vivas, former head women's volleyball coach at Fresno, filed this lawsuit for discrimination, retaliation and Title IX violations, based on her sexual orientation, gender and marital status, after her employment contract expired and was not renewed in December 2004. Vivas reapplied for the position, and was considered. After evaluating all of the applicants, Ruben Nieves was hired as the new head coach. This case is in the pleading phase.

Employment Cases

Horsford, et al. v. CSU, et al. - Fresno County Superior Court
Brown v. CSU, et al. - Fresno County Superior Court
Snow v. CSU, et al.- Fresno County Superior Court
King v. CSU, et al. - Fresno County Superior Court

Daniel Horsford, Steven King, Richard Snow and three other former campus police officers filed a lawsuit claiming that they were victims of reverse discrimination in the CSU Fresno Police Department while it was under the direction of former police chief Willie Shell, who is black. Summary judgment was entered against three of the police officers. The case was tried in May 2000 against the three remaining plaintiffs, Horsford, King and Snow. The jury returned a verdict of $4.25 million. The court reduced this verdict to $1.17 million. Plaintiffs sought attorneys' fees of $3.3 million. The court reduced that claim to $1.2 million. CSU appealed. On August 31, 2005, the appellate court affirmed the verdict of $1.17 million but sent the attorneys' fee issue back to the trial court for further review. *The trial court will re-hear the motion for attorneys' fees in June 2006.*

Auwana Brown, also a former employee in the CSU Fresno Police Department, settled a sexual harassment lawsuit against former police chief, Willie Shell in1998. She is represented by the same attorneys who are representing Horsford, King and Snow. As a part of the settlement, Brown agreed to resign. But after her resignation became effective, and the Horsford verdict came in, she petitioned the State Personnel Board to reinstate her. The State Personnel Board refused, and Brown then asked the Court of Appeal to order the State Personnel Board to set aside her resignation. The court instead sent the case back to the State Personnel Board for further findings. *After three years of inactivity, the State Personnel Board is now setting the date for a new hearing. All other actions are stayed.*

Richard Snow, suffered a work-related hip fracture in November 2000 and was deemed disabled in workers' compensation proceedings. His disability retirement became effective in February 2003. Snow filed a new lawsuit shortly thereafter, alleging that the university discriminated against him because of his disability, failed to accommodate him, and retaliated against him because of the Horsford verdict. *This case is in the discovery stage. A trial date has not been set.*

Steven King filed a new lawsuit also claiming that the university discriminated and retaliated against him because of the Horsford verdict, because he was not appointed lieutenant and/or chief of police in the CSU Fresno Police Department. This case is in the pleading stage.

Giovannetti v. Trustees, et al. - U.S. District Court, San Francisco
Joseph Giovannetti, a tenured professor in Native American studies, alleges that Humboldt State University subjected him to discriminatory treatment based on his ethnicity as a Native American. He alleges that HSU also retaliated against him for complaining about discrimination by unlawfully removing him as Chair of the Native American Studies Department, refusing to hire additional faculty for the department as promised in an earlier settlement, and canceling some of Plaintiff's courses. Giovannetti and two other complainants had an earlier lawsuit for similar discrimination claims that was settled. *This case is in the discovery stage. An initial mediation between the parties was unsuccessful. A trial date has been set for September 11, 2006.*

Green v. SFSU - San Francisco County Superior Court
Marcia Green, a 15 year Lecturer at San Francisco State University, was not hired into a tenure track position and subsequently was not rehired as a Lecturer. She alleged that she was the victim of discrimination on the basis of her Polish ancestry, marital status and age. The case was tried for three weeks in August and September 2000. The jury returned a verdict in favor of CSU on the discrimination claim, but awarded Green $1.56 million for retaliation. CSU appealed. Judgment was affirmed in October 2002 and has been paid. A settlement agreement for attorneys' fees and costs in the amount of $375,000 was reached in April 2003 and has been paid.

Green and her husband, Geoffrey, who is also a professor at SFSU, filed a second lawsuit in which they claim to have been retaliated against following the verdict in Green's first lawsuit. After a two week trial in April 2004, the jury returned a verdict in favor of the University. Plaintiffs filed an appeal. *The Court of Appeal upheld the jury verdict and the California Supreme Court denied further hearing.*

May v. Trustees - Monterey County Superior Court
James May is a former faculty member at CSU Monterey Bay who retired in 2000. He alleged that he was forced to take an early retirement due to continuing mistreatment, race, disability and age discrimination, harassment, retaliation, failure to prevent discrimination, and wrongful termination. In February 2002, the jury returned a $375,000 verdict in favor of May for harassment and retaliation on the basis of race and national origin. The court granted CSU's motion for a new trial. May appealed both the trial court's grant of a new trial and the defense verdict on his discrimination claims. In February 2005, the Court of Appeal affirmed the trial court's ruling and the defense verdict. In June 2005, the California Supreme Court granted May's petition for review. The issue of interest to the Supreme Court is the standard for granting a new trial, which is the same issue raised in the Oakland Raiders v. National Football League case. The Court has postponed briefing in the May case pending decision in the Raiders case.

Milutinovich v. CSU, Fresno, et al. - Fresno County Superior Court
Diane Milutinovich, formerly Associate Athletics Director and Senior Women's Administrator at CSU Fresno, was reassigned to be Director of the University Student Union after her position was eliminated in an effort to cut administrative costs through reorganization. Milutinovich's first lawsuit for wrongful termination was dismissed because she failed to file a government tort claim. She refiled this second action, asserting statutory claims that she was fired because of her alleged efforts to achieve Title IX compliance and in retaliation for her advocacy of gender equity issues in employment and athletics. *This case is in the discovery stage.*

Mokhtari-Shargri v. CSUCI, et al. - Ventura County Superior Court
Shariar Mokhtari-Shargri was a temporary lecturer in the Mathematics Department at CSU Channel Islands. He applied, but was not selected, for a tenure-track position in the same department. Plaintiff alleges that his non-selection was discriminatory and based on his religion (Muslim) and national origin (Middle-Eastern). On May 16, 2005 the court granted CSU's motion for summary judgment on the grounds that plaintiff had failed to exhaust his administrative remedies. The plaintiff has appealed. *The appellate court has set oral argument for March 8, 2006.*

Ohton v. SDSU, et al. - San Diego County Superior Court
David Ohton, San Diego State University's Athletics Department strength and fitness coach, has sued the CSU and various individuals for alleged retaliation under the state "whistleblower" statute, claiming he was retaliated against for statements he made in the context of the CSU's investigative audit of alleged improprieties in the SDSU Athletics Department and its equipment room. The trial court granted CSU's motion for summary judgment. *Ohton appealed.*

Roth v. CSULA, et al. - Los Angeles County Superior Court
Tamaki, et al. v. CSULA Auxiliary Services, Inc., et al. - Los Angeles County Superior Court
Instructors employed by CSULA University Auxiliary Services, Inc. in the university's American Culture and Language Program have filed these two actions for recovery of unpaid wages. The second is a class action lawsuit on behalf of approximately 60 persons. Plaintiffs claim that they were paid for some, but not all, classroom preparation time, office hours, photocopying, grading, attending meetings, preparing evaluations, and accompanying students to events and outings. Plaintiff Roth is also suing for age, national origin, gender, and race discrimination and for improper reduction in his work hours which he characterizes as "wrongful termination." Roth also claims that his employer was the university, and not the auxiliary. The cases are in the discovery phase. *Mediation will take place in the Tamaki action on March 14, 2006. Defendants plan to file a motion for summary judgment in Roth.*

Villanueva v. CSUMB, et al. - Monterey County Superior Court
Henry Villanueva is a former Associate Vice President at CSU Monterey Bay who was not retained in summer 2003. He alleges that he was let go for recommending the discipline of other employees and for reporting waste of public funds. He also claims that his former subordinates attempted to undermine his efforts to obtain new employment by distributing false and personal information about him. He states claims of wrongful termination in violation of public policy, defamation, violation of the Information Practices Act, and invasion of privacy. The case is in the discovery stage.

<u>Washington v. Trustees, et al.</u> - San Diego County Superior Court
Pat Washington, an African-American woman and former San Diego State University tenure-track faculty member in the Women's Studies Department, sued the University and the Women's Studies Department Chair alleging she was improperly denied tenure because of racial discrimination and retaliation. CSU's motion for summary judgment was granted. Washington has appealed. *Oral argument is set for March 16, 2006.*

<u>Wells v. Trustees, et al.</u> - U.S. District Court, San Francisco
Former Humboldt State track coach David Wells complains that his contract was not renewed because he complained about the mishandling of funds in the athletic department and unequal spending on women's athletics. *This matter is in the discovery stage. A mediation was held on February 17, 2006. Negotiations are continuing.*

Environmental Cases

<u>City of Marina v. CSUMB, et al.</u> - Monterey County Superior Court
<u>Fort Ord Reuse Authority v. CSUMB, et al.</u> - Monterey County Superior Court
Plaintiffs in these two lawsuits are challenging the adequacy of the final environmental impact report prepared for CSU Monterey Bay's Master Plan. They allege that the city and FORA will suffer unmitigated adverse impacts if the plan is implemented and that the CSU improperly fails to recognize the jurisdiction of FORA over campus development that does not involve education or research. The trial court issued a decision in favor of the City of Marina and FORA. CSU appealed. In June 2003, the Court of Appeal reversed the trial court and ruled that CSU is not required to contribute to the cost of local infrastructure improvements, notwithstanding the mitigation requirements of environmental law. This opinion could have far-reaching implications for all CSU campuses. A petition for rehearing was denied. FORA filed a petition with the California Supreme Court, which was granted. The case has not yet been scheduled for oral argument.

Personal Injury Cases

<u>Costello v. SFSU, et al.</u> - San Francisco County Superior Court
Costello was a Presidential Scholar at San Francisco State University. During the Presidential Scholars Retreat at the Marin Headlands, he fell from a cliff and died. His parents filed this lawsuit to recover damages for wrongful death due to lack of supervision. Trial is set for *June 26, 2006. The case is in the discovery stage.*

<u>Eriksson v. CSU, Fresno, et al.</u> - Fresno County Superior Court
Stan and Karan Eriksson are the parents of an equestrian student-athlete at CSU Fresno, who died as a result of massive head injuries suffered when her own horse fell on her, after being startled by a herd of cows in a pen. At the time of the accident, the student-athlete was on a recreational ride in an agricultural area of the campus. The parents allege that the university negligently failed to supervise and train their daughter, failed to warn her about the presence of the animals, maintained a dangerous condition of property in that the cows were "violent and aggressive," and failed to provide appropriate emergency medical assistance. *The case is in the discovery stage.*

<u>Machado v. SJSU, et al.</u> - Santa Clara County Superior Court
Natalia Machado, attending classes on the San Jose State campus during the summer of 2003 at 15 years of age, alleges that she was stalked and followed by a faculty member who purportedly cornered her in a stairwell, prevented her from leaving, put his arm around her, pulled her toward him against her will, and told her he wanted to take her out. She alleges assault and battery and infliction of emotional distress against the faculty member, and asserts those same claims and negligent supervision against the university. *The parties have settled the case. The University paid $5,000. The faculty member paid $10,000.*

<u>Trujillo v. SJSU, et al.</u> - Santa Clara County Superior Court
Donna Trujillo, a San Jose resident, alleges that San Jose State University Police denied her entry to the SJSU-City of San Jose joint library and subsequently arrested her because she was accompanied by a dog that she claims was a service animal. She alleges that the University, the City of San Jose, and a number of SJSU police officers and other individuals violated her access rights under disability law. *This case settled for $15,000 and an agreement that campus police and Library security personnel will receive further training in disability law, including in particular, issues involving service animals.*

Student Cases

<u>Garcia, et al. v. California Polytechnic State University, San Luis Obispo, et al.</u> -- San Luis Obispo County Superior Court
Plaintiffs, Rita Garcia, Erika Medina, Miguel Puente are three unsuccessful applicants for admission to Cal Poly San Luis Obispo. Along with a taxpayer and the League of United Latin American Citizens, they sought injunctive and declaratory relief from Cal Poly's admissions process. They claim that it adversely affects minority applicants because it gives (1) unlawful preference to students residing in the campus' service area; and (2) unlawful-weight to SAT or ACT 1 scores, which are inherently discriminatory.

The court granted CSU's motion to dismiss the case on the ground that no viable claim existed against the University. Plaintiffs appealed. On August 15, 2005 the Court of Appeals affirmed the decision to dismiss this case. *The plaintiffs subsequently sought legislative relief to allow similar claims to proceed against CSU.*

Students Against War et al. v. SFSU, et al. - San Francisco County Superior Court
On March 9, 2005, two SFSU student organizations, Students Against War and the International Socialist Organization, protested the Army Corp of Engineers' participation in a campus Career Fair because of the military's "don't ask, don't tell" policy. The campus Student Organizations Hearing Panel recommended that these organizations be put on probation for one year. The lawsuit requested the court to set aside these sanctions. *The court found in favor of the university.*

Other Cases

Bartel v. Ohton, et al. - San Diego County Superior Court
Stephen Bartel, the former San Diego State University Athletics Department equipment room manager, has sued the CSU and various individuals on a variety of legal theories, including defamation, invasion of privacy, gender and age discrimination and harassment, for statements made in connection with the audit investigation of alleged improprieties in the equipment room. CSU prevailed on portions of an anti-slapp motion, arguing that statements made to the university auditor are privileged. *The case settled on the first day of trial in December 2005 for $60,000.*

CFA v. CSU, et al. - Los Angeles County Superior Court
The 1998-2002 faculty merit increase program allowed faculty to challenge a President's final award though an appeals process. Where an appeal was sustained, CSU imposed a ceiling on the amount of increase available, at the highest amount recommended by any of the lower levels of review. The reason for this ceiling was so that faculty who took appeals were not rewarded with greater access to the merit pool than those who did not.   The result was that some faculty received lower increases than the appeals committees awarded. CFA filed a grievance over this ceiling, and the arbitrator ruled in CFA's favor. CSU filed a petition to vacate, and CFA filed a cross-petition to confirm the award. *The court denied CSU's petition and granted CFA's. The parties then settled the dispute by retroactively paying the FMI increase to the two named grievants.*

CSU v. Bello's Sporting Goods - San Luis Obispo County Superior Court
This lawsuit sought a permanent injunction to prevent Bello's Sporting Goods, a store in San Luis Obispo, from engaging in further sales of clothing and other merchandise bearing the "Cal

Poly" name. Bello's contends that it has a right to do so because: (1) it sold clothing with the "Cal Poly" name before CSU began doing so; and (2) CSU waived its right by not filing suit earlier. Bello's filed a cross-complaint for damages against CSU and Cal Poly Foundation.

In July 2001, the trial court denied most of the relief sought by CSU in a decision that ruled that the phrase "CAL POLY" is not protected under trademark law because it is not understood by the public as a name for a particular educational institution but instead is a generic term that identifies and refers to all polytechnic or technical schools located in California. Thus, Bello's Sporting Goods can continue using the phrase because it is generic. However, the court did enter a limited injunctive order directing that Bello's Sporting Goods place labels on all goods indicating that CSU did not approve, sponsor or authorize the clothing goods sold by Bello's that are marked with the words CAL POLY. Both CSU and Bello's appealed this ruling.

Effective January 2, 2002, the Legislature amended the Education Code to clarify that the name "Cal Poly" and other abbreviated campus names are state property and may not be used without CSU's express permission.

In July, 2003, the Court of Appeal issued a decision which reversed the trial court's ruling and remanded the matter for further hearings on the newly enacted Education Code provision. Bello's Sporting Goods petitioned for review to the California Supreme Court, which denied this request. The case went back to the trial court, but no dates were ever scheduled for further hearing.

Bello's recently closed its store. CSU proposed that this case be dismissed by mutual agreement. *Bello's did not respond to this offer.*

CFA v. CSU, et al. - Sonoma County Superior Court
Sonoma State softball coach, Christine Elze, did not timely elect to pursue a challenge to discipline before either the American Arbitration Association or the State Personnel Board, as required by the CFA contract, and respected by the union in the past as a necessary prerequisite to any appeal. As a part of the election process, the faculty member is also required to state the basis for the appeal. Instead, CFA here simply submitted the discipline to the American Arbitration Association without any stated basis at all. CSU objected. CFA filed this petition to compel the arbitration. After the August 2005 hearing, the court ordered that CSU would be compelled to arbitrate this dispute only if Elze submitted the required statement describing the basis for the appeal to CSU within 10 days of the court's order. Elze did not comply with the court's order. *However, she filed a separate civil suit for discrimination.*

The Copley Press v. CSU - San Diego County Superior Court
The San Diego Union Tribune made a Public Records Act request for all correspondence between CSU attorneys and opposing counsel and all deposition transcripts in the Bartel and Ohton cases (described above). CSU asserted various exemptions to disclosure, including

allowing a public entity to withhold documents created in pending litigation until the case is resolved. The newspaper succeeded on its application for a court order to compel the CSU to surrender the documents. CSU appealed. *The appellate court ruled that CSU properly withheld from disclosure attorney correspondence while the litigation is pending, but ordered the disclosure of deposition transcripts. The California Supreme Court denied the Union Tribune's request for hearing. Union Tribune's motion for reimbursement of attorney fees is pending.*

Enron Energy Services, Inc., et al. v. CSU, et al. - U.S. Bankruptcy Court
CSU and UC jointly contracted with Enron for the purchase of electricity before Enron's 2001 bankruptcy. CSU filed two claims in the bankruptcy for approximately $240 million. UC filed a similar claim. In March 2005, Enron filed approximately $21 million in counter-claims for unbilled or incorrectly billed power delivered to CSU and payments allegedly made by Enron to California electric utilities on CSU's behalf. CSU and UC have jointly filed a motion to dismiss Enron's counter-claims on the basis of sovereign immunity from claims in the Federal Court. *The mediation on August 23, 2005 in New York did not result in a settlement. No further mediation dates have yet been set.*

LAUSD v. LADWP, et al. - Los Angeles County Superior Court
The Los Angeles Unified School District filed this action against the Los Angeles Department of Water and Power to recover capital facilities fees and to invalidate a new ordinance imposing those fees as a part of a June 2004 water rate increase. The University of California and CSU, which are also subject to these new fees, joined LAUSD and cross-complained against LADWP. California law only permits LADWP to impose new capital facilities fees on educational institutions with consent and after negotiations between the parties. The court denied LADWP's early motion to dismiss. The case is in the discovery stage. *LAUSD, CSU and UC have filed a joint motion for summary judgment, which is set for hearing on April 7, 2006. Trial is set for May 8, 2006.*

COMMITTEE OF THE WHOLE

The Integrated Technology Strategy: Leveraging a Ten Year Investment

Presentation By

Charles B. Reed
Chancellor

James Rosser
President
California State University, Los Angeles

John Welty
President
California State University, Fresno

Introduction

This is the fourth report to the Board of Trustees on information technology in the California State University in recent years. The 1994 report focused on the activities of several systemwide commissions on technology. In 1996, the board formally endorsed the Integrated Technology Strategy (ITS) as the primary vehicle for transforming university operations in the information age. The 2001 report provided a five-year progress update on the ITS. This year marks the tenth anniversary of the ITS and offers an appropriate opportunity to review what has been accomplished and look forward to new challenges and opportunities.

This report will:

1. Provide a brief history of information technology in the CSU and the strategic plans that have accompanied it.

2. Describe the ITS vision and framework.

3. Describe the processes used to develop priorities and evaluate initiatives within the ITS framework.

4. Examine the status of ITS initiatives in three broad areas: infrastructure development, administrative systems, and academic technology.

5. Identify continuing efforts within the ITS as well as new challenges and opportunities stemming from the digital revolution in American society generally.

Several overarching premises shaped the ITS from its inception, and they should be apparent in the discussion that follows. However, they deserve a brief but explicit mention at the outset:

▪ The ITS is not a plan per se; there is no formal document or blueprint. Rather, the ITS is a) a framework within which a dynamic series of initiatives can be developed and implemented, and b) a systematic process for identifying priorities and evaluating progress.

▪ The organizational model of the ITS is one of top-down leadership from executive management (primarily presidents and provosts/vice presidents), and bottom-up input from a wide range of CSU stakeholders and constituencies.

▪ The ITS focuses on mitigating campus inequalities in technology resources and services across the CSU. This is achieved by defining, measuring, and implementing a minimum baseline of resources and services for each campus across a broad spectrum of technology assets.

▪ The ITS is not about technology for its own sake. It about using technology to enhance access and success for students in attaining their educational goals, to support the quality of the teaching and learning experience and to augment the overall student experience and support them in achieving educational goals. It is about equal access to developing those skills, the quality of the teaching and learning experience in using them, and the quality of the student interaction with the campus environment generally.

▪ Efficiency and productivity figure prominently in the ITS. At the institutional level, the ITS attempts to leverage the size, resources, and expertise of the 23 campuses through systemwide purchasing agreements and economies of scale. At the individual level, it provides the productivity tools to improve the effectiveness of students, faculty, and staff in their daily work.

▪ The CSU is committed to public accountability in its management of technology resources. This includes a formal reporting process and implementing a "culture of evidence" to document technology outcomes.

Information Technology: A Brief History

The decade of the 1960s is a useful point of departure for information technology in higher education. It was an era of large mainframe computers, highly centralized data centers, and little strategic planning. In the 1970s, campus computing became more distributed under time-sharing arrangements, and long-range planning for information technology was common. The 1980s ushered in the era of the personal computer, and technology planning became more project-focused and campus-based. The CSU initiated a process known as the Campus Information Resources Plan. The 1990s witnessed the network revolution in the form of the Internet and the World Wide Web; in the CSU as elsewhere, technology planning focused on building the physical infrastructure and replacing legacy administrative systems. The first decade of the 21st century is one of multimedia and converged technologies, mobile and wireless devices, and flexible strategic as well as "just-in-time" planning to allow for adaptation, and rapid execution.

The CSU engaged in three major approaches to technology planning over the past 15 years. The first was a systemwide commission structure that began in the late 1980s and continued into the mid-1990s. The Commission on Learning Resources and Instructional Technology (CLRIT) oversaw several academic initiatives through Project DELTA [1] and sponsored the first in a series of library strategic plans.   Two other commissions on administrative systems and telecommunications infrastructure were formed as well. Campus presidents served as chairs and vice-chairs of all commissions.

The Technology Steering Committee (TSC) was created to coordinate and integrate the work of these three commissions. The TSC membership initially consisted of the chairs and vice chairs of the three commissions plus the Executive Vice Chancellor and the Assistant Vice Chancellor for Information Technology Services. When the work of the commissions ended and with a reorganization within the Chancellors Office, TSC has become a sub-committee of the Executive Council with 6 to 7 presidents appointed by the Chancellor. TSC includes the Chief Financial Officer and the Chief Academic Officer. Almost without exception, the TSC has met every month since 1994 to keep technology on the front burner of the Executive Council, provosts, and executive management generally. It has been the prime mover behind the ITS for the past decade. Appendix A lists the presidents and terms of service on the TSC.

A second organizational model was attempted in the mid-1990s known as the Systemwide Internal Partnership or SIP. This initiative would have created a public-private partnership between the CSU and leading telecommunications vendors to build the physical network infrastructure on each campus. That model was abandoned when voters approved Proposition 1A in November 1998, which provided the necessary funds for infrastructure buildout to a

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[1] Direct Enhancement of Learning Through Technological Assistance. A project of the Commission on Learning Resources and Instructional Technology that was one of the first systemic efforts within CSU to encourage technological innovations in the learning/teaching process.

minimum baseline.   Much of the planning during the SIP process led to the Integrated Technology Strategy infrastructure initiative described below.

The third and current organizational model for technology planning is the ITS. Following is a description of that framework and process.

Integrated Technology Strategy Vision And Framework

The ITS vision approved by the board in March, 1996 is to *produce an integrated electronic environment that enables all CSU students, faculty and staff to communicate with one another and to interact with information resources from anyplace, to anyplace, at anytime*.

This vision is based on the belief that technologies help address individual learning styles and the needs of diverse groups by enabling each student to control and direct the learning experience; they also increase social interaction in learning using virtual and asynchronous modes of communications. Further, technology increases student access to faculty and to information resources by making them available independent of time and place, and by reducing or removing geographic, economic, and social barriers to learning. Investments in an integrated technology infrastructure promote greater sharing of programs, resources, and services among the students, faculty, and staff of CSU campuses as well as increase opportunities for cooperation among educational segments in California.

All higher education institutions traditionally identify four resources: academic programs, faculty and staff personnel, physical facilities, and fiscal budgets. In today's world, technology is the fifth critical resource required to attain the institutional mission. In essence, the ITS is based on the assumption that information technology is that fifth strategic, institutional resource and must be planned and implemented in a comprehensive, integrated fashion.

The CSU outcomes targeted through the ITS are:

- **Excellence in learning and teaching** -- infusing technology into the learning and teaching processes to make them more effective, increase faculty and institutional collaboration and resource sharing, and enhance learner and faculty access to information resources and each other.

- **Quality of the Student Experience** -- using technology to enhance the overall experience of students from recruitment to graduation from the CSU.

- **Administrative Productivity and Quality** -- reengineering and redesign of administrative support and delivery of information technology to achieve greater effectiveness at lower costs.

- **Personal productivity** -- providing technology tools and capabilities to increase and enhance the effectiveness and efficiency of students, faculty, and staff as they perform their university functions.

Over the years, the ITS has been portrayed as a pyramid with the four outcomes at the apex, a prerequisite infrastructure at the base, and a series of enabling initiatives in the middle (Figure 1). The outcomes, tightly linked to the CSU mission, never change. The components within the infrastructure are also very stable (namely, the physical wiring and electronics; workstation hardware and software; intra and inter-campus networks; student, faculty, and staff training and technical support), although new ones are introduced as initiatives become ongoing services and emerging requirements necessitate additional efforts (e.g., security and identity management). The academic, administrative, and infrastructure initiatives represent the dynamic nature of the ITS framework; new initiatives begin as needs dictate and previous ones are completed, becoming part of ongoing infrastructure and operations.

The figure below shows both the original first wave initiatives of the ITS and the second wave initiatives adopted in 2004. The bottom layer of the pyramid depicts progress in meeting minimum baseline standards in each of the elements of the IT infrastructure.
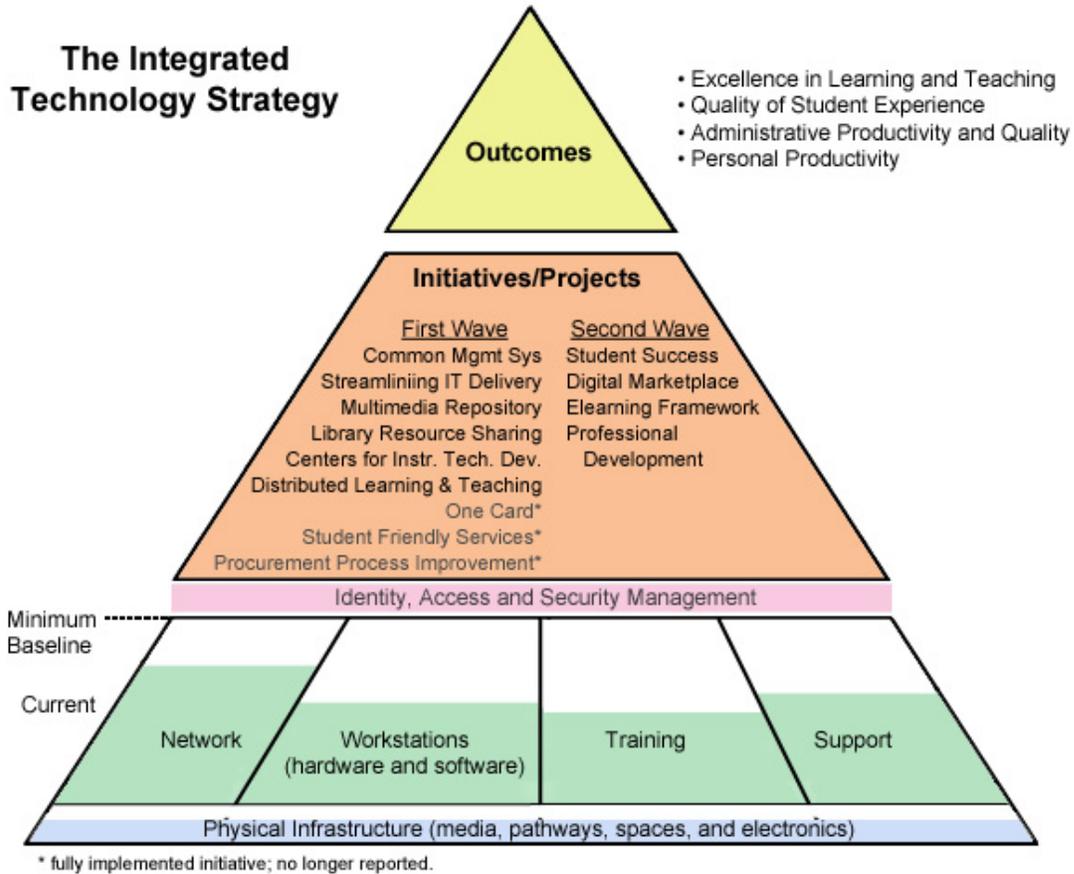
The Integrated Technology Strategy

Outcomes

- Excellence in Learning and Teaching
- Quality of Student Experience
- Administrative Productivity and Quality
- Personal Productivity

Initiatives/Projects

First Wave
Common Mgmt Sys
Streamliniing IT Delivery
Multimedia Repository
Library Resource Sharing
Centers for Instr. Tech. Dev.
Distributed Learning & Teaching
One Card*
Student Friendly Services*
Procurement Process Improvement*

Second Wave
Student Success
Digital Marketplace
Elearning Framework
Professional
Development

Identity, Access and Security Management

Minimum Baseline

Current

Network

Workstations
(hardware and software)

Training

Support

Physical Infrastructure (media, pathways, spaces, and electronics)

* fully implemented initiative; no longer reported.

FIGURE 1

Integrated Technology Strategy Process

In addition to a stable planning structure, the ITS has adhered to a systematic planning process with five key elements: assumptions and principles; stakeholder collaboration; initiative filtering and prioritization; research and evaluation; and sustained leadership. This process was used in developing the initial list of initiative priorities, and then replicated (with few exceptions) to produce a "second wave" of ITS initiatives in academic technology.

Assumptions and Principles

ITS began with a set of planning assumptions and principles. The assumptions are defined as "forces that will affect both the planning and implementation of information technology initiatives. Essentially, they represent the state of our operating environment whether we like it or not and regardless of what we do." These assumptions reflect the stakeholders' pragmatic

judgments about the external forces that would impact the future direction of the CSU. Accordingly, they are facts about the future, largely predictable conditions that will occur apart from any attempts to control them. Demographic trends are a good example. The assumptions fall into six major categories: academic, political, social, economic, organizational, and technical.

Principles provide the criteria used to create, select, design, and implement ITS initiatives and projects. Unlike assumptions, principles are matters of choice and values. Three types of planning principles were developed: overarching (strategic), priority (tactical), and design (operational). Following is one example of each type, respectively.

- Faculty, students, and staff should have easy, well-supported electronic access to the data and information necessary to perform their university functions regardless of CSU location.

- Preference should be given to initiatives that facilitate partnering among campuses for the design, implementation, and use of common applications.

- Data should be collected once, electronically, as close to their points of origin as possible.

See Appendix B for a complete list of ITS Planning Principles.

Stakeholder Collaboration

Planning for the ITS was an iterative process that included internal and external CSU stakeholders. Information sharing and feedback meetings, open to all campus constituencies, were held at most of the campuses. Various advisory groups, and work groups were consulted throughout the process. Focus groups were held with groups ranging from students, faculty and staff to alumni and legislative staff.

The focus group meetings and workshops with stakeholders provided qualitative information concerning the CSU vision for information technology, and the potential barriers and opportunities in moving from the current to a desired future state. In addition, the workshops defined those initiatives and projects that each stakeholder group felt would deliver value to that group. The ITS assumptions, principles, and ultimately the priority initiatives were developed using this process.

Initiative/Project Filtering.

The heart of the planning process involved identifying a series of priority initiatives or projects that would achieve the overall goals of the CSU and move the system as a whole to a target information technology environment.

This filtering process included use of a value framework that combined stakeholder principles and priorities with potential success probabilities across a wide range of proposed projects. In order to be considered for further review, proposed initiatives had to achieve measurable results in one or more of the four outcome categories described above. Institutional values for the CSU were correlated with individual stakeholder values to produce two broad categories of initiatives: long-term initiatives that may be good ideas but which do not seem to yield immediate payoffs, and a shorter list of target initiatives that may yield immediate benefits. This shorter list was then endorsed by the TSC and incorporated into the ITS framework.

Research and Evaluation

Measurement, assessment, and accountability are the ultimate tests of the ITS. In 1999, the CSU agreed to conduct annual reviews of the ITS and make formal reports, the Measures of Success (MOS), to the California legislature. An extensive series of metrics was developed and baseline data were collected in 2000. Annual ITS progress is measured against that baseline. Systemwide databases and annual campus surveys inform the MOS reports; they provide a broad and detailed picture of technology resources and services across the system. The MOS reports are available on the Web at: **http://its.calstate.edu/documents/Data_Collection/I_Reports_MOS/Measure_of_Success.shtml** The MOS has emerged as one of the most visible and comprehensive examples of public accountability among institutions of higher education.

Other assessment activities include participation in various national surveys on information technology for points of comparison with other institutions and biennial user surveys conducted among representative samples of CSU students, faculty, and staff, respectively. These surveys measure use of, attitudes toward, and satisfaction with various aspects of technology available on campus or through system resources such as the statewide education network, CalREN.

Leadership.

In the final analysis, the story of the ITS process is, and continues to be, one of presidential leadership. Professional journals in information technology and higher education stress the need for executive vision and leadership and the absolute requirement to align technology priorities with broad institutional priorities. Successful information technology efforts demand those three

components. President James Rosser of CSU, Los Angeles spoke to the role of executive vision, leadership and alignment in ITS in remarks to his colleagues in 2002:

> I am personally not aware of any other system that has committed to a minimum baseline of technology for all of its campuses, nor am I aware of one that has realized that acting as a system creates benefits at both the campus and the system level. This is because in no other system have presidents stepped up to the plate to lead the technology effort. I do not have to tell any of you that leadership is not a popularity contest. It is setting a course based upon informed judgment and staying that course because you know it is right. We all know it is not always popular or easy to make system-centric rather than campus-centric decisions; however, we also know it is the only way to maximize the experience of each individual campus.

Integrated Technology Strategy Initiatives: Progress To Date

Technology Infrastructure

The academic and administrative outcomes of the ITS could not be achieved without the necessary technology infrastructure. In that sense, it is a prerequisite, first in the critical path toward achieving the four outcomes. However, the infrastructure also carries independent benefits for students, faculty, and staff in the form of personal productivity tools. It has seven major components, each of which contain metrics that define what stakeholders determined to be the acceptable, or minimum baseline, capability:

- **Physical Infrastructure:** the pathways, wiring, and associated electronics that are the foundation for a connected campus.

- **Network Access;** a voice, data and video network (both intra-campus and inter-campus) connecting campuses with each other and the rest of the external world, as well as connections among campus buildings, floors, and workstations within each CSU location.

- **Hardware and Equipment Access:** the necessary digital hardware and related equipment required to provide each individual with the appropriate access to electronic information resources.

- **Software and Applications Access:** the core software tools and disciplinary applications that are crucial to the teaching and learning process.

- **User Training: on**-going programs to provide continuous skill building in the use of information technology for everyone in the CSU.

- **Support Services:** students, faculty, and staff require ubiquitous access to 24/7 support services for answering questions and solving hardware, software, and network problems.

- **Middleware:** the security and access management controls that link hardware, software, and data repositories This is an emerging and critical, area of concern not apparent when the original ITS was developed.

Network development is one of the great success stories of the CSU. It began in the 1980s with an inter-campus network known as CSUNet. In the 1990s, it was expanded to include the state's community colleges and hundreds of K-12 schools and administrative offices. In this decade, the CSU helps lead the California Research and Education Network (CalREN), a high performance network linking virtually all of the K-12 schools and most of the major public and private institutions of higher education in the state.

Selected findings from the Measures of Success assessment of ITS that refer to the network include:

- In 2001–02, only three campuses were able to provide network connectivity at the standard defined in the CSU baseline technology infrastructure standards. As of the end of 2004–05, 16 campuses were doing so.

- In 2005, 87 percent of students access the campus network from off-campus, a dramatic increase from 2001 when only one-half did so. Four out of five of these students used a high-speed Internet connection (DSL or cable).

- Approximately two thirds of all classrooms in the CSU are now equipped to support the use of multimedia instructional resources. All of the classrooms on five of the smaller campuses include high speed network connections, digital projection, enhanced audio and integrated instructor controls. On all campuses at least one quarter of the classrooms have this capability.

Administrative Systems

The Common Management System initiative (CMS) is the largest administrative Enterprise Resource Planning (ERP) project of its kind in American higher education. Prior to the CMS implementation, CSU campuses had outdated financial systems, inefficient, manual personnel systems, and student administration systems uniquely defined for each campus. Additionally, campuses were maintaining their own data centers for managing these administrative systems.

The CMS introduced standardized software, common data elements and best practices for human resources, financial, and student systems, while also allowing limited variations for specific campus needs. In addition, the CMS initiative created one consolidated, outsourced data center in an innovative and cost effective solution that was the first of its kind in higher education.

The primary objectives of the software and database standardization and the data center centralization were to improve the quality and efficiency of administrative services. Improved administrative services support improved academic processes. For example, they assist faculty advising by providing comprehensive, up-to-date academic progress information about students. With such information readily at hand, students benefit from improved guidance through their academic programs, and faculty themselves can better manage the retention, tenure and promotion process by maintaining their own online profiles. The student administration module enables students to monitor admission status, register through the web, check course grades, and perform degree audits to chart their progress toward a degree and make corrections in their courses to facilitate timely graduation.

As of this year, 21 campuses have implemented the human Resources and Financial modules and 10 have implemented the Student software.

Academic Technology

Initiatives in this category are student-centered and directly address two of the ITS goals: excellence in teaching and learning, and the quality of the student experience outside the classroom. They include:

- Collaborative Learning and Teaching: defining, selecting and implementing common tools to support CSU faculty and students in an anytime, anywhere environment. This includes e-mail systems, conferencing capabilities, document transfer of electronic class materials, and other learning technologies.

- Centers for Faculty Technology Training: This initiative establishes faculty development centers that focus on helping faculty use technology in the instructional process.

- The MERLOT Multimedia Repository: creating a repository of digital instructional materials that CSU develops, purchases, or borrows to support learning and teaching needs. The MERLOT repository is a central clearinghouse used by CSU faculty and students as well as faculty and students from other educational systems around the world for accessing instructional materials.

- Library Unified Information Access System: provides a single library user interface for CSU faculty and students. It uses industry standards to provide a consistent means for

accessing a wide variety of library materials and catalogs, both inside and outside the CSU.

- <u>Information Competency</u>: promoting proficiency in the ability to use digital technology, communication tools, and/or networks appropriately. It includes the ability to define, access, evaluate, integrate, manage, create, and communicate information ethically and responsibly.

- In 2003–04 the CSU took the lead in forming a partnership with the Educational Testing Service (ETS) and several other colleges and universities to develop a Web-based tool that assesses information and communication technology (ICT) literacy.

- <u>Student-Friendly Services:</u> using information technology to facilitate interactions with the university (communication, admission, registration, scheduling, etc.) for students, potential students and their parents and counselors. The initial project implemented a single electronic student admissions application form commonly known as CSUMentor that connects to all CSU campuses, simplifying the admission process and improving CSU response time to applicants.

- <u>One Card</u>: provided CSU faculty, students, and staff on some campuses with a single plastic card that can be used for facility and services access (security, meals, etc.), long distance telephone calls, and debit card convenience.

Selected findings from the Measures of Success assessment include:

- MERLOT continues to grow in quantity and quality. In 1999, the number of digital learning applications was targeted to reach 500 by 2002. By the end of FY 2004–05 faculty, staff and students have 12,108 learning applications available for use, anytime and anyplace. .

- The cost per usage for the CSU Libraries Electronic Core Collection (ECC) continues to decline while usage increases. Usage grew by 22.4 percent in FY 2004–2005 while the cost avoidance attributable to the ECC program that year is estimated to be just under $650,000.

- The number of classes (course sections) supported by learning management systems (LMS) in the CSU grew from 2.8 percent of all course sections offered in 1999–2000 to over 25 percent in 2004–2005. Enrollments in courses incorporating LMS increased six-fold over the same period, from under 10,000 to more than 60,000 students.

▪ In 1999, the CSU set as a target goal for 2008 the submission of one-half of all applications for admission in electronic form. In 2001-2002, that goal was achieved and surpassed. In 2002-2003, less than one-third of all applications were submitted on traditional printed forms. With the adoption of electronic admission applications in place of the traditional paper process, the Student Friendly Services Initiative/CSUMentor has clearly met its goal of full institutional adoption.

Future Directions

As the ITS enters its second decade, the CSU celebrates its successes and prepares to meet new challenges and opportunities. Some of these are familiar, some are driven by changing environmental factors, and some emerge from the efforts of the past ten years. But their shared characteristic is a continued focus on applying technology to achieve the four ITS outcomes: excellence in learning and teaching, quality of the student experience, administrative productivity and quality, and personal productivity.

The ITS Agenda: Moving Forward

Five broad areas capture the next steps agenda for the ITS:
- Advancing Academic Technology
- Increasing Information Security and Access
- Standardizing Information Technology Architecture
- Sustaining Baseline Technology Infrastructure
- Leveraging Administrative System Functionality

Advancing Academic Technology

For a variety of historical and traditional organizational reasons, academic technology has lagged as a focus of significant systemwide investment. The familiar tension between the scale economies achieved through centralization and the programmatic needs that drive a local, decentralized solution will always be part of the higher education environment, especially in the arena of students and teachers engaged in the learning process. However, the increasing demands for key academic technologies such as learning management systems LMSs), electronic portfolios, integrated digital collections of learning materials, coupled with the spread of online teaching and learning clearly signal that implementing large-scale technology support for the teaching and learning process is now a feasible and reasonable approach. Some of the initial efforts in this direction include using technology to reduce the need for academic remediation and lowering the cost and increasing the accessibility of digital content.

Increasing Information Security and Access

Sharing information, data and access to technology resources is what faculty, students and staff must do as they teach, learn and work in the CSU. While that sharing enables greater productivity and learning, it also increases the risks of identity theft, malicious hacking and disabling viruses. The mitigation of these risks, while preserving productivity gains of shared resources requires systemwide efforts in security plans and practices, as well as in identity and access management. These efforts, now in the early stages, will become an increasing segment of ITS efforts in the near future.

Standardizing Enterprise Architecture

As the components of CSU information technology efforts continue to increase, complexity and the need for integrated and interoperable applications and systems grow as well. An enterprise architecture for the CSU is a set of information technology principles, protocols, standards, guidelines, and statements of direction intended to reduce complexity, enable improved exchange of information and services across all systems, and reduce cost of IT support, training and maintenance across the individual campuses, as well as current and future CSU enterprise systems. Implementing a comprehensive enterprise architecture will provide a structure for the integration of information and services at the design, technical and policy level across CSU organizational boundaries.

Sustaining Baseline Technology Infrastructure

The first goal of the ITS established a baseline for the technology infrastructure on all CSU campuses. The CSU has moved from achieving 45 percent of baseline in 2001–02 to 64 percent in 2005–06, when buildout for all components of the technology infrastructure (physical, networking, workstation hardware and software, training, and support) is averaged across all campuses. The system will have achieved a baseline when every campus has reached 90–100 percent capability. The recent period of budget cuts seriously affected campus efforts to achieve and maintain their baseline objectives in five areas (physical infrastructure, network access, hardware and equipment access, software and applications access, user training and support).

Budget cuts and ongoing fiscal constraints have also impaired campus ability to keep pace with emerging baseline needs – those not imagined in 1996, such as security, authentication, and adaptive and assistive technologies.

Leveraging Administrative Functionality

With the implementation of all CMS modules on all campuses in sight, the focus turns to achieving even greater productivity and efficiency objectives by leveraging both the "common" and "management" aspects of the systems. Data warehouses combine information from various systems and organize it to support data-driven decision-making. Providing web self-service for

the vast majority of campus transactions, creating consistent and useful views of data for effective program and resource planning, and accelerating time to reporting results are a few of the ways in which CMS can provide better functionality and service to the campuses and the Chancellor's office.

The success of the ITS over the past decade positions the CSU with a proven framework and initiative process that can meet new challenges and opportunities. The investment of resources in the ITS initiatives have contributed significantly to serving the mission of the CSU and have done so in ways that were measurable and reported. This successful direction is one we should continue to pursue.

Conclusion

The ITS has provided the CSU with an excellent foundation for meeting the challenge of delivering a 21st century higher education experience for students, faculty and staff. Presidents with the wisdom and foresight to understand why technology was so essential to the delivering the promise of the CSU to its students and the people of California, led in building the essential technology foundations ten years ago. They continue to do so, today. Those presidents, and the Board of Trustees met the leadership challenge head on by approving, funding and supporting the ITS over the past 10 years. The next ten years include challenges both new and old, as well as opportunities to leverage the excellent work of the previous decade to better achieve the four outcomes: Excellence in Learning and Teaching, Quality of the Student Experience, Administrative Productivity and Quality, and Personal Productivity.

**TECHNOLOGY STEERING COMMITTEE
PRESIDENTIAL MEMBERSHIP**

President	Campus	Participation
Ruben Armiñana	Sonoma	1994 – Present
Warren Baker	San Luis Obispo	1994 – Present
Manuel Esteban	Chico	1999 - 2002 (retired)
Donald Gerth	Sacramento	2001 - 2003 (retired)
Milton Gordon	Fullerton	1994 – Present
Alexander Gonzalez	Sacramento	2003 – Present
Jolene Koester	Northridge	2003 – Present
James Rosser	Los Angeles	1994 – Present
John Welty	Fresno	1994 – Present
Blenda Wilson	Northridge	1994 – 1999

Integrated Technology Strategies
Planning Principles
Revised 12/6/95

(The Planning Principles set the strategic direction and framework for the use of information technology to achieve our mission and vision for the future. They are the source of the criteria used to create, select, design and implement information technology initiatives and projects.)

Over Arching Principles

- The highest and best use of information technology (IT) is its application to the provision of quality higher education with a focus on the student and the learning, teaching and underlying research supporting that quality.

- CSU should only enter into partnerships where there is both a clear alignment of incentives and a commitment to maintain the partnership over time by all parties.

- Individual and organizational behavior that advances CSU-wide and campus initiatives, which further the Strategic IT Plan, should be rewarded.

- A balance between requisite *technology infrastructure and baseline access* for faculty, students, and staff and *more advanced technology projects* should be maintained.

- Faculty, students and staff should have easy, well-supported electronic access to the data and information necessary to perform their university functions regardless of CSU location.

- Information technology products, services, and projects should be measured and supported primarily for their benefit to CSU's strategic objectives and not by their technical sophistication.

- CSU should be known for using proven information technologies in "cutting edge" ways to further its mission.

- Applications of information technology should always provide both increased *efficiency* and *effectiveness* while maintaining or improving the *quality* of the function(s) they are supporting.

- The information technology applications most valuable to the CSU are those that are planned and developed once and shared with and implemented on multiple campuses.

- Where the CSU has already achieved "competitive" advantages from its IT accomplishments, the advantages should be leveraged to accelerate the implementation of the Strategic IT Plan.

Priority Principles

- Priority should be given to projects with clearly defined benefits for the faculty/student learning and teaching environment.

- Preference should be given to initiatives that facilitate partnering among campuses for the design, implementation and use of common applications.

- Preference should be given for those initiatives meeting common objectives, yet capitalizing on local autonomy and using local strengths.

- Preference will be given to projects that further faculty, students, and staff IT literacy.

- Projects/initiatives that generate new resources either through revenue or by freeing up current resources will be preferred over those that do not do so.

Design Principles

- The quantity and detail of data collection should be no greater than that required to perform the functions for which they are collected.

- Data should be collected once, electronically, as close to its point of origin as possible.

- All IT initiatives (other than experimental projects) should provide at minimum:

  o a plan for user support and training

  o a detailed benefits description

  o measures for evaluation and performance

  o a description of organizational implications and plan to deal with them

  o a description of impact on roles and responsibilities

- As a rule, new applications should be easier to use than the manual or automated system(s) they replace as judged by their users.