

# TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

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

## Agenda September 11-12, 2018

Time*	Committee	Location <sup>1</sup>
<i>TUESDAY, SEPTEMBER 11, 2018</i>		
8:30 a.m.	<u>Call to Order</u>	
8:30 a.m.	<u>Board of Trustees—Closed Session</u> Executive Personnel Matters Government Code §11126(a)(1)	Munitz Conference Room
10:00 a.m.	<u>Committee on Collective Bargaining—Closed Session</u> Government Code §3596(d)	Munitz Conference Room
10:30 a.m.	<u>Committee on Educational Policy</u> <b>Consent</b> <i>Action</i> 1. Approval of Minutes <b>Discussion</b> <i>Information</i> 2. International Education <i>Information</i> 3. Research, Scholarship and Creative Activities <i>Information</i> 4. Graduation Initiative 2025	
12:00 p.m.	<b>Luncheon</b>	
1:00 p.m.	<u>Committee on Finance</u> <b>Consent</b> <i>Action</i> 1. Approval of Minutes <b>Discussion</b> <i>Information</i> 2. Planning for the 2019-2020 Operating Budget	

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<sup>1</sup> All committees meet in the Dumke Auditorium unless otherwise noted.

\*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. For two-day meetings, items scheduled for one day may be heard either the day before or the day after depending upon the time spent on each matter. The public is advised to take this uncertainty into account in planning to attend any meeting listed on this schedule.

**TUESDAY, SEPTEMBER 11, 2018 (cont.)**

**2:30 p.m. Committee on Campus Planning, Buildings and Grounds**

**Consent**

*Action* 1. Approval of Minutes

**Discussion**

*Action* 2. San José State University Interdisciplinary Science Building

*Information* 3. Preliminary Five-Year Capital Plan

**3:00 p.m. Committee on Audit**

**Consent**

*Action* 1. Approval of Minutes

**Discussion**

*Information* 2. Status Report on Current and Follow-up Internal Audit Assignments

**4:00 p.m. Committee on Institutional Advancement**

**Consent**

*Action* 1. Approval of Minutes

**Discussion**

*Information* 2. 2018-2019 California State University Trustees' Award for Outstanding Achievement

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**WEDNESDAY, SEPTEMBER 12, 2018**

**8:30 a.m.     Board of Trustees**

**Call to Order**

**Roll Call**

**Public Speakers**

**Chair's Report**

**Chancellor's Report**

**Report of the Academic Senate CSU: *Chair—Catherine Nelson***

**Report of the California State Student Association: *President—Mia Kagianas***

**Report of the California State University Alumni Council: *President—Manolo P.***

***Morales***

**Consent**

***Action*** 1. Approval of Minutes

***Action*** 2. Approval of Committee Resolutions as follows:

**Committee on Campus Planning, Buildings, and Grounds**

2. San José State University Interdisciplinary Science Building

**10:00 a.m.     Board of Trustees—Closed Session**

**Executive Personnel Matters**

**Government Code §11126(a)(1)**

**Munitz Conference Room**

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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.

*Please note for the September 11-12, 2018 Board of Trustees meeting, the Committee on Collective Bargaining will not be meeting in open session. Members of the public are welcome to address the full board during the plenary session.*

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

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

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

Trustee Secretariat  
Office of the Chancellor  
401 Golden Shore  
Long Beach, CA 90802  
Phone: 562-951-4020  
Fax: 562-951-4949  
E-mail: [trusteesecretariat@calstate.edu](mailto:trusteesecretariat@calstate.edu)

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## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

**Meeting:** 10:30 a.m., Tuesday, September 11, 2018  
Glenn S. Dumke Auditorium

Peter J. Taylor, Chair  
Jane W. Carney, Vice Chair  
Rebecca D. Eisen  
Debra S. Farar  
Wenda Fong  
Emily Hinton  
Lillian Kimbell  
Thelma Meléndez de Santa Ana  
John Nilon  
J. Lawrence Norton  
Romey Sabalius  
Christopher Steinhauser

- Consent** 1. Approval of Minutes of the Meeting of May 15, 2018, *Action*
- Discussion** 2. International Education, *Information*  
3. Research, Scholarship and Creative Activities, *Information*  
4. Graduation Initiative 2025, *Information*

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

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

**May 15, 2018**

**Members Present**

Lillian Kimbell, Chair  
Jorge Reyes Salinas, Vice Chair  
Silas H. Abrego  
Jane W. Carney  
Debra S. Farar  
Jean Picker Firstenberg  
John Nilon  
J. Lawrence Norton  
Romey Sabalius  
Rebecca D. Eisen, Chair of the Board  
Timothy P. White, Chancellor

Trustee Kimbell called the meeting to order.

**Approval of Minutes**

The minutes of March 20, 2018, were approved as submitted.

**Approval of Recommended Amendments to Title 5 Regarding Doctor of Nursing Practice Degree Programs**

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the action item, reminding trustees that the Title 5 amendments were presented as an information item during the March meeting. He noted that the amendments are designed to bring Title 5 regulations into alignment with amended California Education Code regarding CSU Doctor of Nursing Practice (DNP) degree programs. The Title 5 amendments: specify that the CSU is authorized to offer DNP programs on a permanent basis; explain that campuses may partner to offer joint programs, if desired; describe DNP programs and their purpose; list degree requirements; and identify criteria for admitting applicants.

Following the presentation, trustees did not have any questions. The committee recommended approval of the proposed resolution. **(REP 05-18-04)**

### **Online Education**

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item. He noted that the CSU has offered online education since the late 1990s in order to best serve our students and meet their demand for flexibility. He also highlighted that as the CSU continues to press forward with Graduation Initiative 2025, online education is an important tool for increasing access, meeting students' needs and facilitating degree completion.

Gerry Hanley, assistant vice chancellor for Academic Technology Services, provided a primer on online education at the CSU. He highlighted that CSU campuses offer online education to students through full degree programs, certificate and credential programs and individual online courses, and that offerings and enrollment continue to grow. Additionally, he highlighted quality assurance measures that ensure online courses are high quality and covered the benefits – and limitations – of online education.

Following the presentation, trustees asked a number of questions. Several trustees had questions about State Authorization Reciprocity Agreements (SARA), why California is not part of SARA and what can be done to address this fact. Trustees also asked about the size and scope of current CSU offerings, costs of online education and whether it could be an avenue for additional revenue for the CSU. Finally, trustees also asked about cross-campus enrollment. Staff responded that student preference is often to take courses at their home campus, not other CSU campuses, however efforts are underway to improve the marketing of cross-campus enrollment opportunities.

### **Student Health Services**

Denise Bevly, director of Student Wellness and Basic Needs Initiatives, presented the information item, providing a primer on student health services at the CSU. She explained that student health centers are primarily funded through campus-based student fees, which are enacted through student referendums or campus consultation, and reviewed the basic health services all CSU campuses provide to students. She spoke to how the CSU is seeking opportunities to be more innovative in providing students the care they need. Finally, she clarified that this presentation was specific to physical health and that a future board presentation would cover mental health services.

Joy Stewart-James, associate vice president, Student Health and Counseling Services, provided a campus perspective, highlighting the health services provided at CSU Sacramento. She also highlighted the rapid growth in the utilization of services and critical factors that have led to the student health center's success.

Finally, three peer health educators from CSU Fullerton shared their experience with the board. As peer health educators, these students actively promote health and wellness to their peers, with a goal of providing students the resources and tools to help them stay healthy and be successful in college.

Following the presentation, trustees asked a number of questions. Questions largely focused on funding, with questions regarding less expensive options for providing care and the discrepancy in student health fees. Staff explained that the discrepancy in student health fees is driven by the regional and campus-based circumstances. For example, Cal Maritime's student health fee is significantly higher, however that is a result of the challenge of providing health care to students experiencing unique global travel. Trustees also requested a follow-up report detailing how campuses provide reproductive health services as well as prevention and screening to students for alcohol and substance abuse and eating disorders.

Trustee Kimbell adjourned the Committee on Educational Policy.



## **COMMITTEE ON EDUCATIONAL POLICY**

### **International Education**

#### **Presentation By**

Loren J. Blanchard  
Executive Vice Chancellor  
Academic and Student Affairs

Leo Van Cleve  
Assistant Vice Chancellor  
International Programs and Summer Arts

#### **Summary**

The California State University (CSU) has a strong history of engagement in international education. The Board of Trustees was instrumental in the establishment of the systemwide International Programs in 1963, which continues to this day. In the years since, the CSU has remained active in the international arena as international education has evolved and expanded.

Early on, the primary focus was on the movement of students – international students coming to the CSU, usually to pursue a degree, and CSU students going abroad for a period of study. Today, international education encompasses nearly all facets of the university. Opportunities for CSU students to complement and enhance their degree with study abroad remains a key element. Similarly, international students coming to the CSU to earn a degree enhances campuses and classrooms, providing rich diversity of experience and knowledge. Additionally, international collaboration provides an opportunity for students and faculty to work with colleagues globally to solve the world’s most pressing problems. International alumni engage with – and support – campuses and the system. And finally, international faculty development opportunities enable faculty to bring not only their disciplinary expertise but also a global perspective to their research and their courses.

This item will provide a brief background on international education in the CSU and highlight several examples of programs that benefit students, faculty and the university.

#### **Study Abroad**

Study abroad presents CSU students with the opportunity to see and interact first hand with the world around them, to learn about other countries and cultures and to better understand the global environment.

### *High-Impact Practice*

Based on research by George Kuh, study abroad is considered a high-impact practice, which refers to practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. For example, multiple large-scale studies have found that students who study abroad, especially students from historically underserved communities, are more likely to complete their degrees than students who did not participate in high-impact practices. Several studies have also shown that students who study abroad have a higher grade point average than similar students who stayed on campus, even when controlling for external factors. From polling CSU study abroad students, 99 percent felt that studying abroad helped them better understand their own strengths and weaknesses and 75 percent said their time studying abroad influenced their career path.

The benefits of study abroad continue after a student has graduated from college. 94 percent of returning CSU study abroad students included their experience on their resume, and 83 percent believe the skills acquired abroad helped their resume stand out. A separate study found that nearly two-thirds of employers believe international experience is important for recruitment. Additionally, 92 percent of employers are looking for transversal skills, such as curiosity, problem-solving, tolerance and confidence, all skills that students hone through studying abroad.

### *CSU Study Abroad Programs*

Study abroad opportunities in the CSU take a variety of forms.

#### Faculty-led Study Abroad

Programs led by CSU faculty, teaching courses in their area of expertise, allow students to earn credits toward graduation while learning in a new environment. This is the most popular choice for CSU students. These programs are short-term study abroad options, typically 6 weeks or less, offered during a summer or winter session. Tuition is the same as for the CSU and financial support is available for qualifying students.

#### Campus Exchange Programs

Campus exchange programs are agreements between a CSU campus and an educational institution in another country. CSU students attend courses at the international university, which are credited toward their CSU degree, while students from that university travel to the CSU campus to learn. These programs may be offered as semester or yearlong. Tuition is the same as for the CSU and financial support is available for qualifying students.

### Campus Partnerships

For these programs, campuses often partner with a third-party organization to offer study abroad programs to CSU students from one or more campuses. These for-credit programs may be offered as short-term, semester or yearlong. In some instances, tuition may be higher for students. Financial support is available for qualifying students.

### CSU International Programs

This is the systemwide program that is operated by the Office of the Chancellor. Currently, CSU International Programs offers 62 programs in 18 countries. These for-credit programs are all year-long and tuition is the same as for the CSU. Financial support is available for qualifying students.

CSU International Programs include support services for students during their time abroad. In some cases, these are the services that partner institutions offer to support incoming students, usually in the case of exchange partnerships. In other instances, the CSU provides additional services to ensure that students are able to maximize their experience abroad, both academically and personally.

For example, in Ghana the CSU shares on-site administrative support services – including an on-site director – with the University of California Education Abroad Program. Each institution maintains an office and support staff. This support structure is critical to providing CSU students with the guidance necessary to navigate a significantly different academic and living environment. Students participate in an in-depth orientation that acquaints them with the university, the country and the cultural and historical traditions. Staff also provide continuing counsel and advice to deal with the different academic and pedagogical styles through the course of the year.

In Italy, CSU International Programs maintains a facility in Florence. Since 1966 students have participated in a program of instruction there that includes language, architecture, art history, history and classics, literature, political science and studio art. CSU programming also includes a partnership with the *Accademia di belle Arti* where CSU studio arts students work with Italian artists. Another highlight of the program is the architecture track, which brings 30 students majoring in architecture each year to Italy. These students learn Italian while studying their discipline in English. This program has long been among the most popular programs offered through CSU International Programs.

### *Enrollment Trends*

In 2017-18, approximately 9,459 CSU students studied abroad, earning credit toward their CSU degrees. The data below illustrates the length of program these students participated in:

Short Term (less than a quarter):	6,340
Semester/Quarter:	2,674
Academic Year:	883
<b>TOTAL:</b>	<b>9,897</b>

The top 10 destination countries for these 9,459 CSU study abroad students were:

1. Spain
2. Italy
3. United Kingdom
4. Mexico
5. Germany
6. Costa Rica
7. China
8. France
9. Japan
10. Thailand

### *National Rankings*

Each year, the Institute of International Education releases national data on study abroad through its *Open Doors* report. This report is a comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the U.S., as well as U.S. students studying abroad for academic credit at their home colleges or universities.

In the most recent survey, seven CSU campuses were ranked in the top ten in one or more categories. Overall, San Diego State was ranked number eight in the nation for the number of students studying abroad. When the data are broken down by institutional type, CSU Long Beach and Cal Poly San Luis Obispo ranked fourth and seventh respectively.

The data are also presented by program duration. In this instance, San Diego State and CSU Long Beach rank seventh and fourth for short-term programs, while Cal Poly San Luis Obispo is ranked third for semester/quarter programs. In the category of long duration (academic year) six CSU institutions ranked in the top ten in their category: San Francisco, Chico, San Luis Obispo, Sonoma, Monterey Bay and Long Beach International Students.

International students enrolled at the CSU are integral to campus' efforts to provide a diverse and robust learning experience. Their presence on campus and in the classroom allows CSU students the opportunity to learn and work collaboratively in an international environment while remaining in California.

Degree-seeking international students are not a part of the CSU's state-funded enrollment target and are not supported by state funding. Instead, they pay a non-resident fee (to cover the full cost of education) in addition to the regular tuition fee and campus-based fees. This additional funding allows campuses to add sections and services that benefit all students.

*Enrollment Trends*

Over the past five years, the number of visa students attending the CSU has remained fairly steady.

<b>Year</b>	<b>Number of Visa Students</b>	<b>Total CSU Enrollment</b>	<b>Percent of Total Enrollment</b>
2013	15,949	446,530	3.6%
2014	19,567	460,200	4.3%
2015	21,436	474,571	4.5%
2016	20,572	478,638	4.3%
2017	19,351	484,297	4.0%

The chart below provides a breakdown of visa student enrollment over the past five years by undergraduate and graduate.

<b>Year</b>	<b>Undergraduate Visa Students</b>	<b>Graduate Visa Students</b>	<b>Total</b>
2013	10,879	5,070	15,949
2014	12,130	7,437	19,567
2015	13,235	8,201	21,436
2016	13,551	7,021	20,572
2017	13,577	5,774	19,351

In fall 2017, the two source countries that sent the largest number of international students to the CSU were China and India, sending 4,091 and 4,071 students respectively. This is consistent with national trends.

<b>Top Source Countries to the CSU (Fall 2017)</b>	<b>Top Source Countries Nationwide (2016-17)</b>
China	China
India	India
Saudi Arabia	South Korea
Kuwait	Saudi Arabia
Vietnam	Canada
South Korea	Vietnam
Japan	Taiwan
Taiwan	Japan
Germany	Mexico
Malaysia	Brazil

### **International Collaborations**

At both the campus and system level, the CSU engages in international collaborations, many of which receive outside funding support. These provide opportunities for faculty and students to engage in research, training and service opportunities around the world, while building strong connections and developing a more global perspective. Several examples are included below.

#### *Germany*

The CSU has maintained a “state-to-state” relationship with the German state of Baden-Württemberg for 23 years. This partnership has facilitated the flow of more than 3,000 students in both directions. It has also allowed the CSU to engage in jointly-funded collaboration among faculty.

This year, a delegation led by the Minister President from Baden-Württemberg will be attending the Global Climate Action Summit in San Francisco, hosted by Governor Brown. The German delegation will be presenting two sessions. Following the summit, members of the German delegation will join CSU colleagues at San José State University to share and discuss climate change research.

### *Georgia*

San Diego State University received funding from the U.S. Millennium Challenge Corporation to establish a program in Tbilisi, Georgia. Through this program, students earn a U.S. bachelor's degree while studying in Georgia. San Diego State cooperates with three Georgian universities, Georgian Technical University, Ilia State University and Tbilisi State University.

These U.S.-style programs include a well-rounded liberal arts education, featuring Western Association of Schools and Colleges (WASC) accreditation and Accreditation Board for Engineering and Technology (ABET) or American Chemical Society (ACS) accreditation. The programs focus on developing students' knowledge and critical thinking skills to help them succeed in a STEM career locally, regionally or internationally. Programs offered by the university support the development of construction, science and technology fields, as well as Georgia's human capital capacity for economic growth.

### *Egypt*

U.S. educators, with primary roles played by CSU Fresno, CSU Bakersfield, and Cal Poly San Luis Obispo, are working with Egyptian counterparts to design and implement an integrated STEM curriculum that addresses Egypt's challenges, including disease prevention, water use and traffic congestion. The goal is to produce a STEM workforce and future STEM leaders who can further the public good in their nation. The U.S. teacher education partners, led by CSU campuses, will provide the technical assistance needed for the Ministry of Egypt to design the integrated, project-based curriculum; to train teachers in inquiry pedagogy and laboratory experiments; and to create an entirely new assessment system. Included in the program is a focus on the inclusion and success of females in Egyptian STEM high schools.

This program will also create exchange opportunities for U.S. students and faculty to study in Egypt, helping to develop the next generation of international leaders from the CSU.

### **International Alumni**

The CSU has more than 100,000 alumni living and working abroad. These alumni are spread across the world. CSU campuses conduct outreach to these alumni and build global networks to support their work in a variety of ways. International alumni have been instrumental in helping to share their CSU story with students and others who are interested in the university. They provide internships, work with other students and alumni to build careers and support the CSU mission in a variety of ways.

## **Faculty Development**

CSU faculty are critical to building a learning environment that prepares CSU students for careers in the global economy. Therefore, it is essential that they have opportunities to collaborate and engage internationally. CSU International Programs has initiated a series of seminars for faculty. These seminars provide opportunities to deepen faculty understanding of the location, meet colleagues from partner universities, collaborate with experts, engage in scholarly discussion of key topics and see first-hand the CSU's international programs.

This year the CSU co-sponsored a professional development seminar with the University of Ghana. Twenty-one CSU faculty from 16 campuses participated in a week-long seminar with the theme of "Ghana Calls." Presentations and discussions focused on five key areas:

- Economics, Development and Governance
- African Diaspora
- Teaching Africa
- African Art, Image and Literature
- Africa and the United States

The presentation areas were chosen to provide opportunities for faculty from a broad range of disciplines to be included. The Ghana seminar included representatives from animal and veterinary science, business, communications, engineering, nursing, public health, social work as well as from Africana Studies, anthropology, art history, history, international studies, literature and theater, dance and film. This broad mix allowed for discussions from a wide variety of perspectives that enhanced the seminar and encouraged a broader understanding of the themes.

## **Conclusion**

The CSU's robust international education offerings support the university's mission to provide a high-quality learning environment for students and faculty. Students studying abroad taking courses that count toward their degrees – and faculty engaged in international collaborations or professional development – gain a global perspective and critical knowledge and skills that will benefit them in their future endeavors. International students contribute to the CSU's diversity, sharing their unique backgrounds and experiences with their classmates. And international alumni continue to support the CSU, enabling campuses to offer additional opportunities to students. Taken together, international education in the CSU benefits not only students and faculty, but the institutions, California and the world.



## **COMMITTEE ON EDUCATIONAL POLICY**

### **Research, Scholarship and Creative Activities**

#### **Presentation By**

Ganesh Raman  
Assistant Vice Chancellor  
Research

Josue Duque  
Student  
California State University, Monterey Bay

Craig Clements  
Associate Professor, Meteorology and Climate Science  
San José State University

#### **Background**

Research, scholarship and creative activities are essential components of the California State University. Through these activities, the CSU advances student success, enhances faculty excellence, and – through applied research – addresses the pressing needs facing California and beyond.

As the CSU works toward achieving the Graduation Initiative 2025 goals of reducing time to degree, increasing graduation rates and closing equity gaps, research, scholarship and creative activities are “high-impact practices” that help achieve these goals. The CSU is distinctive in California for utilizing this high-impact practice with undergraduate students in a unique faculty scholar model in which students work with faculty on meaningful, rigorous and innovative directed research and creative projects. It helps foster the skills, knowledge and networks needed to be prepared for future graduate and professional study, as well as future careers, giving our students the edge when applying in competitive fields.

These activities help attract and retain outstanding faculty, ensuring that students are learning from experts in their field. Students receive a cutting-edge education by connecting discovery to classroom learning in real time, while developing a comfort with ambiguity. As is evident in the examples that follow, research provides significant interactions between faculty and students, fostering mentorships and resulting in enhanced retention rates. This is particularly critical for students from historically underserved communities. A number of CSU campuses pursue external funding grants specifically aimed at engaging and retaining underrepresented students in scientific

and technical fields. And research, scholarship and creative activities enable students to explore career opportunities, assisting with workforce preparation.

These activities also drive faculty excellence. The opportunity to participate in cutting-edge research, for example, attracts excellent faculty and sustains their engagement. It creates new knowledge and experiences across all academic disciplines, advancing fields and keeping curricula at the forefront. These activities also provide opportunities for faculty to be leaders in their field, through peer-reviewed awards, journal publications, presentations and performances.

And finally, research, scholarship and creative activities in the CSU are advancing California's most pressing needs. From agriculture, biotechnology and environmental ecology to palliative care and social science, faculty experts and students are conducting research that impacts all of California and beyond.

### **External Funding Accomplishments**

Several of the most prestigious grants and contracts received by CSU faculty during the 2017-18 academic year are included below.

#### *National Science Foundation CAREER Award*

The National Science Foundation (NSF) Faculty Early Career Development Program award – or CAREER award – is the foundation's most prestigious award in support of early-career faculty who have the potential to serve as academic role models in research and education. Six CSU faculty members received this award in 2017-18:

- Coleen Carrigan, assistant professor, Social Sciences Department, Cal Poly San Luis Obispo: \$570,890 to study the underrepresentation of minorities and women in engineering and computer science careers
- Nina Robson, assistant professor, Department of Mechanical Engineering, CSU Fullerton: \$500,000 to advance the design of next-generation robotic systems
- Scott Roy, assistant professor, Department of Biology, San Francisco State: \$251,175 to analyze the genetic material of 300 species to better understand “junk” DNA
- Andrea Swei, assistant professor, Department of Biology, San Francisco State: \$309,423 to study host species to better understand tick abundance and prevalence
- Stephanie Wissel, assistant professor, Physics Department, Cal Poly San Luis Obispo: \$669,371 to test a new detector for high-energy neutrinos
- Xiaorong Zhang, assistant professor, School of Engineering, San Francisco State: \$441,501 to develop computer systems to improve prosthetic technology

*National Science Foundation Robert Noyce Teacher Scholarship Program Award*

The NSF Robert Noyce Teacher Scholarship award seeks to encourage talented science, technology, engineering and mathematics – STEM – majors and professionals to become K-12 mathematics and science teachers. Seven CSU campuses received this award in 2017-18:

- CSU Chico (Oloff-Lewis, Stephens, Aranguren, Matthews): \$701,438
- San Diego State (Nickerson, Philipp, Bowers): \$623,763
- San Francisco State (Horvath, Seashore, Hoellwarth, Hsu, Ross, Keller): \$3,299,995
- Cal Poly San Luis Obispo (Vokos, Jensen): \$865,540
- CSU San Marcos (Chen, Jasien, De Leone, Holt): \$842,267
- Stanislaus State (Johannsdottir, Fleming, Flores, Andrews): \$745,997

*National Science Foundation Hispanic-Serving Institution Award*

The NSF Hispanic-Serving Institution (HSI) award is new for 2017-18. This award aims to increase retention and graduation rates for STEM students attending HSIs. Only 31 awards were distributed nationally, with the CSU receiving six:

- CSU Fullerton (Kurwadkar, Bein, Huang, Linton, Mayoral): \$1,496,967
- Cal Poly Pomona (Beardsley, Shih, Caine, Seyranian, Bhavsar): \$1,479,959
- CSU Northridge (Serrano, Cooper, Desmond, Juarez, Torres): \$2,633,530
- Sacramento State (Tashiro, McCarthy-Hintz, Xu): \$1,500,000
- San Diego State (Herrera, Villarreal): \$1,483,589
- Stanislaus State (Cover, To, Harven, Bissonnette, Montero-Hernandez): \$1,462,263

*National Institute of Health Research Project Grant Program*

The National Institute of Health (NIH) Research Project Grant Program provides support for health-related research and development based on the mission of the NIH. In 2017-18, Dr. Emma Sanchez-Vauznaugh, an associate professor in the Department of Health Education at San Francisco State, received a \$3,263,856 grant under this program to study how federal and state nutrition policies and community environments affect childhood health.

*National Institute of Health MERIT Award*

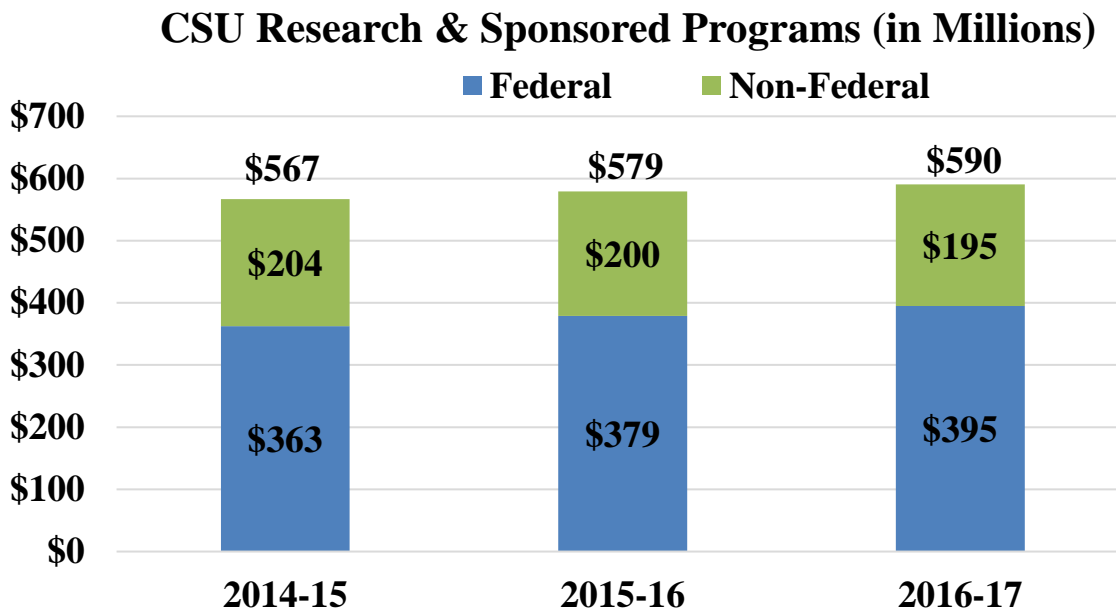
The NIH Method to Extend Research in Time – or MERIT – award aims to provide stable long-term grant support to individuals whose research skills and productivity are “distinctly superior” and who are highly likely to continue to perform in an outstanding manner.

In 2017-18, four San Diego State University faculty members received this award:

- Jennifer Thomas, professor, Department of Psychology: \$1,700,000 to study how choline affects the development of children born with fetal alcohol syndrome
- Sanford Bernstein, professor, Department of Biology: \$2,488,888 to study the impact of myosin on muscle function in fruit flies
- Phillip Holcomb, professor, Department of Psychology: \$1,375,000 to study neuro-cognitive mechanisms in visual and spoken word comprehension
- Mark Sussman, professor, Department of Biology: \$2,500,000 to study the molecular and cellular basis of heart failure

### External Funding

As demonstrated in the chart below, total external funding – grant and contract revenue – for CSU research and sponsored programs has increased steadily over the past several years. In 2016-17, the most recent year for which data are available, the total amount was \$590 million. This is an increase from the previous year’s \$579 million in external funding.



Unlike state funds that are used exclusively for basic university operations, faculty compete for these external funds, which are used for innovative projects that benefit local communities and prepare students for 21<sup>st</sup> century careers.

These external funds include approximately \$72 million to cover institutional overhead, also known as indirect costs. Programs in research, scholarship and creative activities have associated infrastructure expenses that are recovered with indirect costs budgeted into the application for external funding.

### **Research in the CSU**

Examples of faculty-led and student-led research can be found at all 23 CSU campuses. This research focuses on addressing the needs facing local communities, California, the nation and the world. Some examples are included below.

#### *California State Polytechnic University, Pomona*

The Asian citrus psyllid is an invasive insect that can transmit a deadly bacteria, which is fatal to citrus trees. As such, these insects threaten California's \$2 billion citrus crop. Dr. Valerie Mellano and Dr. Anna Soper with the Plant Science Department at Cal Poly Pomona are engaging students in researching the most effective ways to raise *Tamarixia radiata*, a natural predator of the Asian citrus psyllid, to advance efforts to lower populations of the psyllid through biological control. Already, almost 100 students have participated in research projects related to the Asian citrus psyllid. Fourteen of those students are now in graduate school, with many continuing to conduct related research.

#### *San Francisco State University*

Dr. Emma Sanchez-Vaznaugh, an associate professor in the Department of Health Education at San Francisco State, is leading a team to investigate whether federal and state nutrition policies – which attempt to improve school nutrition standards and reduce childhood obesity – are effective across different racial/ethnic populations. The study is also evaluating whether the policies are more effective when children attend school in neighborhoods with healthier food options than in neighborhoods with more fast food options.

#### *California State University, Dominguez Hills*

Dr. Patrick Still, an assistant professor of chemistry and biochemistry at CSU Dominguez Hills, is conducting research on plant extracts using the campus' Nuclear Magnetic Resonance Facility. The purpose of the research is to identify a new compound structure from the plant extracts that can be used in synthetic lead optimization studies, an important first step in clinical cancer drug development. Dr. Still's ultimate goal is to find a novel lead compound that could be developed into a drug for treatment of cancer.

*California State University, Sacramento*

As a result of an NSF grant, Sacramento State faculty and students – led by Dr. Joshua Moss – are among the participants conducting cutting-edge experiments in particle physics using the Large Hadron Collider in Switzerland. Researchers observe each proton collision and the aftermath to shed light on the mysteries of matter and the forces that hold it together. Sacramento State is the sole undergraduate-only U.S. participant in the collaboration.

### **Scholarship and Creative Activities in the CSU**

Faculty scholarship benefits students, particularly as faculty weave their research into curricula and include students in the research and scholarship process. From 2013-18, CSU faculty authored 37,570 journal publications, the majority of which included student coauthors.

Creative activities are subject to discipline-specific standards for judging academic excellence. Faculty artistic contributions undergo peer evaluation, can qualify for funding from nationally competitive grants, may be included in scholarly conferences and journals and may be judged by specific criteria for tenure and promotion.

For example, under the direction of Dr. Steve Arounsack, an associate professor at Stanislaus State, 12 students created individual documentaries in the campus' Keck Lab. The documentaries explore how Asian Americans in the Central Valley are using art to reveal their legacy as immigrants and to reshape tied narratives. The final product, *Halfway Home: Asian American Art in the Central Valley* received a documentary fund award by the Center for Asian American Media.

Another example is Dr. Pamela Madsen, a CSU Fullerton professor and composer-in-residence at the Desert Studies Center. She received an award from the National Endowment of the Arts to develop a 5-movement Oratorio. Dr. Madsen's undergraduate students worked by her side to record the sounds of the Mojave and pair them with images. The final compositions have been performed at several venues and serve as a model for students participating in CSU Fullerton InterArts Collaborative Projects Symposium.

### **Systemwide Collaborations**

Collaborative research leads to advancement in the disciplines, innovation and an improved academic environment for students and faculty. The CSU has a number of multi-campus partnerships, bringing together researchers from across the 23 campuses to share expertise, initiatives and facilities. Their joint efforts result in scholarly publications and advancements in practice, technology and knowledge.

### *Affinity Groups*

The CSU has nine centers that span multiple campuses. These affinity groups conduct research on a breadth of topics.

### Agricultural Research Institute

The Agricultural Research Institute (ARI) supports and funds applied agriculture and natural resource research within the CSU, which improves the economic efficiency and sustainability of California agriculture. Additionally, ARI is helping develop a highly-trained professional workforce for California agricultural and natural resource industries through student participation in research projects.

Six campuses comprise ARI: Chico, Fresno, Humboldt, Monterey Bay, Pomona and San Luis Obispo. ARI faculty work on projects that will provide growers information on how to produce crops with lower-quality water and use remote sensing to more precisely manage water and fertilizers to produce a crop. They are addressing problems of importance to the California agricultural economy; 12 of the 15 top commodities in the state are the focus of ARI projects.

Students are the backbone of the research conducted by the ARI. In 2016-17, students were involved in 86 percent of ARI-funded projects. For example, German Fuentes, an undergraduate student at Chico State majoring in concrete industry management, is involved in ARI-funded research that focuses on developing and testing structural building products. This research allowed Mr. Fuentes to think about science and engineering concepts and how they may be integrated into practice. He has used the practical applications of his research as an intern at one of the largest independent suppliers of aggregate, concrete and hot mix asphalt in the country.

### Council on Ocean Affairs, Science and Technology

The CSU Council on Ocean Affairs, Science & Technology (COAST) is the umbrella organization for marine, coastal and coastal watershed-related activities within the CSU. COAST promotes research and education to advance knowledge of marine and coastal resources and the processes that affect them. COAST also shares scientific information with stakeholders for informed decision-making and the development of responsible policy across California.

COAST faculty members and students work in marine and coastal settings throughout California, along the west coast of the U.S. and internationally. For example, Jordan Ashby, a student at Sonoma State, received a 2017-18 Undergraduate Student Research Support Program Award to study immune responses in breeding adult male elephant seals alongside his faculty advisor, Dr. Dan Crocker.

In addition to the opportunity to participate in research alongside faculty experts, COAST offers a number of activities for students to grow academically and professionally, including conferences, classes and internship support. In summer 2018, COAST interns were placed in a variety of locations including Long Beach for dolphin-safe tuna tracking and Oakland to work on climate change and ocean acidification.

### CSU Program for Education and Research in Biotechnology

The CSU Program for Education and Research in Biotechnology (CSUPERB) mission is to develop a professional biotechnology workforce by catalyzing and supporting collaborative CSU student and faculty research, innovating educational practices and partnering with the life science industry. CSUPERB faculty are committed to ensuring that all CSU biotechnology students have access to an education that integrates experiential learning, especially team-based research or entrepreneurial projects.

For example, Analine Aguayo is an undergraduate biology student at CSU Northridge. Recognizing the importance of advancing breast cancer research, she joined a project in Dr. Jonathan Kelber's Developmental Oncogene Lab and focused her research on gaining a better understanding of how metastasis occurs by studying how the migrating tumor cells adapt to new environments. Dr. Kelber encouraged Ms. Aguayo to apply for a Doris A. Howell Foundation for Women's Health Research-CSUPERB scholarship. She was selected and had the opportunity to present her research at the 30<sup>th</sup> annual CSU Biotechnology Symposium.

### California Desert Studies Consortium

The CSU Desert Studies Consortium is a collection of seven campuses – Dominguez Hills, Fullerton, Los Angeles, Long Beach, Pomona and San Bernardino – that operate the CSU Desert Studies Center (DSC), located in the Mojave National Preserve. Nearly four decades old, the DSC continues to serve as a premier location and resource for research and education in the geology, hydrology, and biology – among other areas – of California's desert and the American West.

The Desert Studies Center provides opportunities for CSU students, faculty and staff to engage in unique research projects and develop deep connections between the harsh Mojave Desert environment and the people of California. For example, Dr. Rulon Clark from San Diego State has undertaken research at the DSC on predator-prey interactions between small mammals and rattlesnakes. In total, 16 undergraduate students and four graduate students have been involved in this project, which is funded by a \$390,000 National Science Foundation grant.



### CSU Institute for Palliative Care

The need for palliative care and palliative care training is growing, largely due to increases in chronic and serious conditions and the aging population's desire for quality of life. However, without more trained professionals to deliver palliative care, California will struggle to meet these needs.

The CSU Institute for Palliative Care, located at CSU San Marcos, is an affinity group that also includes CSU campuses at East Bay, Fresno, Fullerton, Long Beach, Los Angeles, Monterey Bay and San Francisco. The institute leverages the strength of the CSU's workforce development infrastructure to deliver evidence-based online and in-person learning to current and future palliative care professionals. Additionally, the institute provides seed grants to support projects that advance palliative care education and research with a focus on seniors or family caregivers of seniors.

### Moss Landing Marine Laboratories

Moss Landing Marine Laboratories (MLML) administers the Master of Science in marine science program for CSU campuses in northern and central California, and is dedicated to the pursuit of excellence in both education and research. An outfitted marine operations department, research diving program and state of the art equipment allow for research in a variety of disciplines including: marine ecology, oceanography and marine geology, chemistry and biogeochemistry. MLML is known for a hands-on, field-oriented approach that places students, faculty, researchers and staff at the forefront of marine science worldwide.

For example, Angela Zepp completed her undergraduate studies at Humboldt State and is currently studying at MLML's Geological Oceanography Lab. Ms. Zepp is now working with faculty experts to inspect the intake pipes in the San Francisco Bay, to determine if the pipes are sinking below the sediment or if the sediment is accumulating over them, blocking the water supply.

### Ocean Studies Institute

The Ocean Studies Institute is comprised of nine CSU campuses: Channel Islands, Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona, San Bernardino and San Marcos. Based out of the Los Angeles Harbor, this consortium focuses on urban ocean and coastal sciences.

One of the largest programs offered through the Ocean Studies Institute is a semester-long program on Santa Catalina Island. This program provides an intensive undergraduate exposure to marine biology, and is designed for students with a serious commitment to environmental and marine science. Students are introduced to a sequence of courses that prepare them to complete a directed research study on a topic of their choice. All courses provide a strong element of hands-on field experience, providing comprehensive training that helps students with career choices and graduate decisions.

### Social Science Research and Instructional Council

The CSU Social Science Research and Instructional Center provides support for CSU student, faculty and staff users of subscription databases. The center offers workshops on how best to use social science data, provides research and training opportunities and operates an annual student symposium that is open to undergraduate and graduate students at the CSU and to students at California community colleges.

### Water Resources and Policy Initiatives (WRPI)

Founded in 2008, this systemwide resource is changing the way California manages water. It is composed of more than 250 water experts from all 23 campuses across the CSU and is focused on developing water management solutions through research, partnerships, education and training, while providing students directed research opportunities.

Through WRPI, the CSU has developed internship programs with the U.S. Department of Agriculture and the Environmental Protection Agency so that students can enter the workforce ready to develop solutions for business, government and the public. Additionally, WRPI also commercializes new ideas and services in water industries – such as innovations from Fresno State’s Center for Irrigation Technology – that are making irrigation more efficient than ever.

### *Climate Change Research Community*

In July 2018, a climate change research community was launched to pursue answers to California’s climate change issues and external funding for further research. More than 150 CSU researchers from 22 campuses registered for the community. During a live webcast that corresponded with the launch of the community, 20 CSU faculty – representing a variety of disciplines – briefly shared their research.

### *Mellon Mays Undergraduate Fellowship Program*

A five-campus CSU Consortium – consisting of CSU Dominguez Hills, CSU Fullerton, CSU Long Beach, CSU Los Angeles and CSU San Bernardino – are establishing a Mellon Mays Undergraduate Fellowship program. With \$2.2 million from the Andrew W. Mellon Foundation, the five campuses will provide academic opportunities and financial support to underrepresented, first generation and low-income students who will pursue a Ph.D. in the humanities following the completion of their undergraduate degrees.

### **Opportunity for Skills Development**

To help faculty learn new skills, hone existing ones and share best practices across the system, the Office of the Chancellor provides a number of professional development opportunities.

In early 2018, the Office of the Chancellor partnered with campus mentors and an external consultant to provide mentoring and proposal review for 60 grant applications from 22 campuses and three affinity groups. The grant applications included a multi-campus \$4 million proposal on climate change and three proposals for a total of \$60 million for student training in the biomedical fields. Overall, both faculty participants and campus mentors found the mentoring program to be beneficial.

### **Conclusion**

CSU research, scholarship and creative activities contribute to the intellectual and creative vibrancy of campus life while offering solutions to real-world problems. As a high-impact practice, these activities are critical to the success of Graduation Initiative 2025 and to fulfilling the CSU mission of student success, faculty excellence and service to California and beyond.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Graduation Initiative 2025**

#### **Presentation By**

Loren J. Blanchard  
Executive Vice Chancellor  
Academic and Student Affairs

Soraya M. Coley  
President  
California State Polytechnic University, Pomona

James Minor  
Assistant Vice Chancellor and Senior Strategist  
Academic and Student Affairs

Jeff Gold  
Assistant Vice Chancellor  
Student Success Strategic Initiatives

#### **Summary**

Graduation Initiative 2025 is the California State University's (CSU) signature effort aimed at increasing degree completion rates and eliminating equity gaps, thereby supporting student success and meeting the future workforce needs of California. As the initiative enters its third year, this information item provides a review of the work to date, including the goals, operational priorities, policy changes and investments in student success. It also reviews the progress made thus far in student completion rates and securing philanthropic support for the initiative. Finally, this information item provides a preview of the work facing the CSU in the upcoming year.

#### **Graduation Initiative 2025 Goals**

At the September 2016 Board of Trustees meeting, the board heard a detailed report on Graduation Initiative 2025 and voted to approve the CSU's ambitious student completion and equity targets. The approved targets are:

- A 40 percent 4-year freshman graduation rate goal;
- A 70 percent 6-year freshman graduation rate goal;
- A 45 percent 2-year transfer graduation rate goal;

- An 85 percent 4-year transfer graduation rate goal;
- The elimination of achievement gaps throughout the CSU; and,
- The elimination of opportunity gaps (the gaps that exist between Pell-eligible students and their peers) throughout the CSU.

These system targets are extremely ambitious and, when attained, will place CSU campuses among the very top of comparable institutions across the nation. Nationally, virtually no institutions with profiles comparable to the CSU campuses (funding level, student preparation and diversity) have attained graduation rates at a level consistent with the CSU's new targets. Indeed, attainment of these goals – with the CSU's vibrantly diverse student population – will set new, unprecedented national standards for student success and timely degree attainment.

### **Operational Priorities**

At the January 2017 Board of Trustees meeting, Chancellor White outlined five priority areas where focus is needed to achieve the Graduation Initiative 2025 goals: academic preparation, enrollment management, financial aid, data-driven decision making and administrative barriers. Based on feedback received from campus constituents, “student engagement and well-being” was added as a sixth focus area.

The following represents the CSU's aspirational goals with respect to each of these areas of focus:

- **Academic preparation:** We will provide CSU students, including those who arrive academically underprepared, the opportunity and support needed to complete 30 college-level semester units – 45 quarter units – before beginning their second academic year.
- **Enrollment management:** We will ensure students are able to enroll in the courses they need, when they need them.
- **Student engagement and well-being:** We will continue to address the well-being of all CSU students while fostering a strong sense of belongingness on campus.
- **Financial support:** We will ensure that financial need does not impede student success.
- **Data-driven decision making:** We will use evidence and data to identify and advance the most successful academic support programs.
- **Administrative barriers:** We will identify and remove unnecessary administrative impediments.

### **Investments in Student Success**

Campus investments in Graduation Initiative 2025 are categorized into three broad areas that aim to support student success, improve graduation rates for all students, and close achievement gaps.

- Hiring additional tenure-track faculty and offering more course sections
- Hiring new advisors
- Investing in student and academic support programs

At the close of the fall 2017 term, CSU campuses reported on these areas with total new investments of more than \$88 million. Campuses reprioritized existing budgets, and with the addition of \$75 million in new tuition revenue for the 2017-18 fiscal year, were able to achieve the goals endorsed by the board to recruit and hire new tenure track faculty, offer 3,000 additional course sections, add academic advisors and invest in programs specific to reducing time to degree and closing the achievement gap.

Aided by this funding, campuses developed and refined academic and student support programs to ensure that they are meeting the changing needs of their unique student populations. While not an exhaustive list, examples of campus investments in support programs include:

- **Academic Support** – Campuses invested in supplemental instruction programs that provide students with additional academic support in courses with the highest percentage of non-passing grades. These investments were predominately made in support of science and mathematics courses.
- **Retention Efforts** – Campuses invested in mentoring and services aimed specifically at supporting students from historically underserved communities to cultivate a sense of belonging and to address success, persistence and graduation rates. Campuses also invested in similar programs supporting foster youth, off-campus students and other vulnerable student populations.
- **Financial Support** – Campuses provided incentives for seniors who were close to graduation to enroll in courses during intersession, winter session or summer session. This financial support enables students to complete their degree on time, when they otherwise would have been delayed and had to pay tuition for an additional term.
- **Technology** – Campuses launched the *EAB Student Success Collaborative*, a resource that centralizes student advisement records, uses predictive modeling to identify potential impediments to student success and offers services through which advisors can identify and communicate with students who are at risk of falling behind.

## Policy Changes

In August 2017, the CSU enacted changes to systemwide policy ([Executive Order 1110](#)) intended to significantly improve how the CSU serves students. The policy: a) revised the assessment protocols used to determine college readiness and course placement in the first year; b) strengthened the Early Start Program to offer students college credit in the summer before their first term; and c) reformed the CSU's approach to developmental education (i.e. transitioning from non-credit-bearing prerequisite courses to college-level, credit-bearing courses with academic support).

*Improving Assessment of College Readiness*

Executive Order 1110 improves assessment and the determination of readiness for incoming students. The policy calls for lessening the reliance on standardized placement exams and, instead, incorporating high school grades, courses and grade point average for all new students. High school grades, when used as one of multiple measures of assessment, are shown to be a stronger predictor of how likely students are to achieve course outcomes over an academic term. Placing a greater emphasis on previous classroom performance is expected to improve student assessment and help customize academic support.

*Strengthening the Early Start Program*

Students who were identified by the CSU assessment protocol as underprepared academically were required to participate in the CSU Early Start Program in the summer immediately preceding their first term. This traditional one-unit experience was designed to allow students to get a head start on the developmental education sequence they were required to take; however, Early Start Program units did not count toward a degree.

Effective summer 2019, students assigned to the Early Start Program will be placed in college-level, credit-bearing courses with academic support attached to – or embedded in – the course. This will provide intensive summer experiences that build academic skills while allowing students to earn college credit if they successfully complete the course. College credit earned in any CSU Early Start Program will be recognized by (and transferable to) any other CSU campus.

Several campuses piloted courses in summer 2018 that meet the summer 2019 standard.

*Restructuring Developmental Education*

Effective fall 2018, the CSU no longer requires students to take non-credit-bearing prerequisite courses before enrolling in college-level, credit-bearing courses. These prerequisites have historically been referred to as remedial or developmental education courses.

Moving beyond the traditional model of prerequisite, non-credit-bearing developmental education courses, the CSU is supporting faculty to design entry-level college courses with appropriate support structures. Throughout the 2017-18 academic year, faculty and campus leaders across the CSU redesigned college-level courses to serve students more effectively. Students who need additional academic support – as identified by the revised assessment policy described above – will receive support while taking a college-level, credit-bearing general education course.

*Early Indicators of Progress*

For the past year, CSU faculty, staff and administrators have worked diligently to redesign courses and prepare for the fall 2018 implementation deadline. As a result of these efforts, CSU students are enrolled in newly-designed mathematics and English courses, which replace stand-alone developmental education prerequisites.

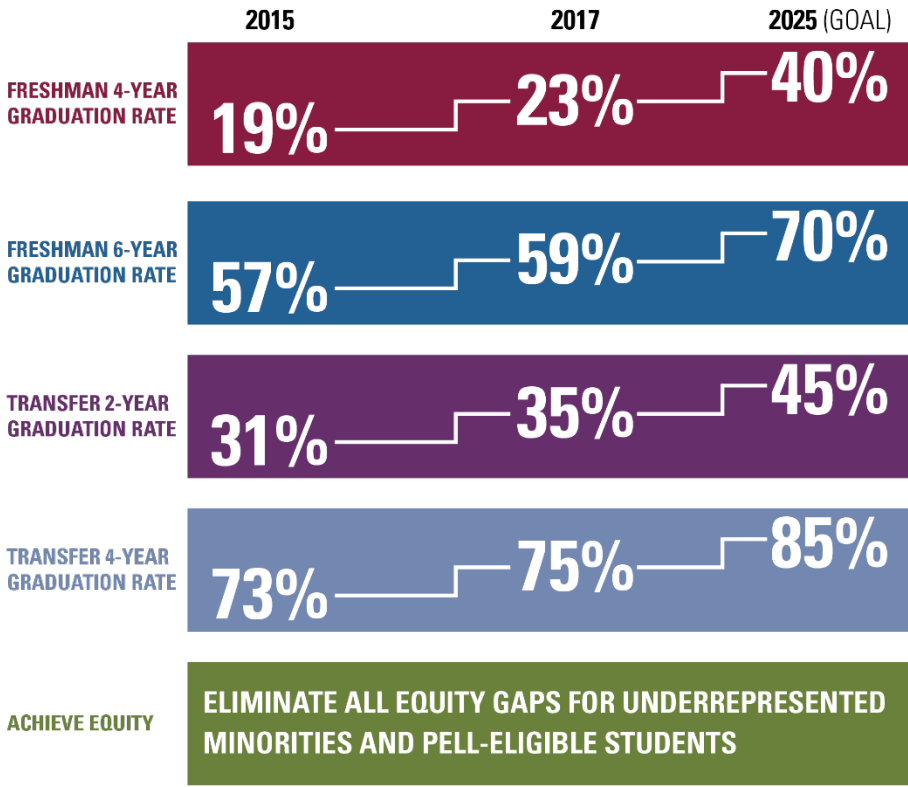
As this is year one of implementation, it is too early to measure the impact of these policy changes. However, there are several positive examples from campuses that indicate the new policies are having the desired impact.



**Systemwide Progress Snapshot**

Meeting the student success goals of Graduation Initiative 2025 requires the CSU to consistently measure progress. In November 2017, staff presented a progress report to the board. The data indicate that the CSU is making good progress toward its goals but must continue to focus on closing equity gaps.

In the 2016-17 academic year, nearly 99,000 CSU students earned their baccalaureate degree. This represents a record high for the CSU, with nearly 7,000 additional students crossing the commencement stage compared to the previous year. The systemwide graduation rates are shown below, along with the 2015 benchmarking rates and the 2025 goal rates for reference:



Final graduation rate data reflecting degrees earned through summer 2018 are not yet available. Preliminary rates for the latest cohorts will be presented at the Graduation Initiative 2025 Symposium in October 2018, and final data will be shared at the November board meeting. While it is important to note that progress toward Graduation Initiative 2025 goals from year-to-year will not always be linear, early indicators of the most recent graduation rates appear to be positive.

## **Philanthropic Support**

The CSU has also experienced success in attracting national attention and philanthropic support for Graduation Initiative 2025. This support is integral to the long-term success of the initiative, as it not only provides needed funding, but it also represents an endorsement of the CSU's student success efforts.

In addition to campus philanthropic efforts, the Office of the Chancellor has secured more than \$3 million in philanthropic support to support the Graduation Initiative from Lumina Foundation, The James Irvine Foundation, Stupski Foundation, Bill & Melinda Gates Foundation and College Futures Foundation. This funding is being used to support work already underway by:

- Supporting campuses working to redesign courses in accordance with recent policy changes;
- Establishing a systemwide Faculty Innovation and Leadership Award to highlight innovative practices and faculty leadership that promotes student success;
- Launching a Student Success Analytics Certificate program to support faculty-led research projects that use data to more effectively identify and address key factors that promote student achievement; and
- Establishing a rigorous evaluation program to assess the effectiveness of recent policy changes and the performance of alternative instructional practices.

## **2018-19 Areas of Focus**

For the 2018-19 academic year – the third year of Graduation Initiative 2025 – there are several areas of focus from a systemwide perspective.

Underlying all initiative work is a concerted focus on closing persistent equity gaps in student success, retention and completion. Given the CSU's diverse student population, focusing on equity gaps helps ensure that the university achieves all six initiative goals.

### *Implementation and Evaluation of Recent Policy Changes*

Supporting campus faculty and staff in implementing the recent policy changes is a top priority for the academic year. To that end, the Office of the Chancellor has developed a number of upcoming professional development opportunities.

To study the implementation of the policy changes, the Office of the Chancellor has partnered with [WestEd](#), a nonprofit research, development and services agency, to implement an evaluation plan. Consultation with CSU stakeholders to inform the design of the Implementation Studies Project (ISP) began in 2017.

The current ISP framework covers a three-year period. It consists of formative and summative studies that will inform the CSU about the pathways students take and the progress they make immediately after the implementation of Executive Order 1110. To the extent possible, the ISP will explore why these trends have occurred. It will also examine the variation of the models and instructional approaches adopted by campuses and analyze how these approaches perform for various student populations, including historically underserved students.

#### *Workgroup Recommendations*

The Office of the Chancellor created cross-representational advisory workgroups for each of the six priority areas of Graduation Initiative 2025 to provide implementation guidance. These workgroups include a mixture of faculty, students, alumni, campus administrators and external stakeholders.

Over the past year, all workgroups have met regularly. In August 2018, the workgroups provided the Chancellor's Office with a comprehensive set of recommendations. These recommendations will be compiled into a report and shared with the board in the future. In addition, many of these recommendations will advise the work ahead for campuses.

#### *Fourth Year of Mathematics Requirement*

Released in 2016, [the Quantitative Reasoning Task Force report](#) recommended requiring four years of high school quantitative reasoning for incoming students. This recommendation would allow entering CSU students to consistently develop their math skills to improve readiness for placement exams and college-level coursework.

In the upcoming year, the CSU will continue engagement with the California Department of Education, the University of California and several of the largest K-12 districts in the state on establishing this requirement. Understanding that some of California's most under-resourced school districts may need more time to prepare, the preliminary plan is to phase in the four years of mathematics requirement gradually to ensure that it does not have a negative impact on any students or K-12 schools.

#### *Graduation Initiative 2025 Symposium*

The 2018 Graduation Initiative 2025 Symposium will be held in San Diego, California on October 17-18. The symposium will engage national higher education leaders, practitioners and members of the CSU community in rich exchanges focused on improving degree completion.

At this year's symposium, main stage speakers include:

- **Timothy M. Renick, Ph.D.**, vice president, Enrollment Management and Student Success and vice provost and professor of religious studies at Georgia State University. In this capacity, he has overseen the fastest improving graduation rates in the nation and the elimination of all achievement gaps based on students' race, ethnicity or income level.
- **Jim Larimore**, chief officer for the ACT Center for Equity in Learning. He leads ACT's strategy to engage students, families, educators and communities to promote equity in learning and success.
- **Ryan J. Smith**, executive director of The Education Trust – West, a research and advocacy organization focused on educational justice and the high academic achievement of all California students, particularly those from historically underserved communities.
- **Jamienne S. Studley**, president of WASC Senior College and University Commission. Previously, she was deputy undersecretary of the U.S. Department of Education, where her focus included accreditation and accountability, campus climate issues and student success strategies.
- **Goldie Blumenstyk**, a senior writer with the *Chronicle of Higher Education*. She is a nationally-known expert on the business of higher education, for profit-colleges and innovation in and around academe.

For those unable to attend the Graduation Initiative 2025 Symposium in person, the event will be Livestreamed. Additional information on the symposium and Livestreaming will be available at [calstate.edu/graduationinitiative](http://calstate.edu/graduationinitiative).

#### *Faculty Innovation and Leadership Awards*

At the 2018 Graduation Initiative 2025 Symposium, the CSU will be honoring the recipients of the 2018 Faculty Innovation and Leadership Award. This inaugural award recognizes outstanding faculty who are implementing innovative practices and have demonstrated leadership in improving student success at the department, college or university level.

The award selection committee was led by CSU faculty and included representatives from the Office of the Chancellor. The committee reviewed more than 360 nominations. Ultimately, 26 awardees were chosen, which includes several team awardees.

Awardees receive a \$5,000 cash award and \$10,000 allocated to their academic department on their behalf. These funds will be used for professional activities related to their nominated work.

### **Conclusion**

The CSU continues to work with intention toward achieving the goals of Graduation Initiative 2025. Entering the third year of the initiative, efforts underway – coupled with strategic investments in student success – have led to a number of positive indications that the university is on its way to achieving the initiative goals. It is imperative that Graduation Initiative 2025 remains a budget funding priority for the CSU to ensure continued momentum and an ever-improving experience for all CSU students.

## AGENDA

### COMMITTEE ON FINANCE

**Meeting:**     **1:00 p.m., Tuesday, September 11, 2018**  
                  **Glenn S. Dumke Auditorium**

John Nilon, Chair  
Peter J. Taylor, Vice Chair  
Jane W. Carney  
Douglas Faigin  
Emily Hinton  
Jack McGrory  
Hugo N. Morales  
Lateefah Simon  
Christopher Steinhauser

- Consent**     1. Approval of Minutes of the Meeting of July 24, 2018, *Action*
- Discussion** 2. Planning for the 2019-2020 Operating Budget, *Information*

**MINUTES OF THE MEETING OF THE  
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 24, 2018**

**Members Present**

John Nilon, Chair  
Peter J. Taylor, Vice Chair  
Jane W. Carney  
Douglas Faigin  
Emily Hinton  
Jack McGrory  
Hugo N. Morales  
Lateefah Simon  
Christopher Steinhauser  
Adam Day, Chairman of the Board  
Timothy P. White, Chancellor

Trustee John Nilon called the meeting to order.

**Public Comment**

Trustee Nilon noted there were no public speaker requests.

**Approval of Minutes**

The minutes of the July 24, 2018 meeting of the Committee on Finance were approved as submitted.

**Appointment of the California State University Investment Advisory Committee Chair**

Trustee Nilon presented agenda item two as a consent information item.

Fin.  
Agenda Item 1  
September 11-12, 2018  
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## **California State Polytechnic University, Pomona Lanterman Real Property Acquisition Update**

Trustee Nilon presented agenda item three as a consent information item.

### **2018-2019 Final Budget**

A report on the final 2018-2019 CSU operating budget was provided. A summary of allocations for both ongoing and one-time funding was reviewed. The state provided a \$197.2 million ongoing budget increase. Of special note is an additional \$120 million of one-time funding to increase enrollment over a four-year period, which will require the submission of an expenditure plan to the state.

Following the presentation, the trustees asked when the expenditure plan for the one-time \$120 million enrollment money would be available, to which Assistant Vice Chancellor Ryan Storm responded it should be available at the end of the summer. He added that funding from this one-time allocation will be available for use starting this Fall, and that one target area being considered is funding students who are re-directed and enroll at an alternate campus.

The trustees offered suggestions for improving the next year's budget request and centrally covering CSU's portion of retirement costs.

Trustee Nilon adjourned the meeting on Finance Committee.



## COMMITTEE ON FINANCE

### **Planning for the 2019-2020 Operating Budget**

#### **Presentation By**

Steve Relyea  
Executive Vice Chancellor and  
Chief Financial Officer

Ryan Storm  
Assistant Vice Chancellor  
Budget

#### **Summary**

The California State Constitution requires the submittal of the governor's budget proposal each year by January 10. In order to meet consequent deadlines of the Department of Finance, it is necessary to commence planning for the 2019-2020 California State University Operating Budget. The CSU Board of Trustees will be provided preliminary assumptions for purposes of preparing the 2019-2020 budget request to the governor. The final budget request will be presented to the Board of Trustees for review and approval in November 2018.

#### **State Budget Overview**

Significant tax revenues produced by Propositions 30 and 55 and the economic recovery have allowed the state to continue to invest in public higher education. Specifically, it is estimated that state tax revenues will have increased by \$44.8 billion (or 51 percent) between the recession low point in 2011-2012 and the current fiscal year 2018-2019. In addition, the economic recovery allowed the state to set aside \$15.9 billion in operating reserves and retire \$1.7 billion of operating debt in 2018-2019. The CSU has benefited from the state's recovery with permanent general fund increases of just over \$1 billion over the last six years.

While the state made significant budgetary strides since the Great Recession, significant expenditure obligations and risks persist. The state is challenged by long-term debts, deferrals, and budgetary obligations in excess of \$290 billion, according to estimates by the Department of Finance. The preponderance of these obligations are health and pension costs for state employees and teachers. Other obligations and risks are outstanding loans, K-14 funding obligations, and state property deferred maintenance. While the state's economy is growing, capital gains taxes make up a significant portion of the state budget revenue picture. This revenue source is highly volatile and can cause dramatic swings in state revenue from one year to the next. As examples over the past decade, tax revenues from capital gains were \$3 billion in 2009-2010 (lowest) and an estimated \$13.3 billion for 2018-2019 (highest).

The message on the near-term economy is continued growth. If the state’s economic expansion continues, revenues could grow by 3.1 percent in 2019-2020, 3.9 percent in 2020-2021 and 4.6 percent in 2021-2022, according to projections by the Legislative Analyst’s Office earlier this year. Separately, the Department of Finance earlier this year estimated more modest revenue growth of 3.7 percent in 2019-2020, 2.4 percent in 2020-2021, and 2.6 percent in 2021-2022. Under these assumptions, the potential over the next three fiscal years ranges from a modest investment in higher education to the potential for additional growth. However, it is widely recognized by economists that the average length of an economic expansion is five years with the longest expansion being ten years. The current period has seen expansion over nine years. While economic forecasts do not project a recession between now and 2021-2022, a sudden and unexpected downturn sometime in the next one to three years would have a negative impact on the state general fund and the state’s ability to continue to invest in CSU students.

**Recent Funding of the CSU**

In January 2013, Governor Brown’s budget proposal included a four-year plan to provide funding stability to CSU and the University of California (UC). This multi-year plan called for state funding increases totaling \$511 million to each university system and required no tuition increases between 2013-2014 and 2016-2017. Recognizing that both CSU and UC endured state funding reductions in equal dollar amounts during the Great Recession and that an ongoing investment in higher education is important to the vitality of the state’s economy, Governor Brown’s administration added additional years and new permanent funding commitments. On several occasions over the past six years, the state legislature and governor agreed to provide more funding in the final budget act than originally proposed. Only once since 2011-2012 did the CSU determine it necessary to raise tuition rates. The governor’s commitments, the CSU’s requests, the tuition increase (as applicable), and final budget allocations for the last six years are as follows.

<b>Fiscal Year</b>	<b>Governor's Budget</b>	<b>CSU Request</b>	<b>Final State Budget</b>	<b>Tuition Increase</b>	<b>Unfunded</b>
2013-2014	\$125.1	\$371.9	\$125.1		\$246.8
2014-2015	142.2	237.6	142.2		95.4
2015-2016	119.5	216.6	216.5		0.1
2016-2017	139.4	241.7	154.0		87.7
2017-2018	157.2	324.9	177.2	\$79.1	68.6
2018-2019	92.1	263.0	197.2		65.8
2019-2020	----To Be Determined----				
<b>Total</b>	<b>\$775.5</b>	<b>\$1,655.7</b>	<b>\$1,012.2</b>	<b>\$79.1</b>	<b>\$564.4</b>

(in millions, excludes all one-time funding)

## **Future Funding of the CSU**

Governor Brown will end his fourth term in office and transfer his executive powers to a new governor in early January 2019. It will open a new chapter where the state legislature and the newly-elected governor will likely take a fresh look at funding priorities for, and commitments to, the CSU.

While it was not a perfect recipe for longer-term financial sustainability, Governor Brown's multi-year budget plan for CSU was valuable. It generally established a funding floor, upon which the system and the 23 campuses could thoughtfully address many financial needs of the university that were curtailed or neglected during the Great Recession including the Graduation Initiative, employee compensation, and student enrollment. Because of that commitment, the CSU was able to regularly invest in critical areas over a multi-year period.

As the CSU enters the 2020's, it is important for the university to place a greater emphasis on longer-term financial sustainability. As experienced through the latter half of the 2010's, consistent financial support of the university has been a critical building block toward greater student successes.

Over the coming months, the CSU is committed to develop a multi-year budget model to help inform the trustees, CSU stakeholders, the state legislature, and the new governor of what it will financially take to equip the university for even greater successes. A potential product stemming from this modeling could be a multi-year funding agreement or compact between the CSU, the new governor, and the legislature. Another outcome could be a ballot initiative that would authorize general obligation bonds to help address CSU infrastructure needs.

## **The 2019-2020 CSU Operating Budget Will Require a Significant, New Investment from the State**

The preliminary 2019-2020 budget plan would allow the CSU to provide another round of investment in Graduation Initiative 2025, meet its mandatory cost obligations, fulfill compensation commitments already made to the preponderance of CSU employee groups, and grow full-time equivalent student (FTES) enrollment. Additionally, progress could be made on infrastructure and deferred maintenance needs.

But unlike the past several years, the state legislature's and next governor's funding commitment is not known at this time.

The state is in an excellent fiscal condition with revenue expected to continue to grow and the state is already equipped with a large rainy day fund. This condition should make the decision easier for state leaders to invest in California's future through the CSU. However, as demonstrated in the

table above, the state has seldom fully funded the gap between the governor's proposal and the trustees' request. If a gap were to occur in 2019-2020, the CSU would have to more aggressively advocate for additional state funding and consider several budget-balancing options, including:

- limit investment in new budget priorities;
- redirect campus resources to other priorities;
- new revenue sources; and
- a tuition increase.

The Chancellor's Office will engage in a consultation process with students, faculty, staff, campus executives, the state, and other CSU stakeholders to garner additional state support and to explore alternatives for balancing budget priorities and necessary resources.

### **2019-2020 CSU Operating Budget—Preliminary Planning Approach**

It is very early in the budget development process and it is premature to discuss any budget gap-closing strategies at this time. Instead, the Board of Trustees can begin the discussion of CSU priorities to build an operating budget request for 2019-2020. The planning approach presented below represents a range of funding levels that can be balanced to communicate the university's key funding needs. At this stage, it is important for the trustees to provide input on fiscal policy priorities for 2019-2020.

These estimated incremental funding amounts or ranges provide an opportunity for discussion about priorities and would add to the 2018-2019 base budget of \$6.7 billion.

### **Preliminary Expenditure Plan - \$446 Million to \$528 Million**

#### *Graduation Initiative 2025 - \$75 million*

The CSU will continue to invest in people, programs, technologies, and strategies that have demonstrated success in improving graduation rates, shortening time-to-degree, and eliminating achievement gaps. Each campus has developed multi-year plans to reach their Graduation Initiative 2025 goals that will require multi-year investments across the system in: tenure track faculty hiring, increased course taking opportunities, enhanced advising and education plans, academic and student support, and leveraging data for campus decision-making. Over the course of this third year of the Graduation Initiative 2025, campuses plan to spend at least \$75 million on their local priorities to improve student success and completion with particular focus on those efforts that improve four-year graduation rates for first time freshmen and two-year graduation rates for transfer students. To properly support the Graduation Initiative, an incremental recurring investment of \$75 million in 2019-2020 is necessary. This would fund the third year of a six-year, \$450 million investment plan in support of the Graduation Initiative.

*Full-Time Equivalent Student Enrollment Growth - \$123 million to \$205 million*

The Public Policy Institute of California (PPIC) concludes that the state will fall about 1.1 million college graduates short of economic demand by 2030 if current trends persist. The PPIC suggests that in order to close the degree gap, there is a need for 480,000 CSU graduates beyond the current trend. Demand for the CSU continues to climb, as more students graduate from high school having met the A-G requirements for admission to the CSU, and more transfer students complete the Associate Degree for Transfer. Earlier this year, the CSU adopted an application redirection policy to give CSU eligible first-time freshman, upper-division transfer and Associate Degree for Transfer students the option to have their applications reviewed by other campuses, without campus-wide or program impaction, if the first-choice campus(es) has student demand that exceeds available space at the campus or campuses they applied. Redirection will be helpful to a limited number of prospective students, but substantial increases to funded enrollment growth would be necessary to help narrow the PPIC's reported degree gap.

The range of \$123 million to \$205 million represents a three to five percent increase in full-time equivalent students (FTES). This increase would allow for growth in the average unit load for continuing students in support of graduation rate goals, and fund access for more new students. That range of growth also would be a substantial step in helping narrow the state's degree gap. Additional tuition revenue from new students and state general fund cover the costs of accommodating additional enrollment. For planning purposes, each one percent increase in enrollment would cost approximately \$41 million and would allow for growth of approximately 3,600 FTES.

*Facilities and Infrastructure Needs - \$50 million*

There are examples of academic and plant facilities on every CSU campus that are in need of repair or replacement. Based on a recent analysis, the systemwide academic facilities deferred maintenance backlog has been significantly revised upward to approximately \$3.7 billion. Previous support from the state in one-time and recurring funds has enabled a reduction in the backlog by approximately \$600 million. Unlike 2014-2015 and 2015-2016, the CSU was unable to dedicate new support from the state for annual debt service on longer-term bond-financed projects in 2016-2017, 2017-2018, or 2018-2019 due to the funding of other budget priorities and insufficient revenue levels.

Agenda Item 4 of the September 11-12, 2018 meeting of the Committee on Campus Planning, Buildings and Grounds includes the preliminary list for the 2019-2020 Capital Outlay program. The list prioritizes critical infrastructure and utility renewal projects and facility renovation to support the academic program needs. The addition of \$50 million in recurring funds would finance approximately \$750 million of needed infrastructure projects that increase capacity for student growth and complement the plan to address deficiencies in existing facilities. The CSU continues to refine the planning and financing process in light of the increased capital financing authority granted in 2014.

Additionally, the CSU could request \$150 million in one-time funds to further address the deferred maintenance backlog. In the past two fiscal years, the state has deemed billions of dollars of state revenue as temporary. Specifically, the CSU received \$35 million in one-time funds for deferred maintenance in 2018-2019. If state revenue growth patterns and assumptions continue into 2019-2020, it is possible that the state could again supply the CSU with tens of millions of one-time dollars for this purpose.

#### *Employee Salaries – \$160 million*

Many bargaining units are under multi-year contracts that extend through 2019-2020 and a preponderance of CSU employees are represented by those units. Early estimates indicated that salary increases for all employee groups will cost, at the low end, approximately \$145 million. However, that cost is likely to rise because the CSU has hired many new faculty and staff to support the Graduation Initiative and to offer more courses and services to new students because of funded enrollment growth over the last few years. As CSU employee ranks increase, so too does the cost to provide salary increases to veteran and newer employees. Chancellor's Office staff will have more precise figures from campuses and complete its analysis by the November meeting, but for conservative planning purposes, an estimate of \$160 million is reasonable.

#### *Mandatory Costs - \$38 million*

Chancellor's Office staff anticipate that mandatory cost increases for existing university commitments will be approximately \$38 million in 2019-2020. These cost increases factor in state of California estimates, such as retirement and health care rate changes. Mandatory costs also include increases to operations and maintenance of newly-constructed facilities and other compensation-related costs, such as state wage law changes. If operating budget requests do not include these types of mandatory cost increases, campuses must redirect resources from existing programs, services and priorities to meet those cost increases. Fewer course sections would be available to students, average unit load would go down and less academic and student support services would be available. Setting aside funding for mandatory costs helps preserve the integrity of CSU programs.

#### **Preliminary Revenue Plan**

At this preliminary stage, the planning effort focuses on stating the CSU's budget priorities and needs. Accounting for enrollment growth revenue (approximately \$20 million per one percent increase in enrollment targets), the preliminary plan's range of new investments would require additional new ongoing revenues from state of \$386 million to \$428 million.

**Conclusion**

This is an information item presenting a preliminary framework for the 2019-2020 CSU Operating Budget request to the governor and the Department of Finance. Using feedback provided by the Board of Trustees at the September 2018 meeting, Chancellor's Office staff will present an updated and detailed operating budget recommendation for the trustees' approval in November 2018.

## AGENDA

### COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

**Meeting:** 2:30 p.m., Tuesday, September 11, 2018  
Glenn S. Dumke Auditorium

Rebecca D. Eisen, Chair  
Romey Sabalius, Vice Chair  
Jane W. Carney  
Wenda Fong  
John Nilon  
Christopher Steinhauser  
Peter J. Taylor

- Consent** 1. Approval of Minutes of the Meeting of July 24, 2018, *Action*
- Discussion** 2. San José State University Interdisciplinary Science Building, *Action*  
3. Preliminary Five-Year Capital Plan, *Information*



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

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

**July 24, 2018**

**Members Present**

Rebecca D. Eisen, Chair  
Romey Sabalius, Vice Chair  
Jane W. Carney  
Wenda Fong  
John Nilon  
Christopher Steinhauser  
Peter J. Taylor  
Adam Day, Chairman of the Board  
Timothy P. White, Chancellor

Trustee Rebecca D. Eisen called the Committee on Campus Planning, Buildings and Grounds to order.

**Public Speakers**

The committee heard from 13 public speakers who spoke on the California State University, Northridge Hotel Master Plan Revision and the Endorsement of the SDSU West Campus Research Center, Stadium and River Park Initiative.

**Consent Agenda**

The minutes of the July 24, 2018 meeting of the Committee on Campus Planning, Buildings and Grounds were approved as submitted.

**California State University, Northridge Master Plan Revision**

Trustee Eisen presented agenda item three as a consent action item. The committee recommended approval of the proposed resolution (RCPBG 07-18-11).

**California State University Maritime Academy Master Plan Revision with Enrollment Ceiling Increase**

California State University Maritime Academy Master Plan Revision with Enrollment Ceiling Increase to 2,200 full-time equivalent students was presented for approval. The plan represents the consensus of the Cal Maritime community and university's unified vision for reinventing the campus to meet growth demands through the year 2032, including enrollment increases, new academic departments and programs, and student success initiatives.

The committee recommended approval of the proposed resolution (RCPBG 07-18-12).

**Endorsement of City of San Diego Ballot Initiative: SDSU West Campus Research Center, Stadium and River Park Initiative**

The Board of Trustees was asked to endorse a ballot initiative in the City of San Diego, that would allow negotiation between the City and San Diego State University for the sale of a the former Qualcomm Stadium property. If the ballot initiative is approved by the voters in November 2018, the city will be allowed to negotiate the sale of approximately 132 acres of real property to the university. An action item to approve the land acquisition may return to the Board of Trustees for consideration should the city and university agree to terms of purchase.

Following the presentation the trustees expressed support for the initiative and the opportunities it would provide for the campus.

The committee recommended approval of the proposed resolution (RCPBG 07-18-13).

Trustee Eisen adjourned the meeting.

**COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS**

**San José State University Interdisciplinary Science Building**

**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:

**Interdisciplinary Science Building**

*Collaborative Design/Build Contractor: McCarthy Building Companies, Inc.*  
*Project Architect: FLAD Architects*

**Board Actions**

<b>Date</b>	<b>Action</b>	<b>Project Phase</b>
November 2015 (2016-17 Capital Outlay Program)	Approved Project	Preliminary Plans Working Drawings Equipment
November 2016 (2017-18 Capital Outlay Program)	Approved Project	Construction
November 2016 (Multi-Year Financing)	Approved Financing	

**Background and Scope**

The College of Science at San José State University has an 85-year history of science learning and research and is a major industry partner in the Silicon Valley. The College of Science currently enrolls over 2,200 undergraduate and graduate students in programs for biology, chemistry, computer science, geology, mathematics and statistics, meteorology and climate science, physics and astronomy, and science education. The College of Science facilities are 40-60 years old, and do not support modern science instruction or the growing science student population.

The Interdisciplinary Science Building (#112<sup>1</sup>) will be an eight-story facility located in the southwest quadrant of the campus on a site adjacent to Duncan Hall (#52) to the south, West Parking Facility (#55) to the west, and the Paseo de San Carlos pedestrian mall to the north. The site currently contains a small temporary parking lot and the Associated Students House (#19). The Associated Students House will be relocated to the northeast corner of campus between the Corporation Yard (#12B) and the Business Tower (#92T) in advance of this project.

The Interdisciplinary Science Building will include space for biology and chemistry teaching and research labs, collaboration space, 41 faculty offices, a dean's suite, and administrative and support areas. The facility will also include the High Performance Computing Center that will provide shared computer resources to multiple disciplines. Half of the seventh floor and the entire eighth floor will contain shell space for future buildout by the College of International and Extended Studies. The proposed approach enables the campus to best use its limited land base to increase campus density to accommodate the academic program.

The proposed facility will consist of a steel framed structure and an exterior of glazed curtain walls, metal panels, and aluminum sun shading. Cement plaster will be used on the lower floors on the west side of the building where the exterior is hidden from view. The roof will be a single-ply membrane cool roof.

This project will be designed to achieve Leadership in Energy and Environmental Design (LEED) Silver, and target LEED Gold, to meet the sustainability objectives of the campus using an efficient building envelope to reduce heating and cooling demand. Other sustainable design features will include efficient LED lighting systems, the cool roof, and the use of recycled water in water closets and for landscape irrigation.

**Timing (Estimated)**

Preliminary Plans Completed	November 2018
Working Drawings Completed	April 2019
Construction Start	July 2019
Occupancy	December 2021

**Basic Statistics**

Gross Building Area	161,200 square feet
Assignable Building Area	93,500 square feet
Efficiency	58 percent

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<sup>1</sup> The facility number is shown on the master plan map and recorded in the Space and Facilities Database.

**Cost Estimate – California Construction Cost Index (CCCI) 6255<sup>2</sup>**

Building Cost (\$868 per GSF)	\$139,955,000
<i>Systems Breakdown</i>	<i>(\$ per GSF)</i>
a. Substructure (Foundation)	\$ 24.04
b. Shell (Structure and Enclosure)	\$ 214.48
c. Interiors (Partitions and Finishes)	\$ 115.40
d. Services (HVAC, Plumbing, Electrical, Fire)	\$ 294.23
e. Built-in Equipment and Furnishings	\$ 55.42
f. General Requirements	\$ 31.92
g. General Conditions and Insurance	\$ 132.72
Site Development (includes landscaping and demolition)	<u>6,314,000</u>
Construction Cost	\$146,269,000
Fees, Contingency, Services	<u>29,833,000</u>
Total Project Cost (\$1,092 per GSF)	\$176,102,000
Fixtures, Furniture & Movable Equipment	<u>5,024,000</u>
Grand Total	<u>\$181,126,000</u>

**Cost Comparison**

The project’s building cost of \$868 per GSF is higher than the \$645 per GSF for the Siskiyou II Science Replacement Building project at CSU Chico (approved in January 2018), the \$591 per GSF for Science II Replacement Building at CSU Sacramento (approved in January 2017), and the \$601 per GSF for the Center for Science and Innovation at CSU Dominguez Hills (approved in November 2016), all adjusted to CCCI 6255.

The project cost is higher than other science projects for a number of reasons. The building is a high-rise structure, which imposes more stringent life safety design features and design elements. The project site is in an urban environment with limited area for delivery and storage of construction materials. The project includes soil stabilization improvements as the site has a high water table and is designed in consideration of the campus proximity to the San Andreas Fault. The cost also reflects the high number of chemical fume hoods required to serve the numerous instructional and research wet labs. Other factors include significant construction activity in the Bay Area that is driving increased material and labor costs, and existing (and possibly additional) tariffs imposed on building materials such as steel and aluminum.

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<sup>2</sup>The July 2017 Engineering News-Record California Construction Cost Index (CCCI). The CCCI is the average Building Cost Index for Los Angeles and San Francisco and is updated monthly.

### **Funding Data**

The project cost escalation is a key factor to the increased cost of the schematic design. The project will be financed from CSU Systemwide Revenue Bonds (\$118,731,000), campus designated capital reserves (\$46,395,000), auxiliary reserves (\$2,500,000) and Continuing Education reserves (\$13,500,000).

### **California Environmental Quality Act (CEQA) Action**

An Initial Study/Mitigated Negative Declaration was prepared to analyze the potential significant environmental effects of the proposed project in accordance with the requirements of CEQA and State CEQA Guidelines. The public review period began on November 13, 2017 and ended on December 12, 2017. No written comment letters were received at the close of the public review period. As there were no potential significant environmental impacts resulting from the project, the Final Mitigated Negative Declaration for the project, including the relocation of the Associated Students House, was approved under delegated authority to the chancellor. The Final Mitigated Negative Declaration is available at: <http://www.sjsu.edu/fdo/departments/pdc/ceqa/index.html>.

### **Recommendation**

The following resolution is presented for approval:

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

1. The Final Initial Study/Mitigated Negative Declaration has been prepared pursuant to the California Environmental Quality Act and State CEQA Guidelines.
2. The San José State University Interdisciplinary Science Building is consistent with the Final Mitigated Negative Declaration prepared and that the effects of the project were fully analyzed in the Final Mitigated Negative Declaration.
3. The schematic plans for San José State University Interdisciplinary Science Building are approved at a project cost of \$181,126,000 at CCCI 6255.

## **COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS**

### **Preliminary Five-Year Capital Plan**

#### **Presentation By**

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

#### **Summary**

This information item presents the [Preliminary Five-Year Capital Plan](#) to the Board of Trustees covering the period through fiscal year 2023-2024. The project priority list representing the first year of the Preliminary Five-Year Capital Plan, which is included as Attachment A, includes infrastructure improvement projects on all campuses, addresses seismic safety, renovates existing facilities, and proposes projects to increase student access by increasing classroom and lab capacity to serve student enrollment growth.

The Preliminary Five-Year Capital Plan is presented at this time for information and discussion. The final Five-Year Capital Plan will be presented to the Board of Trustees for action at the November 2018 meeting.

#### **Preliminary Five-Year Capital Plan Overview**

The primary objective of the Five-Year Plan is to support the CSU's educational programs, create environments conducive to learning, and ensure that the quality and quantity of facilities at each of the 23 campuses serve students well. The Board of Trustees approved the categories and criteria for the Five-Year Plan at its May 2018 meeting, which helped set project priorities and guide the development of campus proposals.

The Preliminary Five-Year Plan calls for \$10 billion to fund campus infrastructure improvements, deferred maintenance, and other academic projects. The Plan also includes an additional \$6 billion devoted to self-support projects for a total of \$16 billion over the five-year period. Funding required for the projects included in the Five-Year Capital Plan exceeds the multi-year financing authority approved by the Board of Trustees in November 2016. The trustees may be asked in November 2018 to consider approval of additional capital funding and financing to make further progress on critical projects and address academic building deficiencies. There are also two legislative bills proposing ballot measures to support the CSU academic facility needs by proposing the use of General Obligation bonds at the time this agenda item was prepared.

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The Preliminary Five-Year Capital Plan is submitted to the state each September as required by statute. Staff will continue to work with campuses to review and refine the proposed scope, budget and schedule of the projects. The Board of Trustees will consider the final Five-Year Capital Plan for action at the November 2018 meeting.



## Preliminary 2019-2020 Capital Outlay Program

*Cost Estimates are at Engineering News Record California Construction Cost Index 6840 and Equipment Price Index 3443*

### ACADEMIC PROJECTS PRIORITY LIST

(Dollars in 000s)

Priority Order	Category	Campus	Project Title	FTE	Phase	Campus Reserves/ Other Budget	SRB-AP <sup>1</sup>	Total Budget	Funds to Complete	Cumulative Total Budget	Cumulative SRB-AP Budget
1	IA	Statewide	Infrastructure Improvements Group A <sup>3</sup>	N/A	PWC	9,500	50,000	59,500	0	59,500	50,000
2	IB	Los Angeles	Physical Sciences Seismic - GO Bonds <sup>4</sup>	N/A	C	9,592	0	9,592	0	69,092	50,000
3	II	San Luis Obispo	Science/Ag. Teaching and Research Complex	336	PWCE	98,914	0	98,914	25,000	168,006	50,000
4	IB	<i>Sonoma</i>	<i>Stevenson Hall Renovation<sup>5</sup></i>	36	WCE	3,060	83,374	86,434	0	254,440	133,374
5	IB	Dominguez Hills	Innovation and Instruction	0	PWCE	28,524	51,530	80,054	0	334,494	184,904
6	IA	Statewide	Infrastructure Improvements Group B <sup>3</sup>	N/A	PWC	42,600	222,224	264,824	0	599,318	407,128
7	IB	<i>Maritime Academy</i>	<i>Mayo Hall Renovation and Addition</i>	N/A	PWCE	201	17,548	17,749	0	617,067	424,676
8	IB	<i>San Luis Obispo</i>	<i>Kennedy Library Renovation</i>	566	PWCE	5,000	50,000	55,000	0	672,067	474,676
9	II	Channel Islands	Gateway Hall Remodel, Ph. 1 and Ph. 2	1,485	PWCE	6,618	64,897	71,515	0	743,582	539,573
10	II	<i>San Bernardino</i>	<i>College of Arts &amp; Letters/Theatre Building Reno/Addition</i>	831	PWC	7,129	97,973	105,102	6,000	848,684	637,546
11	II	Northridge	Sierra Annex Surge	5,760	PWCE	5,150	44,809	49,959	0	898,643	682,355
12	IB	San Diego	Dramatic Arts Renovation	N/A	PWCE	3,690	33,212	36,902	0	935,545	715,567
13	IB	Chico	Butte Hall Renovation	0	PWCE	9,651	80,195	89,846	0	1,025,391	795,762
14	IB	<i>Fullerton</i>	<i>Visual Arts Complex Modernization</i>	0	PWcCE	15,695	49,985	65,680	0	1,091,071	845,747
15	IB	San Francisco	Science Replacement Building	1,101	PWCE	60,035	101,196	161,231	0	1,252,302	946,943
16	II	San Marcos	Applied Sciences and Technology Building	545	PWCE	2,668	52,637	55,305	0	1,307,607	999,580
17	IB	<i>Long Beach</i>	<i>Peterson Hall 1, FO4, FO5 Repl. Building (Seismic)</i>	100	PWC	17,244	146,607	163,851	3,516	1,471,458	1,146,187
18	IB	<i>Monterey Bay</i>	<i>Classroom Renovation, Ph. 1 (Secondary Effects)</i>	0	PWCE	472	29,224	29,696	0	1,501,154	1,175,411
19	IB	<i>Pomona</i>	<i>Classroom Lab Building Renovation (Seismic)</i>	0	PWC	2,571	46,641	49,212	0	1,550,366	1,222,052
20	II	Sacramento	Engineering and Classroom Building	111	PWC	6,341	0	6,341	71,987	1,556,707	1,222,052
21	II	<i>Stanislaus</i>	<i>Classroom Building II</i>	1,534	PWC	6,033	74,981	81,014	2,073	1,637,721	1,297,033
22	II	<i>Bakersfield</i>	<i>Energy and Engineering Innovation Center</i>	730	PWCE	4,460	40,145	44,605	0	1,682,326	1,337,178
23	IB	Fresno	Central Plant, Ph. 2	N/A	PWC	7,958	71,619	79,577	0	1,761,903	1,408,797
<b>Total Academic Projects</b>				<b>12,405</b>		<b>\$ 353,106</b>	<b>\$ 1,408,797</b>	<b>\$ 1,761,903</b>		<b>\$ 1,761,903</b>	<b>\$ 1,408,797</b>

### SELF-SUPPORT / OTHER PROJECTS LIST

(Dollars in 000s)

Alpha Order	Category	Campus	Project Title	Spaces	Phase	Campus Reserves/ Other Budget	SRB-SS <sup>2</sup>	Total Budget	Funds to Complete	Cumulative Total Budget	Cumulative SRB-SS Budget
1	II	Bakersfield	Parking Lot N	500	PWC	1,775	0	1,775	0	1,775	0
2	II	Fullerton	Freeway Signage	N/A	PWC	1,069	0	1,069	0	2,844	0
3	IA	Fullerton	Titan Stadium Pressbox Elevator Modernization	N/A	PWC	208	0	208	0	3,052	0
4	II	Long Beach	Atherton Housing Facility	428	PWC	8,321	93,833	102,154	2,210	105,206	93,833
5	IB	Maritime Academy	Northern Residence Hall, Ph. 2	N/A	PWCE	4,500	0	4,500	0	109,706	93,833
6	II	Sonoma	Emergency Generator - EOC and DOC	N/A	PWCE	523	0	523	0	110,229	93,833
<b>Total Self-Support / Other Projects</b>				<b>928</b>		<b>\$ 16,396</b>	<b>\$ 93,833</b>	<b>\$ 110,229</b>		<b>\$ 110,229</b>	<b>\$ 93,833</b>
<b>Grand Total Academic and Self-Support Projects</b>				<b>13,333</b>		<b>\$ 369,502</b>	<b>\$ 1,502,630</b>	<b>\$ 1,872,132</b>		<b>\$ 1,872,132</b>	<b>\$ 1,502,630</b>

P = Preliminary Plans    W = Working Drawings    c = Partial Construction    C = Construction    E = Equipment

**Categories:**

- I Existing Facilities/Infrastructure
  - A. Critical Infrastructure Deficiencies
  - B. Modernization/Renovation
- II Growth Facilities

**Notes:**

- <sup>1</sup> SRB-AP: Systemwide Revenue Bonds - Academic Program
  - <sup>2</sup> SRB-SS: Systemwide Revenue Bonds - Self-Support Program
  - <sup>3</sup> The Infrastructure Improvements Program addresses smaller scale utility, building systems renewal, and minor upgrades.
  - <sup>4</sup> Proposed funding from GO Bonds
  - <sup>5</sup> Proceeding with P phase based on prior approvals.
- Projects in *italics* have previously received approval by the Board of Trustees and are included only relative to the project funding total.
- Projects in *red italics* have been approved by DOF and are included only for funding information.

## AGENDA

### COMMITTEE ON AUDIT

**Meeting:** 3:00 p.m., Tuesday, September 11, 2018  
Glenn S. Dumke Auditorium

Douglas Faigin, Chair  
Hugo N. Morales, Vice Chair  
Jack McGrory  
Lateefah Simon

- Consent** 1. Approval of Minutes of the Meeting of July 24, 2018, *Action*
- Discussion** 2. 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 24, 2018**

**Members Present**

Douglas Faigin, Chair  
Jack McGrory  
Adam Day, Chairman of the Board  
Timothy P. White, Chancellor

Trustee Douglas Faigin called the meeting to order.

**Public Comments**

A representative of the California State University Employees Union spoke about a recent California State Auditor report pertaining to health and safety compliance.

**Approval of Minutes**

The minutes of July 24, 2018, were approved as submitted.

**Status Report on Current and Follow-up Internal Audit Assignments**

Mr. Larry Mandel, vice chancellor and chief audit officer, provided a status on the 2018 audit plan and follow-up on past audit assignments. Mr. Mandel explained that updates to the status report are displayed in green numerals and indicate progress toward or completion of recommendations since the distribution of the agenda. Audit assignments for 2018 for 20 areas are currently in process and include a variety of topics.

Mr. Mandel reported that the campuses and the Chancellor's Office continue to complete recommendations on a timely basis. Consultative reviews continue to be offered through the advisory services function and investigations are performed as needed.

Additionally, Mr. Mandel provided information on two external audits recently completed by the California State Auditor pertaining to health and safety compliance and higher education

compliance with the federal Jeanne Clery Disclosure of Campus Crime Statistics Act. An overview of the recommendations from each respective report and timeline for follow-up responses was presented. Mr. Mandel noted that beginning in 2019 Audit and Advisory Services will be conducting health and safety compliance audits similar to those conducted by the state auditor at the 19 CSU campuses not included in the state auditor's review and will eventually conduct follow-up reviews at the four campuses reviewed by the state auditor.

### **Revenue Generation Enhancement Opportunities**

Mr. Mandel presented a proposal for a review of system-wide and campus policies, procedures, and outcomes related to revenue generation beyond state appropriations, student fees, and philanthropy, and the procurement of outside consulting services to conduct such a review and subsequently provide a report to the Committee on Finance. Trustee Faigin outlined his interest in pursuing reliable and acceptable new revenue enhancement opportunities.

Following the presentation of the item, trustees discussed various options and considerations for evaluating and potentially pursuing the proposal. Mr. Steve Relyea, executive vice chancellor and chief financial officer, provided information on what campus chief financial officers have been working on with regard to identifying and pursuing new revenue opportunities. Chancellor White suggested consideration of a chancellor-appointed task force to work on the proposal. Trustee McGrory made a motion directing the formation of a taskforce to evaluate how to move forward on the item and Trustee Faigin seconded the motion. Trustees discussed the various options and considerations of a trustee directed task force and a chancellor-appointed task force. President of California State University, Chico, Gayle Hutchinson, amongst others, expressed support for a chancellor-appointed task force. Trustee McGrory withdrew his motion directing the formation of a task force and Trustee Faigin withdrew his second.

Trustee Faigin adjourned the Committee on Audit.

## **COMMITTEE ON AUDIT**

### **Status Report on Current and Follow-up Internal Audit Assignments**

#### **Presentation By**

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

#### **Summary**

This item includes both a status report on the 2018 audit plan and follow-up on past assignments. For the 2018 year, assignments were made to develop and execute individual campus audit plans; conduct audits of Information Technology (IT), Sponsored Programs and Construction; implement continuous auditing techniques; and to provide advisory services and investigation reviews. Follow-up on current and past assignments was also being conducted on approximately 35 completed campus reviews. Attachment A summarizes the audit assignments in tabular form.

## AUDITS

#### General Audits

The new organization structure provides for individual campus audit plans that are better aligned with campus and auxiliary organization risks. Risk assessments and initial audit plans have been completed for all campuses. Eighteen campus reports have been completed, fieldwork is being conducted at five campuses, report writing is being completed for four campuses, and seven reports are awaiting a campus response prior to finalization.

#### Information Technology Audits

The initial audit plan indicated that reviews of Information Security, IT Disaster Recovery, Cloud Computing, and Decentralized Computing would be performed at those campuses where a greater degree of risk was perceived for each topic. Scheduled reviews may also include campus-specific concerns or follow-up on prior campus issues. Five campus reports have been completed, fieldwork is being conducted at two campuses, report writing is being completed for three campuses, and three reports are awaiting a campus response prior to finalization.

### Sponsored Programs

The initial audit plan indicated that reviews of both post-award and pre-award activities would be performed. Post-award areas to be reviewed include operational, administrative, and financial controls to determine adherence to both sponsor terms and conditions, and applicable policies, procedures, and regulations. Pre-award reviews emphasize compliance with conflict-of-interest and training requirements. Scheduled reviews may also include campus-specific concerns or follow-up on prior campus issues relating to sponsored programs activities. Three campus reports have been completed, fieldwork is being conducted at one campus, and one report is awaiting a campus response prior to finalization.

### Construction

The initial audit plan indicated that reviews of recently completed construction projects, including activities performed by the campus, general contractor, and selected subcontractors would be performed. Areas to be reviewed include approval of project design, budget and funding; administration of the bid and award process; the closeout process; and overall project accounting and reporting. One campus report has been completed, fieldwork is being conducted for one project, report writing is being completed for one review, and one report is awaiting a campus response prior to finalization.

## ADVISORY SERVICES

Audit and Advisory Services partners 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. Advisory services are more consultative in nature than traditional audits and are performed in response to requests from campus management. The goal is to enhance awareness of risk, control and compliance issues and to provide a proactive independent review and appraisal of specifically identified concerns. Reviews are ongoing.

## INVESTIGATIONS

Audit and Advisory Services is periodically called upon to provide investigative reviews, which are often the result of alleged misappropriations or conflicts of interest. Further, whistleblower investigations are being performed on an ongoing basis, both by referral from the state auditor and directly from the CSU Chancellor's Office. In addition, the investigations unit tracks external audits being conducted by state and federal agencies and offers assistance to campuses undergoing such audits.

## CONTINUOUS AUDITING TECHNIQUES

The initial audit plan indicated that continuous auditing techniques for more focused and higher quality audits would be implemented and used to review credit card data for twelve campuses. Continuous auditing uses data analytics tools and techniques to analyze large volumes of data, look for anomalies and trends, and complement the existing risk assessment process. Reviews are ongoing.

## COMMITTEES/SPECIAL PROJECTS

Audit and Advisory Services is periodically called upon to provide consultation to the campuses and/or to participate on committees such as those related to information systems implementation and policy development, and to perform special projects.

## AUDIT SUPPORT

### Annual Risk Assessment

Audit and Advisory Services annually conducts a risk assessment to determine the areas of highest risk to the system, as well as campus-specific risks.

### Administration

Day-to-day administration of the Audit and Advisory Services division includes such tasks as scheduling, personnel administration, maintenance of department standards and protocols, administration of the department's automated workpaper system and SharePoint website, and department quality assurance and improvement.

Status Report on Current and Past  
Audit Assignments  
(as of 9/7/2018)

Campus	Audit Topic	Audit Plan Year	Audit Status	Follow-up on Current and Past Audit Assignments	
				*Recs	**Mo.
Bakersfield	Athletics Fund-Raising	2017	AC	0/5	8
	Cashiering	2018	AC	0/7	2
Channel Islands	Counseling & Psychological Services	2018	AC	0/8	1
Chico	Academic Department Fiscal Review	2018	AC	0/10	3
	Information Security	2018	AI		
	Student Health Services	2018	RW		
Dominguez Hills	Const. - Central Plt. Cooling Twr. & Domestic and Fire Water Line Repl.	2018	RW		
	Centers and Institutes	2018	AI		
	International Activities	2018	FW		
East Bay	Sponsored Programs - Post Award	2017	AC	5/5	-
	International Activities	2018	AC	3/6	5
	Cloud Computing	2018	RW		
Fresno	Const. - Jordan Research Building	2017	AC	4/4	-
	Student Organizations	2018	AC	3/4	4
	Agricultural Foundation	2018	AI		
	Fresno Athletic Corporation	2018	AI		
	Cloud Computing	2018	FW		
Fullerton	Information Security	2018	AC	0/7	3
	Student Health Services	2018	AC	2/5	3
	Const. - One Banting	2018	AI		
Humboldt	Extended Education	2017	AC	4/5	9
	Information Security	2018	AC	0/5	1
	Cashiering	2018	AI		
Long Beach	Student Organizations	2018	AC	6/7	4
	Const. - Pkg. Lot 7 Expansion & Psy. Brain Lab Renovation	2018	AC	1/1	-
	Cashiering	2018	RW		
Los Angeles	Police Services	2018	AC	0/2	2
	Decentralized Computing	2018	FW		
Maritime Academy	Hazardous Materials Management	2018	AC	9/9	-
	Associated Students	2018	RW		
Monterey Bay	Hazardous Materials Management	2018	AC	2/10	4
	IT Disaster Recovery	2018	AI		
Northridge	Student Organizations and Sport Clubs	2017	AC	3/5	6
	Northridge Foundation	2018	AI		
	Sponsored Programs - Post Award	2018	FW		
Pomona	Cashiering	2018	AC	3/4	4
	Information Security	2018	AC	0/12	1
	Special Investigation - Reimb. Claims, Time Rptg. & Add'l Employment	2017	AC	0/8	1
	Associated Students Incorporated	2018	FW		
Sacramento	Sponsored Programs - Post Award	2018	AC	1/3	4
	IT Disaster Recovery	2018	RW		



**Status Report on Current and Past  
Audit Assignments  
(as of 9/7/2018)**

Campus	Audit Topic	Audit Plan Year	Audit Status	Follow-up on Current and Past Audit Assignments	
				*Recs	**Mo.
San Bernardino	Police Services	2017	AC	3/3	-
	Emergency Management	2018	AC	0/5	1
	Const. - Std. Housing & Dining Commons	2018	FW		
San Diego	Student Disability Support	2018	AC	3/7	4
	Academic Department Fiscal Review	2018	AC	0/2	1
	Decentralized Computing	2018	RW		
San Francisco	International Activities	2017	AC	2/2	-
	Academic Department Fiscal Review	2017	AC	4/4	-
	Decentralized Computing	2017	AC	0/18	5
	Centers and Institutes	2018	AC	0/4	2
	Sponsored Programs - Pre Award	2018	AI		
	Accounts Receivable	2018	RW		
	Decentralized Computing	2018	AC	4/13	3
San Jose	Housing and Residential Services	2018	AI		
	IT Disaster Recovery	2018	AC	0/4	4
	Student Health Services	2018	AC	3/4	3
San Luis Obispo	Cal Poly Corporation	2018	FW		
	Student Health Services	2018	AC	0/7	4
	Sponsored Programs - Pre Award	2018	AC	0/3	1
San Marcos	Information Security	2017	AC	7/7	-
	Student Organizations	2018	AC	0/6	3
	IT Disaster Recovery	2018	AI		
	Sonoma State Enterprises	2018	FW		
Stanislaus	Student Disability Support	2017	AC	7/7	-
	Instructionally Related Activity Fees	2018	FW		
Chancellor's Office	Information Security	2017	AC	7/9	6
	Sponsored Programs - Post Award	2018	AC	0/0	-
	SD - Const. - Open Air Theater Improv. and Confucius Institute Renov.	2017	AC	1/1	-
	FRE - Const. - Jordan Research Building	2017	AC	0/1	5
	Emergency Management	2018	AI		
Systemwide	Sponsored Programs - Indirect Costs	2017	AC	1/1	-
	Student Organizations	2017	AC	0/1	5

**Status**

FW - Field Work In Progress

RW - Report Writing in Progress

AI - Audit Incomplete (awaiting formal exit conference and/or campus response)

AC - Audit Complete

**Follow-Up**

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

\*\* The number of months recommendations have been outstanding from date of report.

Numbers/letters in green are updates since the agenda mailout.

## AGENDA

### COMMITTEE ON INSTITUTIONAL ADVANCEMENT

**Meeting:** 4:00 p.m., Tuesday, September 11, 2018  
Glenn S. Dumke Auditorium

Jean P. Firstenberg, Chair  
Rebecca D. Eisen, Vice Chair  
Debra S. Farar  
Wenda Fong  
Jack McGrory  
Hugo N. Morales  
J. Lawrence Norton  
Romey Sabalius

- Consent** 1. Approval of Minutes of the Meeting of March 20, 2018, *Action*
- Discussion** 2. 2018-2019 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**

**March 20, 2018**

**Members Present**

Silas H. Abrego, Chair  
Jean P. Firstenberg, Vice Chair  
Debra S. Farar  
Hugo N. Morales  
J. Lawrence Norton  
Rebecca D. Eisen, Chair of the Board  
Timothy P. White, Chancellor

Trustee Abrego called the meeting to order.

**Approval of Minutes**

The minutes of January 30, 2018, were approved as submitted.

Trustee Abrego recognized the CSU recipients of the 2018 Council for Advancement and Support of Education (CASE) Awards.

**Naming of The Vincent E. Petrucci Viticulture Building – California State University, Fresno**

Mr. Garrett Ashley, vice chancellor for university relations and advancement, reported that the proposed naming recognizes the distinguished service, leadership and fundraising success of the late Vincent E. Petrucci. Among his many accomplishments, he raised over \$1.5 million for the Viticulture Building, which houses state-of-the-art teaching and research laboratories, a discipline-specific library to serve students and industry, and the Viticulture and Enology Research Center.

Dr. Petrucci's son, Vince Petrucci, spoke on behalf of the family. Fresno State President Joseph I. Castro and Chancellor Timothy P. White thanked him for attending to celebrate his father's life, impact and enduring legacy.

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The committee recommended approval by the board of the proposed resolution (RIA 03-18-04) that the Viticulture Building at California State University, Fresno, be named The Vincent E. Petrucci Viticulture Building.

Trustee Abrego adjourned the meeting.

**COMMITTEE ON INSTITUTIONAL ADVANCEMENT**

**2018-2019 California State University Trustees' Award for Outstanding Achievement**

**Presentation By**

Timothy P. White  
Chancellor

Ali C. Razi  
Trustee Emeritus

Jean Firstenberg  
Trustee

**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, 389 students have received the CSU Trustees' Awards for Outstanding Achievement. Thanks to donor generosity, 23 students will receive an award this year. The most outstanding recipient is designated the Trustee Emeritus Ali C. Razi Scholar.

These distinguished awards are funded by contributions from the CSU trustees, employees and friends of the university. Scholarships range from \$6,000 to \$12,000. Travel for the scholars has been generously provided by Southwest Airlines and the reception is sponsored by TELACU and Cisco.

The recipients of the 2018-2019 CSU Trustees' Award for Outstanding Achievement are:

**Rawiah Eisa Mohamed Osman**  
California State University, Bakersfield  
*SchoolsFirst Federal Credit Union Scholar*

**Sony Thao**  
California State University, Chico  
*William Randolph Hearst Scholar*

**Ma Theresa Quisao**  
California State University Channel Islands  
*William Randolph Hearst Scholar*

**Hawk McFadzen**  
California State University, Dominguez Hills  
*Wells Fargo Scholar*

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**Angela Mae Platon**  
California State University, East Bay  
*William Randolph Hearst Scholar*

**Catherine Mueller**  
California State University, Fresno  
*Trustee Emeritus Peter Mehas Scholar*

**Amanda Ngoc Nguyen**  
California State University, Fullerton  
*Michael A. and Debe Lucki Scholar*

**Angelina Torres**  
Humboldt State University  
*Trustee Emerita Claudia H. Hampton Scholar*

**Daria Antonova**  
California State University, Long Beach  
*Edison International Scholar*

**Janielle Cuala**  
California State University, Los Angeles  
*SoCalGas Scholar*

**Jazmin Silvestri**  
California State University Maritime Academy  
*Trustee Jack McGrory Scholar*

**Bryan Sierra-Rivera**  
California State University, Monterey Bay  
*TELACU Scholar*

**Irma Gonzalez**  
California State University, Northridge  
*Chancellor Emeritus Charles B. and Catherine Reed Scholar*

**Rosangela Flores Odgers**  
California State Polytechnic University, Pomona  
*William Randolph Hearst Scholar*

**Lay Vang**  
California State University, Sacramento  
*Ron and Mitzi Barhorst Scholar*

**Saxxie Tran**  
California State University, San Bernardino  
*Trustee Peter and Coralyn Taylor Scholar*

**Manuel Gonzales IV**  
San Diego State University  
*Trustee Emeritus Ali C. Razi Scholar*

**Salma Abdel-Raheem**  
San Francisco State University  
*Trustee Rebecca D. and James Eisen Scholar*

**Suzanna D. Walter**  
San José State University  
*Trustee Emeritus William Hauck and Padget Kaiser Scholar*

**David Denisov**  
California Polytechnic State University, San Luis Obispo  
*William Randolph Hearst Scholar*

**Jesus Perez**  
California State University San Marcos  
*Trustee Emeritus Murray L. Galinson Scholar*

**Mariah Chastain**  
Sonoma State University  
*Sycuan Band of the Kumeyaay Nation Scholar*

**Livier Camarena Sanchez**  
California State University, Stanislaus  
*Trustee Emeritus Kenneth Fong 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 12, 2018**

*Presiding: Adam Day, Chairman*

**8:30 a.m. Board of Trustees Dumke Auditorium**

**Call to Order**

**Roll Call**

**Public Speakers**

**Chair’s Report**

**Chancellor’s Report**

**Report of the Academic Senate CSU: *Chair—Catherine Nelson***

**Report of the California State Student Association: *President—Mia Kagianas***

**Report of the California State University Alumni Council: *President—Manolo P. Morales***

**Consent**

*Action* 1. Approval of Minutes of the Meeting of July 24, 2018

*Action* 2. Approval of Committee Resolutions as follows:

**Committee on Campus Planning, Buildings, and Grounds**  
2. San José State University Interdisciplinary Science Building

**10:00 a.m. Board of Trustees—Closed Session Munitz Conference Room**  
Executive Personnel Matters  
Government Code §11126(a)(1)

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

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

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

**July 24, 2018**

**Trustees Present**

Adam Day, Chairman  
Lillian Kimbell, Vice Chair  
Jane W. Carney  
Rebecca D. Eisen  
Douglas Faigin  
Debra S. Farar  
Jean Picker Firstenberg  
Wenda Fong  
Emily Hinton  
Jack McGrory  
Thelma Meléndez de Santa Ana  
John Nilon  
J. Lawrence Norton  
Romey Sabalius  
Christopher Steinhauser  
Peter J. Taylor  
Timothy P. White, Chancellor

Chairman Day called the meeting of the Board of Trustees to order.

**Public Comment**

The board heard from the following individuals during the public comment period:

William Blishke, President, CSU Emeritus and Retired Faculty Association (CSU-ERFA); Skye Dent, (CSU Bakersfield); Steve Doyle, Friends of SDSU; Jordan Fein, UNITE HERE Local 11 – CSU Northridge; Mark Anthony Alcala, UNITE HERE Local 11 – CSU Northridge; Latisha Strickland, UNITE HERE Local 11– CSU Northridge; Roy Inong, UNITE HERE Local 11 – CSU Northridge; Rocky Sanchez, VP for Representation (CSUEU); Carolyn Duckett, Chair Bargaining Unit 7 (CSUEU); Michael Chavez, Chair Bargaining Unit 5 (CSUEU); Rich McGee, Chair



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Bargaining Unit 9 (CSUEU); Tessy Reese, Chair Bargaining Unit 2 (CSUEU); Neil Jacklin, President (CSUEU); Sheila Hudson, CSU, Los Angeles; Meg Stofsky,, CSU, Humboldt; Jill Larrabee, CSU, Humboldt; Charmaine Lawson, CSU, Humboldt.

### **Chair's Report**

Chairman Day's complete report can be viewed online at the following URL:  
<https://www2.calstate.edu/csu-system/board-of-trustees/reports-of-the-chair/Pages/july-2018.aspx>

### **Chancellor's Report**

Chancellor Timothy P. White's complete report can be viewed online at the following link:  
<https://www2.calstate.edu/csu-system/board-of-trustees/chancellor-reports/Pages/july-24-2018.aspx>

### **Report of the Academic Senate CSU**

CSU Academic Senate vice chair, Robert K. Collin's complete report can be viewed online at the following link:  
[http://www.calstate.edu/AcadSen/Records/Chairs\\_Reports/](http://www.calstate.edu/AcadSen/Records/Chairs_Reports/)

### **Report from the California State Student Association**

CSSA President Mia Kagianas's complete report can be viewed online at the following link:  
<https://www.calstatestudents.org/public-documents/#president>

### **Report of the California State University Alumni Council**

Alumni Council President, Manolo P. Morales' complete report can be viewed online at the following link:  
<http://www.calstate.edu/alumni/council/bot/index.shtml>

### **Board of Trustees**

The minutes of the meeting of May 16, 2018 were approved as submitted. Chairman Day asked to move all the consent items for approval. There was a second. Chancellor White abstained from the vote on Item 3 – Executive Compensation Policy – from the Committee on University and Faculty Personnel; Trustee McGrory abstained from the vote on Item 5 – Endorsement of City of San Diego Ballot Initiative: SDSU West Campus Research Center, Stadium and River Park Initiative – from the Committee on Campus Planning, Buildings and Grounds. The Board of Trustees approved the following resolutions:

**Committee on Campus Planning, Building and Grounds**

**California State University, Northridge Master Plan Revision  
(RCPBG 07-18-11)**

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

1. The Final Initial Study/Mitigated Negative Declaration has been prepared to address any potential significant environmental impacts and mitigation measures, comments, and responses to comments associated with the Hotel Development project and all discretionary actions related thereto, as identified in the Final Initial Study and Mitigated Negative Declaration.
2. The Final Initial Study/Mitigated Negative Declaration was prepared pursuant to the California Environmental Quality Act and State CEQA Guidelines.
3. This resolution is adopted pursuant to the requirements of Section 21081 of the Public Resources Code and Section 10591 State CEQA Guidelines which require the Board of Trustees to make findings prior to the approval of a project.
4. The Board of Trustees finds that the mitigated project as approved will not have a significant impact on the environment, will be constructed with the recommended mitigation measures as adopted in the Mitigation Monitoring and Reporting Program, and will benefit the California State University.
5. The California State University, Northridge Campus Master Plan Revision dated July 2018 is approved.
6. The chancellor or his designee is requested under Delegation of Authority granted by the Board of Trustees to file the Notice of Determination for the project.

**California State University Maritime Academy Master Plan Revision with Enrollment Ceiling Increase (RCPBG 07-18-12)**

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

1. The Final Environmental Impact Report (FEIR) for the California State University Maritime Academy Campus Master Plan has addressed any potentially significant environmental impacts, mitigation measures, and project alternatives, comments, and responses to comments associated with approval of the proposed Campus Master Plan revision pursuant to the requirements of the California Environmental Quality Act and State CEQA Guidelines.
2. The FEIR addresses the proposed Campus Master Plan revision and all discretionary actions related to the project as identified in the FEIR.
3. This resolution is adopted pursuant to the requirements of Section 21081 of Public Resources Code and Section 15091 of the State CEQA Guidelines which require that the Board of Trustees make findings prior to the approval of a project.
4. The Board of Trustees hereby adopts the Findings of Fact and Mitigation Monitoring and Reporting Program, including all mitigation measures identified therein, for Agenda Item 4 of the July 24, 2018 meeting of the Board of Trustees' Committee on Campus Planning, Buildings and Grounds, which identifies the specific impacts of the proposed Campus Master Plan and related mitigation measures, which are hereby incorporated by reference.
5. The Board of Trustees has adopted the Findings of Fact and Statement of Overriding Considerations that outweigh certain remaining significant and unavoidable impacts to cultural resources.
6. The FEIR has identified potentially significant impacts that may result from implementation of the proposed Campus Master Plan revision. However, the Board of Trustees, by adopting the Findings of Fact, finds that the inclusion of certain mitigation measures as part of the project approval will reduce most, but not all, of those effects to less than significant levels. Those impacts which are not reduced to less than significant levels are identified as significant and unavoidable

and are overridden due to specific project benefits to the CSU identified in the Findings of Fact and Statement of Overriding Considerations.

7. Prior to the certification of the FEIR, the Board of Trustees reviewed and considered the above-mentioned FEIR, and finds that the FEIR reflects the independent judgment of the board. The Board of Trustees hereby certifies the FEIR for the project as complete and adequate in that the FEIR addresses all potentially significant environmental impacts of the project and fully complies with the requirements of CEQA and the CEQA Guidelines. For the purpose of CEQA and the CEQA Guidelines, the administrative record of proceedings for the project includes the following:
  - a. The 2018 Draft EIR for the California State University Maritime Academy Campus Master Plan;
  - b. The Final EIR, including comments received on the Draft EIR, and responses to comments;
  - c. The proceedings before the Board of Trustees relating to the subject master plan revision, including testimony and documentary evidence introduced at such proceedings; and
  - d. All attachments, documents incorporated, and references made in the documents as specified in items (a) through (c) above.
8. The Board of Trustees hereby certifies the FEIR for the California State University Maritime Academy Campus Master Plan dated May 2018 as complete and in compliance with CEQA.
9. The California State University Maritime Academy Campus Master Plan Revision dated July 2018 is approved.
10. The chancellor or his designee is requested under Delegation of Authority granted by the Board of Trustees to file the Notice of Determination for the Final Environmental Impact Report for the California State University Maritime Academy Campus Master Plan.

BOT  
Agenda Item 1  
September 11-12, 2018

**Endorsement of City of San Diego Ballot Initiative: SDSU West Campus Research Center, Stadium and River Park Initiative  
(RCPBG 07-18-13)**

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

1. The Board of Trustees endorse the SDSU West Campus Research Center, Stadium, and River Park ballot initiative.

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**Committee on University and Faculty Personnel**

**Compensation for Executives  
(RUFP 07-18-07)**

**RESOLVED**, by the Board of Trustees of the California State University, that the individuals named in the salary tables cited in Item 3 of the Committee on University and Faculty Personnel at the July 24, 2018 meeting of the Board of Trustees shall receive the annual base salaries cited in the tables effective July 1, 2018.