

# 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 24-25, 2019

Time*	Committee	Location <sup>1</sup>
<b><i>TUESDAY, SEPTEMBER 24, 2019</i></b>		
8:00 a.m.	<b><u>Call to Order</u></b>	
8:00 a.m.	<b><u>Board of Trustees—Closed Session</u></b> Executive Personnel Matters Government Code §11126(a)(1)  Pending Litigation Government Code §11126(e)(1) Apodaca, et al. vs. White, et al. Doe v. White, et al.	<b>Munitz Conference Room</b>
10:00 a.m.	<b><u>Committee on Collective Bargaining—Closed Session</u></b> Government Code §3596(d)	<b>Munitz Conference Room</b>
10:30 a.m.	<b><u>Committee on Educational Policy</u></b> <b>Consent</b> <i>Action</i> 1. Approval of Minutes <i>Action</i> 2. Approval of Minutes <b>Discussion</b> <i>Information</i> 3. Amendment to Title 5 Regarding Student Organizations <i>Information</i> 4. Educational Opportunity Program <i>Information</i> 5. Proposal to Modify First-Year Admission Requirements for the CSU	
12:00 p.m.	<b>Luncheon</b>	

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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 24, 2019 (cont.)**

**1:00 p.m. Committee on Governmental Relations**

**Consent**

*Action* 1. Approval of Minutes

**Discussion**

*Information* 2. State Legislative Update

*Action* 3. AB 48: Public Preschool, K-12, and College Health and Safety Bond Act of 2020

**1:45 p.m. Committee on Campus Planning, Buildings and Grounds**

**Consent**

*Action* 1. Approval of Minutes

**Discussion**

*Action* 2. California State University, Dominguez Hills Master Plan Revision

*Information* 3. Preliminary 2020-2021 through 2024-2025 Five-Year Plan

**2:30 p.m. Joint Committees on Finance and Campus Planning, Buildings and Grounds**

**Consent**

*Action* 1. Approval of Minutes

**Discussion**

*Action* 2. Approval of Various Actions Related to a Hotel Development Project at California State University, Northridge

*Action* 3. Approval of Various Actions Related to a New Student Union Project at California State University, Fresno

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

**Consent**

*Action* 1. Approval of Minutes

*Information* 2. California State University Quarterly Investment Report

**Discussion**

*Information* 3. Planning for the 2020-2021 Operating Budget

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

**Consent**

*Action* 1. Approval of Minutes

**Discussion**

*Action* 2. Naming of The Lynda and Stewart Resnick Student Union – California State University, Fresno

*Action* 3. Naming of the Viasat Engineering Pavilion – California State University San Marcos

*Information* 4. 2019-2020 California State University Trustees' Award for Outstanding Achievement

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**WEDNESDAY, SEPTEMBER 25, 2019**

**8:00 a.m. Committee on Collective Bargaining—Open Session**

**Consent**

*Action* 1. Approval of Minutes

*Action* 2. Adoption of Initial Proposals for a Successor Collective Bargaining Agreement with Bargaining Unit 6 (Skilled Crafts), Teamsters Local 2010

**8:30 a.m. Committee on University and Faculty Personnel**

**Consent**

*Action* 1. Approval of Minutes

**Discussion**

*Information* 2. Executive Compensation Study; Policy Implications

**9:40 a.m. Committee on Committees**

**Consent**

*Action* 1. Approval of Minutes

*Action* 2. Amendments to Board of Trustees' Standing Committee Assignments for 2019-2020

**9:45 a.m. Committee on Audit**

**Consent**

*Action* 1. Approval of Minutes

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

**Discussion**

*Information* 3. Status Report on the California State Auditor Report on Accounts Outside the State Treasury and Campus Parking Programs

*Information* 4. Status Report on Consideration of Opportunities for Continued Program Enhancement of the Institutional Control Environment

**10:30 a.m. Board of Trustees**

**Call to Order**

**Roll Call**

**Public Speakers**

**Chair's Report**

**Chancellor's Report**

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

**Report of the California State Student Association: *President—Michael Wiafe***

**Report of the California State University Alumni Council: *President—Michelle Power***

**Consent**

- Action* 1. Approval of the Minutes of the Board of Trustees Meeting of July 24, 2019  
*Action* 2. Approval of Committee Resolutions as follows:

**Committee on Governmental Relations**

3. AB 48: Public Preschool, K-12, and College Health and Safety Bond Act of 2020

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

2. California State University, Dominguez Hills Master Plan Revision

**Joint Committees on Finance and Campus Planning, Buildings and Grounds**

2. Approval of Various Actions Related to a Hotel Development Project at California State University, Northridge  
3. Approval of Various Actions Related to a New Student Union Project at California State University, Fresno

**Committee on Institutional Advancement**

2. Naming of The Lynda and Stewart Resnick Student Union – California State University, Fresno  
3. Naming of the Viasat Engineering Pavilion – California State University San Marcos

**Committee on Committees**

2. Amendments to Board of Trustees’ Standing Committee Assignments for 2019-2020

**11:45 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 the Board of Trustees. Every committee provides an opportunity for members of the public to directly address the committee on each agenda item before or during the committee's discussion or consideration of the item. Comments made at committee meetings must relate to an item on the committee's agenda. Members of the public may also address the full Board of Trustees during the plenary session on any non-agendized topic that is related to the University. The public may also address the full board on agenda items, but only if an opportunity to address the agenda item was not provided when it came before the relevant committee, or if the agenda item has substantially changed since the committee heard the item. Written comments are also welcome and will be distributed to the members of the board. The purpose of public comments is to provide information to the board, and not to evoke an exchange with board members. Questions that board members may have resulting from public comments will be referred to appropriate staff for response.

Members of the public wishing to speak must provide written or electronic notice to the Trustee Secretariat no later than **the working day before the committee or board meeting** at which they desire to speak. The notice should identify the agenda item the speaker wishes to address, or if the speaker wishes to address the full Board in the plenary session, the notice should state the subject of the intended presentation.

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. Ceding, pooling or yielding remaining time to other speakers is not permitted. 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.

Security practices at the Chancellor's Office are continually reviewed and improved to ensure safety for all employees, trustees, students and visitors. Information about security practices during board meetings may be found at: <https://www2.calstate.edu/csu-system/board-of-trustees/Pages/information-for-bot-attendees.aspx>

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## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

**Meeting:** 10:30 a.m., Tuesday, September 24, 2019  
Glenn S. Dumke Auditorium

Peter J. Taylor, Chair  
Jane W. Carney, Vice Chair  
Silas H. Abrego  
Rebecca D. Eisen  
Douglas Faigin  
Debra S. Farar  
Wenda Fong  
Juan F. Garcia  
Lillian Kimbell  
Thelma Meléndez de Santa Ana  
Romey Sabalius  
Christopher Steinhauser

- Consent**
1. Approval of Minutes of the Meeting of July 23, 2019, *Action*
  2. Approval of Minutes of the Meeting of August 29, 2019, *Action*
- Discussion**
3. Amendment to Title 5 Regarding Student Organizations, *Information*
  4. Educational Opportunity Program, *Information*
  5. Proposal to Modify First-Year Admission Requirements for the CSU, *Information*

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

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

**July 23, 2019**

**Members Present**

Peter Taylor, Chair  
Jane W. Carney, Vice Chair  
Silas H. Abrego  
Rebecca D. Eisen  
Douglas Faigin  
Debra S. Farar  
Wenda Fong  
Juan F. Garcia  
Lillian Kimbell  
Thelma Meléndez de Santa Ana  
Romey Sabalius  
Adam Day, Chairman of the Board  
Timothy P. White, Chancellor

Trustee Taylor called the meeting to order.

**Approval of Minutes**

The minutes of May 21-22, 2019, were approved as submitted.

**Amendment to Title 5 Regarding Student Organizations**

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item by stating that – as a result of a routine, internal audit on student activities and organizations – a cross-representational workgroup determined that a Title 5 change is needed to align CSU policies.

Nathan Evans, interim assistant vice chancellor for student academic services, presented the Title 5 amendment, explaining that it relates to the policy prohibiting recognized student organizations from discriminating on the basis of any protected class. The Title 5 amendment would align CSU policies as defined by federal and state law by adding as protected classes: religious creed, medical condition, genetic information, gender identity, gender expression and veteran and military status.

Following the presentation, trustees asked staff why “citizenship” was being removed from the Title 5 language as a protected class. Staff indicated they would provide a detailed answer when the item returns to the board in September.

### **Graduation Initiative 2025**

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item, highlighting that the CSU continues to focus its Graduation Initiative 2025 efforts on intentional actions that will continue closing equity gaps.

Jeff Gold, assistant vice chancellor for Student Success Strategic Initiatives, provided a brief introduction to the CSU’s newest data dashboard, which is specifically focused on equity gaps. The dashboard was developed to provide the CSU community with a better understanding of why some students are being left behind and to determine what the university can do to promote more equitable outcomes.

Michelle Rippy, an assistant professor from CSU East Bay, spoke about her participation in the Student Success Analytics Certificate program. The program was designed by the Office of the Chancellor to help CSU campus teams bring insights from the data dashboards into their practice. To date, 10 CSU campuses have participated, as has a team from the California State Student Association and a group of faculty and administrators from the University of California, Riverside.

Terri Gomez, associate vice president for student success at California State Polytechnic University, Pomona, shared several of Cal Poly Pomona’s initiatives that are proving successful at closing equity gaps. These include providing targeted “Success Coaches” to support specific student populations, including students from historically underrepresented communities. The campus is also leveraging a campus-wide “Take 30 Units a Year” campaign to increase average unit load among students. As a result of these efforts, more than 42 percent of the students in the fall 2018 cohort who completed more than 30 units were students from historically underrepresented communities.

Following the presentation, trustees commended campuses, faculty and staff for the ongoing work to close equity gaps. Trustee Eisen spoke to the importance of ensuring that general education requirements are meeting the needs of students. Trustee Abrego expressed the importance of recognizing and rewarding the impact of faculty on efforts to close equity gaps.



### **Special Public Comment Open Forum on Quantitative Reasoning Proposal**

Peter Taylor, chair of the Committee on Educational Policy for the CSU Board of Trustees announced that the committee would be holding a special public forum on the topic of quantitative reasoning for first-year admission. This publicly-noticed, live-streamed meeting would provide the opportunity for organizations and individuals to offer professional viewpoints and practical perspectives on the CSU's quantitative reasoning proposal. The meeting was scheduled for August 29, 2019.

Following the presentation, trustees had no questions.

### **Expanding Opportunity through Preparation in Quantitative Reasoning**

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item, stating that the CSU is considering expanding the university's admission requirements to include a quantitative reasoning requirement as part of an ongoing effort to ensure that all students are prepared to be successful at the CSU and in their futures, and to provide equitable access to the widest range of majors and careers.

Marquita Grenot-Scheyer, assistant vice chancellor for Educator Preparation and Public School Programs, began the presentation by clarifying that quantitative reasoning is not simply mathematics, but rather the confluence of critical thinking, mathematics and real-world application. She presented that the CSU is developing a proposal that would add a quantitative reasoning course to the existing a-g requirements, which could be fulfilled with a high school course in science, mathematics or an elective with a quantitative reasoning foundation, such as coding or personal finance. The proposed requirement could also be met with a quantitatively based course offered through Career and Technical Education programs or through dual enrollment in partnership with local community colleges. She also clarified that this proposal would not go into effect until 2026, providing ample time for the CSU to work closely with PK-12 school districts to prepare, and that high school students who could not fulfill the requirement due to a lack of course access would be eligible for an exemption.

James T. Minor, assistant vice chancellor and senior strategist for Academic and Student Affairs, continued the presentation, highlighting the two primary reasons the CSU is considering a quantitative reasoning admission requirement. The first reason is to systematically increase the level of preparation among all students to support their success. Dr. Minor shared data indicating that students with additional quantitative reasoning preparation in high school graduate at higher rates than their peers with less quantitative reasoning preparation in high school. The second reason is to help achieve educational equity by ensuring that a greater number of students from all backgrounds arrive at the CSU prepared for a diverse range of majors and career paths. Dr. Minor shared data indicating that currently students of color are far less likely to pursue a science, technology, engineering or mathematics (STEM) degree at the CSU.

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Finally, Neal Finkelstein, co-director of Innovation Studies at WestEd – a nonpartisan, nonprofit educational research and assessment agency – presented findings from his research into mathematics course sequences from early grades through high school and the mathematics readiness of students who enter into a wide range of postsecondary settings. His research suggests that the adoption of an a-g requirement that includes an additional quantitative reasoning course has tremendous upside potential, and that establishing adequate timelines for the development of the necessary PK-12 infrastructure will be essential.

Following the presentation, trustees posed questions and topics for staff to answer during the August 29 special public comment open forum. These included information related to any potential impacts to students of color, how this proposal will help address workforce demands, additional information about the exemption process and details about existing high school course capacity and how the CSU will partner with districts to ensure they are able to provide courses that meet the requirement.

Trustee Taylor adjourned the Committee on Educational Policy.

**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**

**August 29, 2019**

**Members Present**

Peter Taylor, Chair  
Silas H. Abrego  
Debra S. Farar  
Wenda Fong  
Juan F. Garcia  
Lillian Kimbell  
Thelma Meléndez de Santa Ana  
Romey Sabalius  
Christopher Steinhauser  
Timothy P. White, Chancellor

Trustee Taylor called the meeting to order, explaining that this special meeting provides an opportunity for trustees to hear from – and engage with – a number of organizations and individuals who will offer professional viewpoints and practical perspectives on the California State University’s (CSU) quantitative reasoning proposal. He stated that the meeting would begin with a presentation by staff and would then include three separate panels of experts, followed by public comment and closing remarks by staff.

**Special Public Comment Open Forum on Quantitative Reasoning Proposal**

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the *Overview of Quantitative Reasoning Concept* presentation, highlight that CSU staff are considering the quantitative reasoning proposal because it is in the best interest of students, it is consistent with the CSU mission of serving California and it advances the university’s goal of equity.

James T. Minor, assistant vice chancellor and senior strategist for Academic and Student Affairs, provided CSU student data demonstrating that additional quantitative reasoning preparation in high school improves student outcomes in college. He also shared data indicating that students of color are far less likely to pursue a science, technology, engineering or mathematics (STEM) degree at the CSU, and stressed that additional high school preparation in quantitative reasoning would help close those gaps.

Dr. Minor presented that the CSU is considering an admission requirement that incoming first-year students must have completed one course of quantitative reasoning. The requirement could be fulfilled by coursework in science, math or an elective course with a quantitative reasoning foundation. He also provided example elective courses that could fulfill the requirement, such as Introduction to Business and Sports Medicine.

Marquita Grenot-Scheyer, assistant vice chancellor for Educator Preparation and Public School Programs, addressed several of the questions raised by trustees during the July board meeting. First, she clarified that this proposal would not impact students of color. If a student does not have access to a qualifying course, they would receive an exemption from the requirement. Second, she addressed existing course capacity in California high schools, highlighting that four of the five largest districts in the state currently have graduation requirements that align with the quantitative reasoning proposal. She also highlighted five schools across California, demonstrating the numerous courses offered that would meet the proposed requirement. Finally, she spoke about how the CSU would continue to partner with PK-12 schools to increase their course offerings.

### *Session 1: Academic Preparation*

Trustee Taylor introduced the first session, referencing that Sacramento City Unified School District Superintendent Jorge Aguilar was invited to participate but was unable to attend.

Jill A. Baker, deputy superintendent for Long Beach Unified School District presented on how six years ago the district increased the high school graduation quantitative reasoning requirement to improve college readiness and the resulting positive outcomes for students.

Diane Murillo, a retired mathematics instructional coach and teacher at Chino High School, presented her experience teaching a transitional mathematics course that prepared students for success in college-level courses, and how the experience led a greater number of students to consider pursuing STEM fields.

### *Session 2: Admission*

Audrey Dow, interim co-president and senior vice president for the Campaign for College Opportunity, presented about her organization's opposition to the CSU quantitative reasoning proposal, arguing that it would negatively impact access to the CSU for students from historically underserved communities.

Elisha Smith Arrillaga, executive director for Education Trust West, presented that her organization believes the CSU should not advance a quantitative reasoning proposal without an independent, conclusive study demonstrating that the proposal will not have a negative impact on students from historically underserved communities.

Deacon John Wilson III, director of the Education and Enrichment Program at West Angeles Church shared his strong support of the CSU's consideration of a quantitative reasoning proposal. He stated that it is a necessary step to ensure students of color are able to be successful at the CSU and in the workforce. He also said that his organization – and other community-based organizations would welcome the opportunity to partner with schools that need assistance building course capacity.

### *Session 3: Post-Secondary Success*

David Barsky, a professor at CSU San Marcos and a senator in the Academic Senate CSU (ASCSU), provided background on how the ASCSU came to recommend that the CSU add an additional course in quantitative reasoning to the admission requirements for first-time students.

Pamela Burdman read a statement attributed to Christopher Edley, Jr., co-founder and president emeritus of the Opportunity Institute. The statement indicated that the Opportunity Institute is opposed to the quantitative reasoning proposal moving forward without a thorough study of the impacts. It also stated that, should the board vote to move ahead with the proposal, any exemption provided to students should occur automatically, in conjunction with the California Department of Education, to remove the hardship of seeking out the exemption from the student.

Neal Finkelstein, co-director of Innovation Studies for WestEd presented findings from his research into mathematics course sequences from early grades through high school and the mathematics readiness of students who enter into a wide range of postsecondary settings. His research suggests that the adoption of an a-g requirement that includes an additional quantitative reasoning course has tremendous upside potential, and that establishing adequate timelines for the development of the necessary PK-12 infrastructure will be essential.

### *Trustee Comments*

At the conclusion of each session, trustees had the opportunity to raise questions. These questions largely related to four main topics, including: existing high school capacity to meet a quantitative reasoning requirement; ensuring the proposed changes do not negatively impact students from historically underserved communities; the need for the CSU to work in partnership with PK-12 districts and schools, county offices of education and the California Department of Education; and whether the CSU should delay this proposal.

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Chancellor White provided closing remarks, indicating that staff would carefully consider the feedback and questions raised and be responsive when the official proposal is brought before the board during the September meeting.

Trustee Taylor adjourned the Committee on Educational Policy.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Amendment to Title 5 Regarding Student Organizations**

#### **Presentation By**

Loren J. Blanchard  
Executive Vice Chancellor  
Academic and Student Affairs

Luoluo Hong  
Associate Vice Chancellor  
Student Affairs and Enrollment Management

#### **Summary**

This information item includes amendments that would align and update California State University (CSU) policies related to student organizations by conforming the requirement that student organizations cannot discriminate on the basis of any protected class.

#### **Introduction**

Participating in student activities, clubs and organizations is an integral part of the CSU student experience. On each campus there are typically hundreds of organizations, covering a wide range of interests and topics. Students who participate in these activities report higher levels of satisfaction with their college experience, as well as a greater sense of belonging and connection with their peers. Participation also has a number of benefits for students, including:

- Enriching the classroom experience;
- Easing the transition to college;
- Providing connections with the university and available resources; and
- Enabling students to enhance and practice job-related soft skills (leadership, communication, budget management, fundraising, problem-solving, public speaking, etc.)

Student organizations in the CSU are student-led and are independent from the campus. Recognized student organizations are required to meet and maintain campus requirements, which include:

- A university advisor, who must be either a faculty member or professional staff member. As student organizations are independent from the campus, advisors do not serve in a supervisory or leadership role. Instead, they often act as mentors, educators and interpreters of institutional policy;

- A minimum of five CSU students who are currently enrolled in at least one class;
- A signed agreement that the organization does not discriminate on the basis of protected class (in alignment with CSU policy as defined by federal and state law); and
- Membership and leadership that are open to all currently enrolled students at that campus (except that a social fraternity or social sorority may impose a gender limitation for membership as permitted by California Education Code).

Recognized student organizations are eligible for benefits and privileges, including the use of campus facilities at reduced or no charge, assistance from a campus' student development and leadership department, participation in university activities and programs, and eligibility for funding from Associated Students, Inc.

### **Proposed Revisions - § 41500. Withholding of Recognition**

The proposed Title 5 amendment to Section 41500 would align and update CSU policies related to student organizations by conforming the requirement that student organizations cannot discriminate on the basis of any protected class. This amendment would align this section of Title 5 with other CSU policies as defined by federal and state law.

Specifically, the amendment would add as protected classes: ethnicity (including color and ancestry), religious creed, nationality, medical condition, genetic information, sex, gender identity (including transgender), gender expression, sexual orientation, veteran and military status.

This amendment was originally presented as an information item during the July board meeting. Addressing a question from trustees, the language has been amended to retain "citizenship" as a protected class.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 4. Student Affairs**  
**Article 4. Nondiscrimination in Student Organizations**  
**5 CCR § 41500**

§ 41500. Withholding of Recognition.

No campus shall recognize any fraternity, sorority, living group, honor society, or other student organization ~~which~~ that discriminates on the basis of race or ethnicity (including color and ancestry), religion (or religious creed), nationality, citizenship, national origin, ethnicity, color, age, medical condition, genetic information, gender (or sex), gender identity (including transgender), gender expression, sexual orientation, marital status, ~~citizenship~~, ~~sexual orientation~~, veteran or



military status, or disability. The prohibition on membership policies that discriminate on the basis of gender does not apply to social fraternities or sororities or to other university living groups.

Note: Authority cited: Sections 66600, 89030, 89035 and 89300, Education Code. Reference: Sections 66600, 89030, 89300-89302, Education Code.

**Proposed Revisions - § 41503. Filing Requisites; § 41504. Penalties; § 41505. Athletics and Other Intercollegiate Activities**

Additionally, three other Title 5 sections have been identified for revision. In all sections, the text would be amended to align the language regarding protected classes with the updated language in Section 41500. These amendments would align CSU policies.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 4. Student Affairs**  
**Article 4. Nondiscrimination in Student Organizations**  
**5 CCR § 41503**

§ 41503. Filing Requisites.

Each student organization shall deposit with the Vice President of Student Affairs or equivalent officer of the campus ~~by~~, copies of all constitutions, charters or other documents relating to its policies. The student organizations shall also deliver to the Vice President of Student Affairs or equivalent officer a statement signed by the president or similar officer of the local student organization attesting that the organization has no rules or policies which discriminate ~~on the basis of race, religion, national origin, ethnicity, color, age, gender, marital status, citizenship, sexual orientation, or disability,~~ on the basis of the protected categories set forth in Section 41500, except as excepted above. This statement shall be renewed annually and the other documents required by this section shall be refiled within 90 days after any substantive change or amendment.

Note: Authority cited: Sections 66600, 89030, 89035 and 89300, Education Code. Reference: Sections 66600, 89030, 89300-89302, Education Code.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 4. Student Affairs**  
**Article 4. Nondiscrimination in Student Organizations**  
**5 CCR § 41504**

§ 41504. Penalties.

Should the national governing body of any organization described in Section 41500 take any action which has the effect of penalizing or disciplining any branch or chapter at a campus in order to enforce a policy of discrimination based on the protected categories set forth in Section 41500 ~~race, religion, national origin, ethnicity, color, age, gender, marital status, citizenship, sexual orientation, or disability~~, except as excepted above, recognition of that organization by any campus shall be immediately withdrawn.

Note: Authority cited: Sections 66600, 89030, 89035 and 89300, Education Code. Reference: Sections 66600, 89030, 89300-89302, Education Code.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 4. Student Affairs**  
**Article 4. Nondiscrimination in Student Organizations**  
**5 CCR § 41505**

§ 41505. Athletics and Other Intercollegiate Activities.

No campus shall enter into intercollegiate activities which will subject its students directly or indirectly to discrimination or segregation on the basis of protected categories set forth in Section 41500 ~~race, religion, national origin, ethnicity, color, age, gender, marital status, citizenship, sexual orientation, or disability~~. The prohibition against discrimination on the basis of gender does not apply to membership on intercollegiate athletic teams, facilities, or competition.

Note: Authority cited: Sections 66600, 89030, 89035 and 89300, Education Code. Reference: Sections 66600, 89030, 89300-89302, Education Code.

An item will be presented at the November meeting for board action to adopt the recommended amendments to Title 5.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Educational Opportunity Program**

#### **Presentation By**

Loren J. Blanchard  
Executive Vice Chancellor  
Academic and Student Affairs

Ray Murillo  
Director, Student Programs  
Student Affairs & Enrollment Management

#### **Summary**

For 50 years, the California State University's (CSU) Educational Opportunity Program (EOP) has provided educational access and opportunity to a quarter of a million students from historically underserved communities. EOP is designed to support and empower students who have the potential to perform satisfactorily in the CSU but have not been able to realize this potential because of their economic or educational background. On all 23 CSU campuses, the program provides admission as well as academic and financial assistance to accommodate the needs of the individual campus student population.

Many elements of EOP have become focal areas and models for campus-wide student support through Graduation Initiative 2025. This information item provides a history and overview of EOP including student outcomes data that highlight the success of the program in closing equity gaps in the CSU.

#### **History of EOP**

In the late 1960s, students led a hard-fought campaign in response to economic and social barriers preventing minorities and underrepresented students from attaining a college education. At CSU Los Angeles, students formed the United Mexican American Student Association (UMAS) and the Black Student Association (BSA). These organizations questioned the access of students of color to the university and fought for change.

As a result of their efforts, the concept of the EOP was founded, including the "admission by exception" policy to provide access to the university for minority students who would otherwise be denied entrance. Shortly thereafter, Senate Bill 1072 (the Harmer Bill) passed in April 1969, officially creating "a state student assistance program which shall be known as the State College Educational Opportunity Program."

In the mid-1990s, CSU EOP directors began holding statewide meetings in response to legislative actions in California aimed at rolling back affirmative action. Through these meetings, EOP directors began acting as a unified voice to advocate for the needs of EOP students. Today, EOP directors on all 23 campuses continue to meet regularly to share best practices, create a baseline of services among EOP programs and advocate on behalf of low-income and educationally disadvantaged communities in California.

In 2003, thousands of EOP supporters protested the proposed elimination of college outreach programs, including funding for EOP. As a result of their efforts, the proposed cuts were overturned and EOP was preserved for future generations of students.

In 2011, the California Dream Act was signed into law. This legislation established eligibility for undocumented students who meet AB 540 criteria to apply for and receive state-funded financial aid, including EOP grants and services.

This year, EOP directors organized a three-day conference to celebrate the 50<sup>th</sup> anniversary of the program. The conference, *Changing Lives through Continuous Innovation*, was held September 7-10 in Long Beach, and brought together EOP alumni, staff and program supporters.

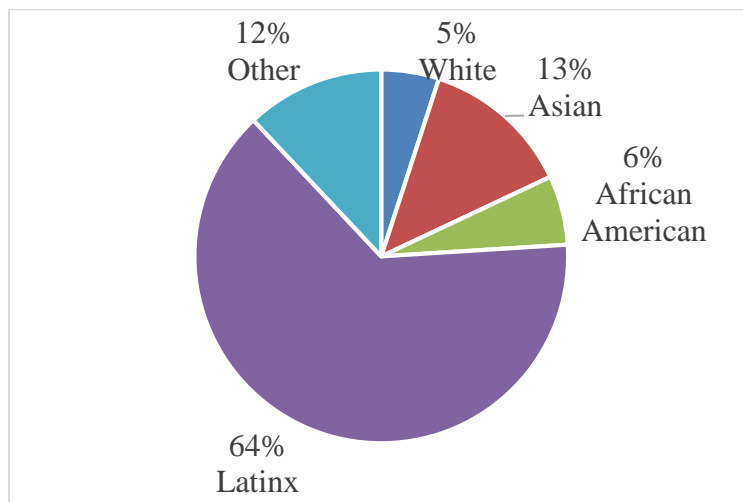
### **EOP Student Demographics**

Students from historically low-income and educationally disadvantaged backgrounds, who need admission assistance and support services to be successful in college, are eligible to apply for EOP. Applicants must demonstrate academic potential, motivation to succeed and meet the income criteria, which reflects an income level that will generate an Expected Family Contribution of approximately \$1,500.

In fall 2018, 32,219 students participated in EOP systemwide, ranging from 66 students at Cal Maritime to more than 3,000 students at CSU Los Angeles.

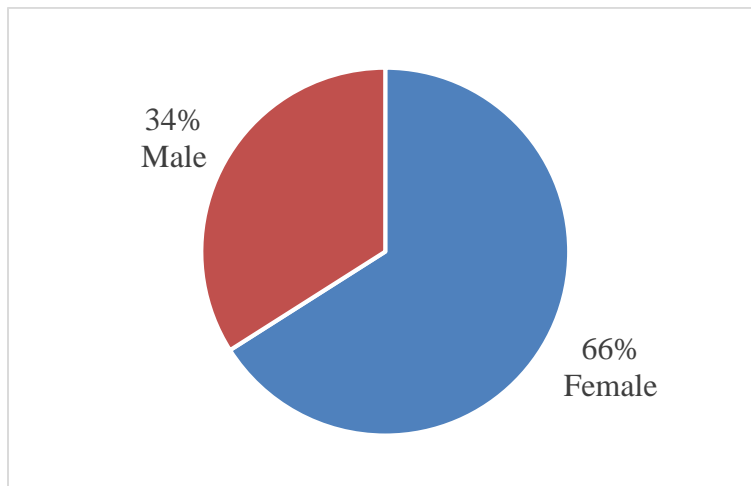
*EOP Enrollment by Ethnicity*

CSU EOP students reflect the diversity of the CSU and the state. For fall 2018, the majority (64 percent) of EOP students were Latinx. Thirteen percent of program participants were Asian, six percent were African American and five percent were white. Twelve percent of participants identified as other ethnicities. These data are reflected in the graph below:



*EOP Enrollment by Gender*

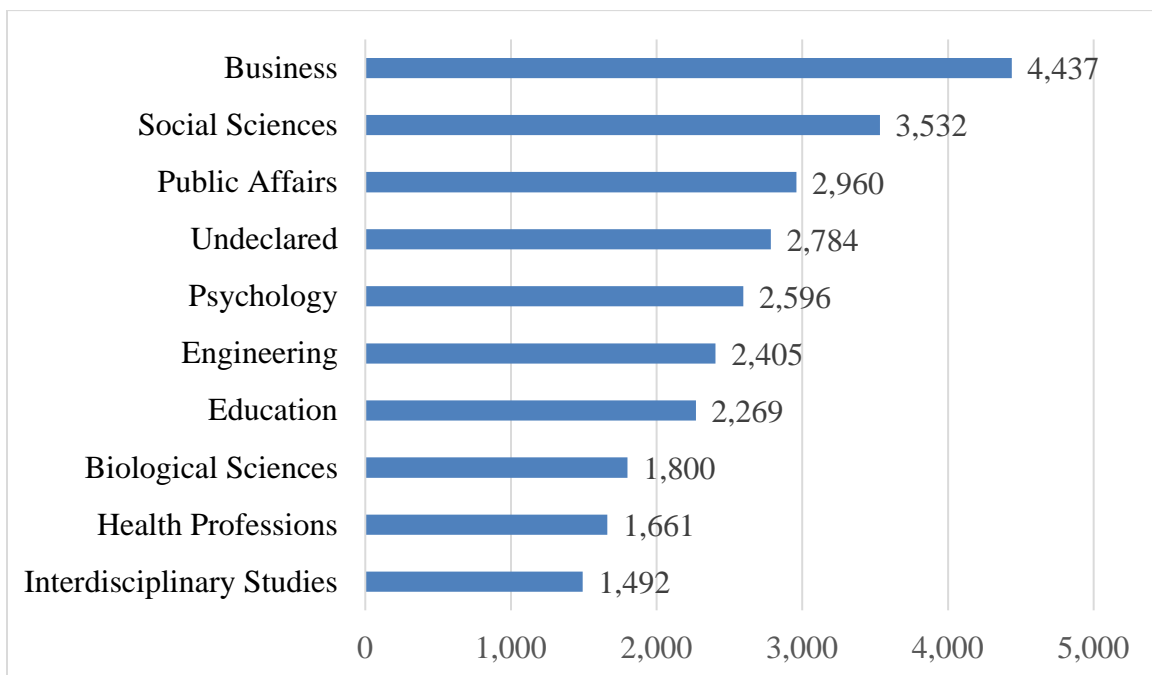
Similar to the total CSU student population, the majority of EOP students are female, as shown below:



*EOP Enrollment by Discipline*

EOP students pursue the full range of CSU majors. A significant number of EOP students enter the CSU without declaring a major (undeclared). Through EOP, these students receive advising and guidance that support their academic discovery, helping them choose a major.

The graph below shows the number of entering EOP students by discipline (top 10 disciplines) for fall 2018:



**EOP Services**

All 23 CSU campuses have comprehensive EOP programs that provide participants with outreach, admission, academic and financial support. While specific services often vary by campus, they typically include the following areas.

*Admission Guidance and Orientation*

Before students apply to the CSU, EOP staff provide information to help them select a campus and to assist them in completing the admission process. On some campuses, such as CSU San Marcos, EOP students qualify for priority registration through early orientation programs to help ensure they can register for the courses they need, when they need them.

### *Advising*

Through a holistic counseling model, EOP counselors work closely with program participants, reviewing their academic goals and helping them develop a plan for college success and graduation. For example, at Cal Poly Pomona comprehensive advising support services are offered to all EOP students. Students who have declared a major participate in one group advising session each term during their first year and at least annually for the following years. EOP students who have not yet declared a major participate in a minimum of two one-on-one advising sessions each term and complete activities designed to assist them in the major and career exploration process.

Additionally, EOP counselors are able to identify student needs and hardships that are beyond academic preparation and, as needed, connect students to the appropriate on- and off-campus services.

### *Learning Communities*

On several CSU campuses, EOP learning communities connect small groups of first-year students and faculty who all work and learn together in a community atmosphere. Through these learning communities, students are able to make connections on campus, building meaningful relationships with peers and collaborating with faculty. These communities are considered high-impact practices and greatly enhance students' ability to succeed at the university.

At CSU Northridge, EOP learning communities were created more than 15 years ago during the summer program. The continuation of these communities during the student's first two to three semesters is crucial to student retention. As part of the campus' learning communities, one professor teaches two classes by having faculty link and integrate subject matter from the different classes. In addition, a unified curriculum ensures that all classes use the same learning materials. This approach supports a community environment for EOP students, creating another commonality for program participants.

### *Tutoring and Mentoring*

Tutoring and mentoring services are a key component of EOP on all CSU campuses. This includes individualized tutoring, small group assistance and larger study groups. At Stanislaus State, for example, students who have been accepted into EOP are automatically assigned an EOP peer mentor for their first year on campus. Students are contacted within the first week of school by their EOP peer mentor to set up a meeting, and students meet with their mentor once to twice a month to receive information and support and to create a connection with the campus.

### *Workshops and Conferences*

Workshops are held specifically for EOP students to help develop academic skills. For example, at Fresno State workshop topics include strategic time management, textbook tactics and exam game plans. At CSU Chico, EOP workshops focus on topics such as registration, goal setting, getting involved and self-awareness. And at CSU Long Beach, workshops cover skills such as resume building and money management.

Additionally, EOP participants have the opportunity to develop their leadership skills by attending a regional EOP Student Leadership Conference. These conferences provide students an opportunity to develop skills, present workshops and network with their peers.

### *Summer Bridge*

In 1985, the EOP Summer Bridge program was established in the CSU, with all campuses implementing intensive academic summer programs designed to advance student readiness as they enter college. The EOP Summer Bridge program is a multi-day transition program for invited EOP first-time freshmen. The program is designed to help students acquire the skills and knowledge necessary to build a bridge from high school to a successful college experience. While at Summer Bridge, the freshmen meet with mentors, experience university lectures, and attend a variety of workshops and presentations. Summer Bridge is also an opportunity for EOP participants to meet each other and the faculty and staff who will be assisting students in the fall.

### *First-Year Experience Programs*

Found on several CSU campuses, the First-Year Experience is a year-long orientation program designed to assist freshmen with the transition to college life. For example, at San José State “I Can, I Will” is a First-Year Experience program focused on increasing the retention and graduation rates of African American and Latino males in EOP. The program engages participants through weekly meetings with trained peer mentors who provide motivation, accountability, a process for engaging with the campus, assistance in developing a path for college and a sense of community.

### *Computer Services*

On a number of CSU campuses, EOP students are provided with access to computers, from which they can study course materials and complete assignments. For example, at CSU Chico, EOP participants have access to a designated computer lab. And at CSU Los Angeles, EOP loans laptops to students as needed.



### *Grants*

EOP participants in need of additional financial assistance may also be eligible for an EOP grant, depending on funding availability. Campuses typically have a limited number of grants available. At CSU San Bernardino, for example, students may receive \$750 per year for up to five years. These grants are awarded on a first-come, first-served basis. At CSU Bakersfield, EOP students are eligible for awards up to \$800 annually.

### **EOP Student Outcomes**

EOP's student-centered approach has positive outcomes for students, helping close persistent equity gaps at the CSU. Systemwide data indicate that EOP students are more likely to graduate within six years than their non-EOP peers. For the fall 2012 cohort, the most recent cohort for which we have 6-year graduation rate data, 58 percent of EOP students graduated within 6 years. When this rate is compared to Pell recipient students (56 percent) and students from historically underrepresented communities (55 percent), it is clear that EOP's student support services are resulting in improved graduation rate for participants.

The data are consistent with campus-level experiences as well. For example, at Cal Maritime, more than half of EOP students made the President's List or Dean's List at least once during the 2017-18 academic year, and 96 percent were in good academic standing at the conclusion of the spring 2018 semester. At CSU Monterey Bay, 92 percent of EOP students remained in good academic standing throughout the 2016-17 academic year, compared to 84.5 percent of non-EOP students.

At Humboldt State, EOP students are nearly six times more likely to enter the university at the intersection of four risk factors: being first-generation college students, coming from low-income backgrounds, needing some form of additional academic preparation and being a member of a historically underrepresented community. However, through the intervention of campus-based EOP services, program participants are retained at significantly higher rates than their peers. Seventy-four percent of fall 2016 EOP students returned for their second year on campus, compared to only 55 percent of non-EOP students who faced all four risk factors. In fact, the first-year retention rate for EOP students was six percentage points higher than the entire population of non-EOP first-time students.

### **Conclusion**

On all 23 CSU campuses, EOP's strong culture of promoting equity and success has resulted in hundreds of thousands of students achieving their academic goals and earning a college degree. As the CSU continues to pursue Graduation Initiative 2025, the student services offered through EOP continue to inform campus efforts. Many of EOP's initiatives – including holistic advising and Summer Bridge – have been scaled up to reach additional student populations. By continuing to support EOP and building on its many successes, campuses continue to make strides toward achieving their Graduation Initiative 2025 goals.

## **A Proposal to Modify First Year Admission Requirements for the California State University**

### **Presentation By**

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Educator Preparation and Public School Programs

### **Summary**

As the largest and most diverse four-year public university system in the nation, the California State University (CSU) is committed to completely eliminating equity gaps – the gaps between degree attainment for students from historically underrepresented communities and their peers – at all levels of the university. One of the greatest hurdles to college degree attainment is a student’s level of academic preparation for college-level coursework upon entry.

Quantitative reasoning skills represent one of the greatest disparities among incoming college students. Too often, quantitative reasoning preparation disparities in PK-12 schools exacerbate equity gaps that follow students to college and influence their academic and career options. Students with additional quantitative reasoning preparation in high school – in every region of the country and across all ethnic groups – experience greater success in college. This preparation also prepares students for the workforce, regardless of their field of interest.

The CSU’s ability to produce a greater number of diverse college graduates prepared for a range of professions is not only important for individual students but also for the future of California. This ability determines who participates in high-paying industries and influences the strength of our democracy.

Improving student success and closing equity gaps across a large university system requires courageous leadership and bold action that advances the mission of the institution. The proposal outlined in this item will help achieve educational equity by ensuring that a greater number of students from all backgrounds arrive at the CSU better prepared for a diverse range of majors and career paths. The goal is to expand access and equity for all students to achieve their personal and

professional goals rather than limiting their opportunities at the point of college admission because of limited preparation for particular majors during high school.

The CSU is recommending that graduating high school students, beginning with the entering first-year class of 2026, be required to complete one additional course of quantitative reasoning to meet the minimum qualifications for CSU first year admission. It will be possible for students to fulfill this requirement through high school coursework in mathematics, science or an elective course with a quantitative reasoning foundation. Students may also meet the requirement with a range of qualifying Career and Technical Education courses or with appropriate dual enrollment courses at a local community college. Students who would otherwise be CSU eligible, but are unable to meet this requirement because of resource limitations at their high school, will be provided an exemption during the initial implementation of the requirement. This practice is consistent with prior phase-in processes of “a-g” course requirements for admission.

The proposed implementation term is fall 2026 to ensure ample time for planning, communication and capacity building, particularly at high schools that currently have fewer course options. The CSU will continue to collaborate with PK-12 districts in every region of the state – building on decades-long partnerships – to expand curricular offerings in subjects that align with this requirement. To support successful implementation, the CSU has committed an additional \$10 million over the next four years to its Mathematics and Science Teacher Initiative, including growth in enrollment in teacher education programs, and will continue to expand the co-development of transitional courses currently offered at more than 160 high schools across the state.

This information item includes the official proposal to modify first-year admission requirements for the CSU. This proposal will be presented as an action item during the November 2019 meeting.

## **Background**

All 23 CSU campuses are recognized as being among the top universities in the nation for creating opportunities for students to improve their lives, according to multiple social mobility indices. The CSU’s longstanding commitment to access remains unwavering today. However, earning a college degree – not simply being admitted – is what positions students to transform their lives.

Since the 1950s, educators have examined the level of high school preparation required for admission to postsecondary institutions. In 1981, noting that many CSU students were taking fewer traditional college preparatory courses and that the courses ill-equipped students for university study, the Board of Trustees modified first-time, first-year student eligibility requirements to include preparatory study in English and mathematics. A 1984 CSU Taskforce on Entry-level Math Skills recognized the importance of progressive preparation writing: “Today all students, not

just those who major in technical fields, need to enter the CSU having mastered arithmetic as well as elementary algebra and geometry. More and more majors require mathematics courses.”

During that same period, the board requested that a comprehensive pattern of college preparatory subjects be developed as a requirement for admission requirement. In 1988, amidst controversy and opposition, the board implemented a 15-unit high school college preparatory course pattern requirement for first-time, first-year students. Today, those courses are commonly known as “a-g” requirements that establish minimum eligibility for the CSU.

The current ‘a-g’ requirements for CSU admission have remained unchanged for more than 20 years. Yet, the preparation needed to be successful in a range of degree programs, the workforce and virtually every aspect of life has changed for this generation of students.

Recognizing the incongruence in admission criteria and college readiness, the Academic Senate of the CSU created a task force in 2014, to examine academic preparation and quantitative reasoning. The task force included, among others, then-Lieutenant Governor Gavin Newsom and former California Department of Education Deputy Superintendent Keric Ashley. After two years of extensive consultation and investigation, one of the four recommendations was to revise quantitative reasoning requirements for CSU admission. The recommendation called for a “revised policy that evaluates the general quantitative reasoning ability of students entering and graduating from the CSU.”

At the same time, nearly one-third of regularly admitted CSU students were arriving underprepared for college-level mathematics and quantitative reasoning courses. These students were relegated to non-credit developmental education courses costing them additional money, lengthening the time to earn a degree and essentially excluding them from many science, technology, engineering and mathematics (STEM) degree programs. These students were disproportionately African American and Latinx.

One-in-four students who were assigned to developmental education courses did not return for their second year. Only 10 percent earned a degree in four years and fewer than half graduated within six years. In response to these findings the CSU Office of the Chancellor issued Executive Order 1110 in August 2017. It addressed three main issues: a) it changed the way the CSU assessed students at entry and placed them in first-year courses; b) it strengthened the Early Start Program to allow students who need additional support to earn credit in the summer before their first term; and c) it discontinued stand-alone developmental education courses.

While the first year of Executive Order 1110 implementation has shown positive outcomes for students, the policy was not intended to be the sole counterbalance for students arriving underprepared for various college-level quantitative reasoning courses. The CSU’s commitment

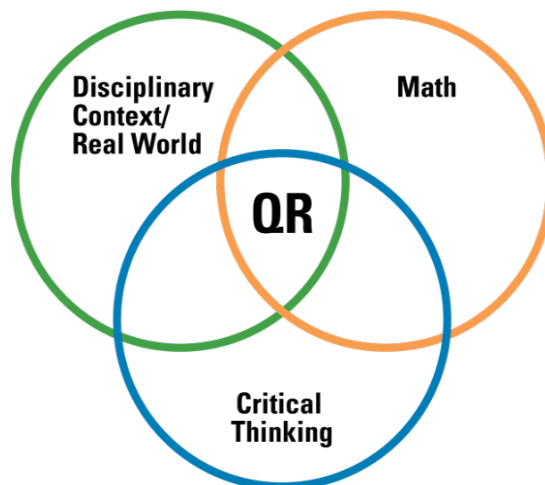
is to meet students where they are and work to systematically increase the level of academic preparation and college-readiness for all incoming students.

The proposed quantitative reasoning admission requirement is a progressive step in ensuring equity and authentic access for all CSU students. The proposal is not intended to curtail access or change the composition of the CSU student population. Instead, it is intended to ensure that all students who enter the CSU are prepared to be successful in their coursework so that they may participate in a range of majors and career fields.

### **Defining Quantitative Reasoning**

Quantitative reasoning is the ability to think and reason intelligently about measurement, dimensions, design, capacity or probability in the real world. The National Council of Teachers of Mathematics defines quantitative reasoning as:

...the developed ability to analyze quantitative information and to determine which skills and procedures can be applied to a particular problem to arrive at a solution. Quantitative reasoning, both generally and for assessment purposes, has an essential problem-solving focus. It includes the following six capabilities: reading and understanding information given in various formats; interpreting quantitative information and drawing inferences from it; solving problems using arithmetic, algebraic, geometric, or statistical methods; estimating answers and checking for reasonableness; communicating quantitative information; and recognizing the limitations of mathematical or statistical methods.



The ASCSU Quantitative Reasoning Task Force also proposed a general definition for quantitative reasoning:

“The ability to reason quantitatively is a stable combination of skills and practices involving: (i) the ability to read, comprehend, interpret, and communicate quantitative information in various contexts in a variety of formats; (ii) the ability to reason with and make inferences from quantitative information in order to solve problems arising in personal, civic, and professional contexts; (iii) the ability to use quantitative methods to assess the reasonableness of proposed solutions to quantitative problems; and (iv) the ability to recognize the limits of quantitative methods.”

One common misconception is that quantitative reasoning skills are explicitly or exclusively taught in all mathematics classes. While the ability to reason quantitatively utilizes mathematical skills for calculation, deriving real-world meaning and the application of findings are equally important. Quantitative reasoning extends beyond the ability to follow a mathematical procedure without error or memorizing a formula. It invites students to think critically about problems in real-life contexts and intelligently develop and test solutions.

Quantitative reasoning is necessary to be a valued employee and an educated citizen in modern society. Planning for retirement, interpreting sports statistics, understanding economic forecasts, analyzing political arguments and making investment decisions all require strong quantitative reasoning skills. Critical thinking about quantitative data is increasingly necessary in many occupations, particularly for careers in STEM fields.

### **Proposal to Require Additional Course in Quantitative Reasoning**

The CSU is recommending that incoming high school students, beginning with the entering first-year class of 2026, be required to complete one additional course in quantitative reasoning in high school to meet the minimum eligibility for CSU admission as a first-year student. The proposal strongly recommends that the additional quantitative reasoning course be completed during the senior year of high school. No changes are proposed for transfer admission eligibility.

The CSU is proposing to expand the ‘a-g’ requirements that determine minimal eligibility for CSU admission by requiring the completion of an additional course in quantitative reasoning that could be fulfilled from area ‘c – mathematics,’ area ‘d – laboratory science’ or a quantitative reasoning course from area ‘g – college preparatory elective.’ Such college preparatory courses in area ‘g’ could include computer science, coding, finance and Career and Technical Education courses with quantitative reasoning content. Students can satisfy this requirement with course-taking beginning in middle school.

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As shown in the charts on the next page, under the CSU proposal, the area 'c – mathematics' requirement will not change. It is recommended that area 'g – college preparatory elective' be expanded from one to two courses to include an additional course in quantitative reasoning selected from area 'c – mathematics', area 'd – laboratory science', or a quantitative reasoning course from area 'g – college preparatory elective.' The objective of this change is that students take the next appropriate quantitative reasoning course to strengthen fluency and preparation for college-level coursework.

*Existing CSU College Preparatory Course Requirements for First Year Admission*

Area	Subject	Courses
a.	<b>History and Social Science</b> (including 1 year of U.S. history or 1 semester of 2 U.S. history and 1 semester of civics or American government AND 1 year of social science)	2
b.	<b>English</b> (4 years of college preparatory English composition and literature)	4
c.	<b>Mathematics</b> (4 years recommended) including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year)	3
d.	<b>Laboratory Science</b> (including 1 biological science and 1 physical science)	2
e.	<b>Language Other Than English</b> (2 years of the same language; American Sign Language is applicable - See below about a possible waiver of this requirement)	2
f.	<b>Visual and Performing Arts</b> (dance, drama or theater, music, or visual art)	1
g.	<b>College Preparatory Elective</b> (additional year chosen from the University of California “a-g” list)	1
<b>Total Required Courses</b>		<b>15</b>

*Proposed CSU College Preparatory Course Requirements for First Year Admission*  
 (The proposed change is indicated in red.)

Area	Subject	Courses
a.	<b>History and Social Science</b> (including 1 year of U.S. history or 1 semester of 2 U.S. history and 1 semester of civics or American government AND 1 year of social science)	2
b.	<b>English</b> (4 years of college preparatory English composition and literature)	4
c.	<b>Mathematics</b> (including Algebra I, Geometry, Algebra II, or higher mathematics or a comparable integrated pathway; take one each year)	3
d.	<b>Laboratory Science</b> (including 1 biological science and 1 physical science)	2
e.	<b>Language Other Than English</b> (2 years of the same language; American Sign Language is applicable - See below about a possible waiver of this requirement)	2
f.	<b>Visual and Performing Arts</b> (dance, drama or theater, music, or visual art)	1
g.	<b>College Preparatory Elective</b> (1 year selected from “c – mathematics”, “d – laboratory science”, or a quantitative reasoning course from the “g – college preparatory elective” areas AND 1 additional year chosen from the University of California “a-g” list)	2
<b>Total Required Courses</b>		<b>16</b>



In fall 2018, new CSU first-year students enrolled having completed an average of 20.7 ‘a-g’ courses—20.2 and 20.6 for African American and Latinx students, respectively. This demonstrates students’ ability to exceed the minimum number of courses required for admission. Incoming students are also exceeding the minimum number of courses in each subject area—mathematics, laboratory science, language other than English, visual and performing arts, and college preparatory electives. This proposal is intended to ensure that the distribution of those courses includes additional quantitative reasoning preparation to support postsecondary success.

The University of California (UC) maintains the database of approved ‘a-g’ college preparatory courses submitted by public and private high schools. Similar to previous enhancements to support the review and identification of Career and Technical Education courses for the CSU, modifications will be made to the database to more clearly identify qualifying high school courses that satisfy the requirement.

#### *Exemptions and Commitment to Do No Harm*

The proposal is designed to improve the level of preparation of incoming students, not create a barrier to the CSU. During the development of this proposal, the CSU has maintained a commitment to avoid placing an undue hardship on students who are unable to fulfill the new requirement because of limited course offerings in their high school.

Despite the multiple pathways available to meet the requirement and the CSU’s commitment to support capacity building over the next six years, the university acknowledges that some students may experience unique circumstances requiring an exemption. The CSU will provide an exemption for any student, who is otherwise eligible, who cannot fulfill the new requirement due to lack of resources and/or course availability at their high school. The CSU may also grant exceptions for preparation determined to be comparable.

To facilitate this process, the CSU will seek a working partnership with the UC and the California Department of Education (CDE) to classify schools with limited qualifying course offerings related to the implementation of this proposal in 2026. This will help automate the exemption for students applying from these schools, significantly reducing the need for individual students to “seek out” such a waiver. School course offerings and waiver request information will be catalogued to more effectively target support with the expectation that, as with the initial implementation of ‘a-g’ requirements, waivers will be phased-out over time. The existing admission by exception policies already codified in Title 5 will remain.

## Preparation in Quantitative Reasoning Matters for College Success

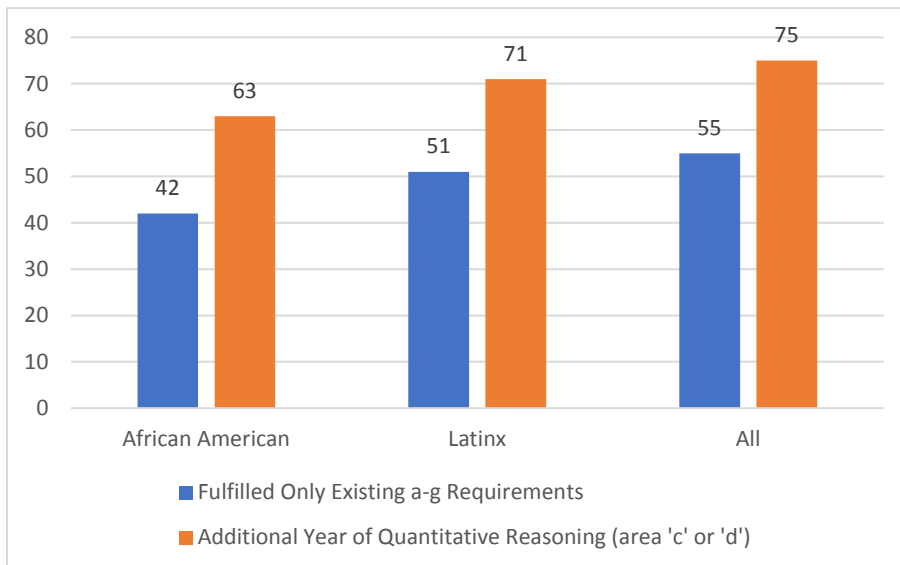
CSU-specific data and a growing body of national research suggest that additional quantitative reasoning preparation is associated with improved outcomes in college.

### *CSU Data*

The data in this section reflect outcomes for students who have taken an additional quantitative reasoning course (as measured in area 'c-mathematics' or 'd-laboratory science') in high school prior to enrolling in the CSU.

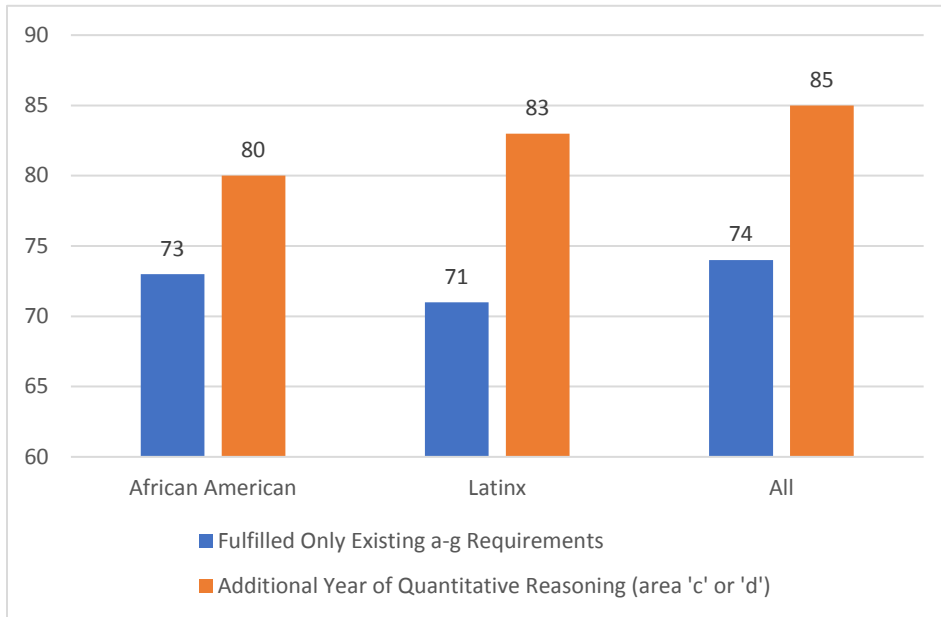
### Successful Completion of the Quantitative Reasoning General Education Requirement

Additional quantitative reasoning preparation in high school dramatically increases the likelihood that a CSU student will complete the quantitative reasoning (Subarea B4) general education requirement during their first year—a significant student success milestone associated with degree completion. A review of fall 2018 first-year CSU student data indicates that students with an additional course of quantitative reasoning (from areas 'c' or 'd') had a 20 percentage point higher pass rate in Subarea B4 compared to peers with less preparation. This is consistent across all ethnic groups, including African American and Latinx students.



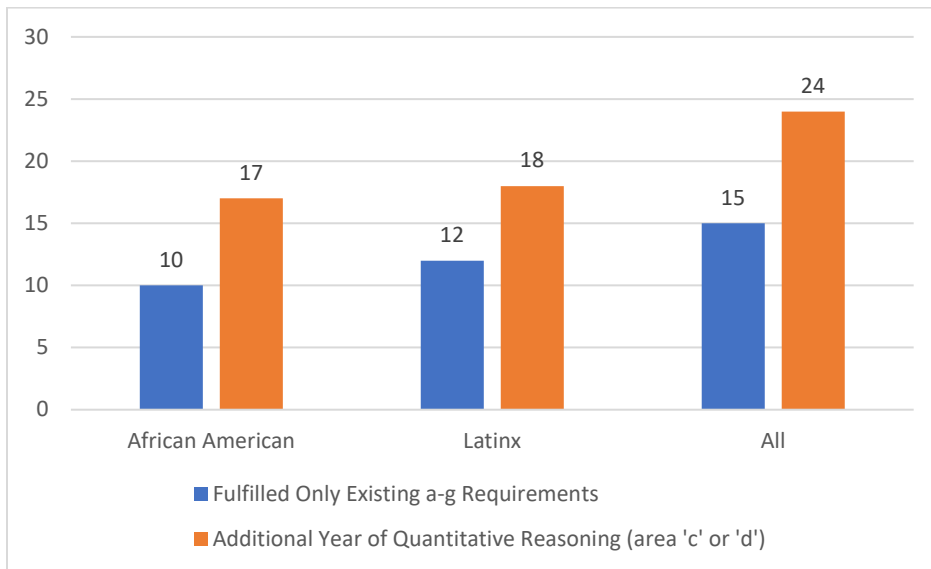
First-Year Retention

Students taking an additional quantitative reasoning course in high school are more likely to return for their second year of college. As shown below, 85 percent of CSU students who took an additional quantitative reasoning course (from areas 'c' or 'd') in high school returned for their second college year at the CSU, compared to 74 percent who only fulfilled the existing 'a-g' requirements. This is consistent across all ethnic groups, including African American and Latinx students.

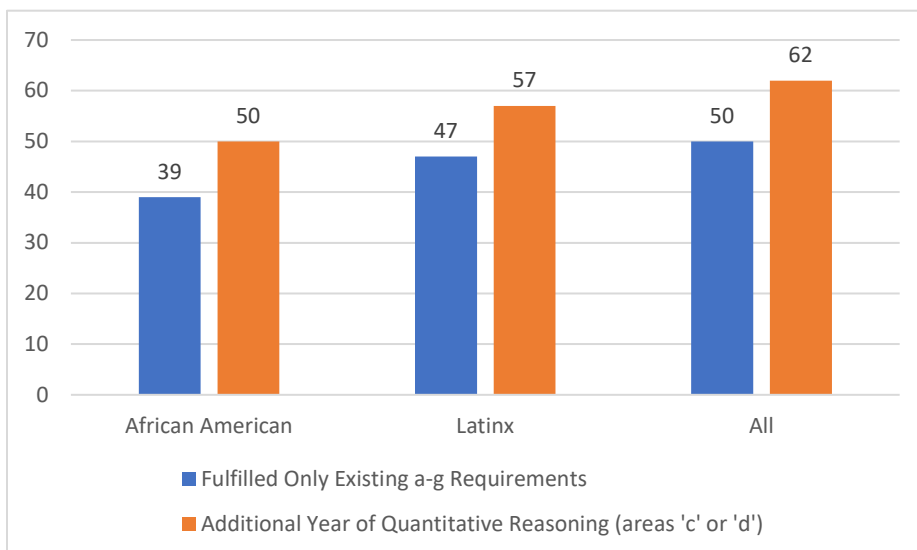


### 4- and 6-Year Graduation

Taking an additional quantitative reasoning course in high school is also linked to improved 4- and 6-year college graduation rates. As shown in the chart below, there is a seven percentage point difference in the 4-year graduation rate for CSU African American students – and a six percentage point difference for Latinx students – who took an additional quantitative reasoning course in high school (from areas ‘c’ or ‘d’) versus those who fulfilled only the existing ‘a-g’ requirements.



The chart below shows that 6-year graduation rates are also higher for all CSU students – including African American and Latinx students – who receive additional quantitative reasoning preparation in high school (as measured from areas ‘c’ or ‘d’).



*National Data*

National data also support the relationship between increased quantitative reasoning preparation and college success. More than a decade ago, Clif Adleman – a researcher and policy analyst at the U.S. Department of Education for more than 30 years – examined the association between high school mathematics course taking and college completion. He wrote:

“[The Toolbox Revisited](#) is a data essay that follows a nationally representative cohort of students from high school into postsecondary education and asks what aspects of their formal schooling contribute to completing a bachelor’s degree by their mid-20s. The universe of students is confined to those who attended a four-year college at any time, thus including students who started out in other types of institutions, particularly community colleges. The core question is not about basic ‘access’ to higher education. It is not about persistence to the second term or the second year following postsecondary entry. It is about completion of academic credentials—the culmination of opportunity, guidance, choice, effort, and commitment.”

Adleman’s findings on the association between high school mathematics course taking and college completion (not simply admission) are shown below:

<b>Highest Mathematics Course Completed in High School</b>	<b>Percentage of College Students Who Completed a Bachelor’s Degree</b>
Calculus	81.6
Pre-Calculus	73.7
Trigonometry	65.1
Algebra II	44.4
Geometry	28.5
Algebra I	11.9
Pre-Algebra	5.1

In 2014, a Policy Analysis for California Education (PACE) brief examined course-taking patterns of community college-bound students and verified Adelman’s 2005 research. The findings indicated that *not* taking a mathematics course in 12<sup>th</sup> grade was a significant predictor of not being college ready. The policy brief found that “all other factors being equal, students who took no mathematics in Grade 12 were 58 percent more likely to place 2-levels below [readiness] than into college-level mathematics.” The brief also corroborated Adelman’s 2006 findings that every class beyond high school Algebra II increased the probability of a student earning a bachelor’s degree.

The College Board, the organization that administers the SAT, found that high school seniors who take four or more years of mathematics have higher scores on college admission tests. Students who took four years of mathematics in high school averaged 518 in the mathematics section of the SAT, and for those who took more than four years of mathematics they averaged 572.

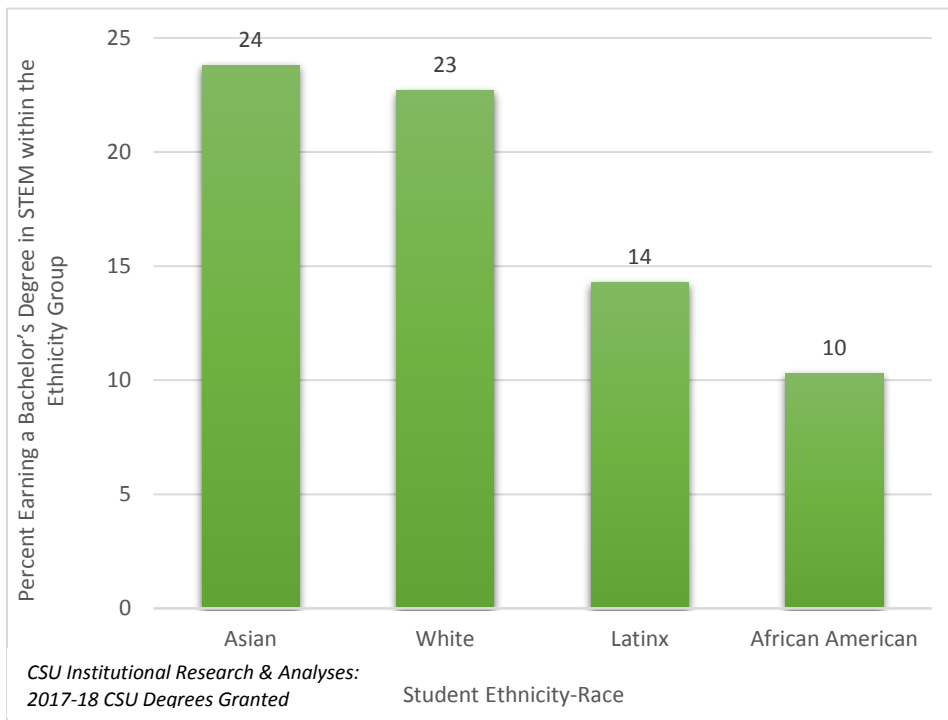
In addition, analysis from the ACT demonstrated a similar finding based on ACT student scores. Students who took four years of mathematics demonstrated higher percentages of proficiency levels in mathematics on the ACT exam (62 percent) than students who took fewer than four years of mathematics (16 percent).

Overall, the research on mathematics and quantitative reasoning course taking in high school and college success is clear. Additional mathematics and quantitative reasoning preparation in high school better prepares students to pursue a multitude of pathways once they begin their postsecondary studies. The national findings are consistent and present across all ethnic groups with sample sizes large enough to cancel selection biases or notions that the outcomes are simply correlational.

A list of other relevant studies can be found in attachment A.

*Data Related to Disparities in STEM*

Based on current trends in quantitative reasoning preparation, it not surprising that persistent disparities exist at the CSU for students seeking degrees in STEM, despite progress in closing equity gaps. In 2017-18, 24 percent of students who self-identified as Asian and 23 percent who identified as white earned a baccalaureate degree in a STEM field. However, only 14 percent of Latinx students and 10 percent of African American students earned a similar degree. These data are reflected in the graph below.



This problem is not unique to the CSU. As noted in a 2017 Brookings Institute national report examining quantitative reasoning disparities beginning in middle school, “STEM college graduates are predominantly white or Asian, a pattern that has persisted for years despite historically high black and Hispanic college attendance and completion rates.”

The equity gap continues into the workplace despite the fact that careers in STEM have grown dramatically. According to a 2018 report by Pew Research Center, since 1990, STEM employment has grown 79 percent (from 9.7 million to 17.3 million). The report authors write “STEM jobs have relatively high earnings compared with many non-STEM jobs, and the earnings gap persists even after controlling for educational attainment. Among workers with similar education, STEM workers earn significantly more, on average, than non-STEM workers.”

In the Pew Research Center report, the authors find that “Black and Hispanic workers continue to be underrepresented in the STEM workforce. Blacks make up 11% of the U.S. workforce overall but represent 9% of STEM workers, while the Latinx community comprises 16% of the U.S. workforce but only 7% of STEM workers.”

CSU-specific data and a growing body of national research are clear that mathematics and quantitative reasoning preparation matter for college success and that the disparities in preparation can follow students across sectors, limiting their opportunities.

### **Many Institutions Have Already Moved to Address Quantitative Reasoning Preparation**

Recognizing the need to improve preparation for postsecondary success, many universities now require additional mathematics and quantitative reasoning preparation. States with at least one university that have such a requirement include:

- Arizona
- Colorado
- Florida
- Georgia
- Indiana
- Louisiana
- Maryland
- Massachusetts
- Minnesota
- North Carolina
- Tennessee
- Texas
- Virginia
- Wisconsin
- Wyoming

In 2006, North Carolina began requiring at least four years of mathematics for admission to any of its 15 public universities. Meanwhile, students seeking admission to the Twin Cities, Duluth, Morris and Rochester campuses of the University of Minnesota are required to have taken four years of mathematics in high school. The university system enacted this admission change in 2015 as a result of “university research [that] has shown that completing four years of math enhances student success in college. Grade point averages and graduation rates at the University of Minnesota are higher for students who have taken four years of math.”



Effective in 2015, students in Maryland were required to complete four years of mathematics in high school for entry to any of the state's public universities, and those who complete Algebra II prior to their final year must complete the four-year mathematics requirement by taking a course or courses that utilize non-trivial algebra. Maryland is the home of Bowie State University, Morgan State University, Coppin State University and University of Maryland Eastern Shore – four historically black universities – dispelling the notion that such a requirement harms historically underserved student of color. The University of Maryland Baltimore County (UMBC) has become a national model for preparing African American STEM graduates. UMBC's undergraduate admissions requirements are shown in the figure below:



## Undergraduate Admissions

### Application Requirements for Freshmen Students

The Admissions Committee weighs a number of factors in making its decision. In addition to grade point average and standardized test scores, the strength of your curriculum, class rank and other achievements as well as your essay will be considered. Reviewing the 2018 Freshman Class Profile in UMBC's **Fast Facts** may give you an idea of the students who are admitted to UMBC. UMBC expects applicants to have completed a strong college preparatory program of study from an accredited high school. The minimum program of study should include:

- **English:** four years
- **Mathematics:** four years including Algebra I, Geometry, and Algebra II. Additionally, applicants are expected to be enrolled in an eligible mathematics course in their senior year of high school study.
- **Social Science/History:** three years
- **Science:** three years
- **Language other than English:** two years

### How to Apply for Freshman Admission

1. **Complete the Common Application in its entirety.**  
[Apply Online](#)
2. **Complete the residency questions.** This information is located in the Member Questions section for applicants seeking in-state residency for tuition purposes.
3. **Submit the Common Application and \$75 non-refundable application fee.** You must submit all sections for UMBC to receive your Common Application. Prior to the deadline, make sure that there are green "complete"

Additionally, in 2016, both the Massachusetts State University and the University of Massachusetts systems began requiring entering students to complete four years of mathematics, including one course during the final year of high school.

*California PK-12 School Districts*

Many California school districts have graduation requirements that align with the CSU proposal. Every student graduating from those districts has already fulfilled the quantitative reasoning requirement. While not an exhaustive list, examples include:

- San Diego Unified
- Long Beach Unified
- Elk Grove Unified
- Fresno Unified
- San Bernardino City Unified
- Oakland Unified
- Stockton Unified (beginning in 2023)
- La Cañada (beginning in 2021)
- Rocklin Unified
- Lake Elsinore Unified
- Murrieta Valley Unified
- Perris Union
- San Jacinto Unified

*Long Beach Unified School District*

The Long Beach Unified School District (LBUSD) – where 70 percent of students are from households below the federal poverty level and 86 percent are non-white – increased the quantitative reasoning requirement six years ago to improve college readiness. Prior to changing the requirement, just 39 percent of students met the ‘a-g’ requirements for admission to the CSU. Today, 56 percent of students meet the ‘a-g’ requirements, and the district’s African American and Latinx students graduate at higher percentages compared to their peers in the county and across the state. Despite early opposition to the change and concern that underserved students would be disadvantaged, the outcomes have demonstrated the opposite. Students of color in LBUSD are graduating and attending college at higher rates due to increased quantitative reasoning preparation.

*San Diego Unified School District*

In 2011, the San Diego Unified School District Board of Education adopted new, more rigorous graduation requirements that align with the district’s mission. The district is the second largest in California with more than 124,000 students, of which 23 percent are English Language Learners, 59 percent qualify for free or reduced lunch and 77 percent are non-white. The new requirements include specific high school courses that are aligned to the minimum subject-area course requirements for CSU and UC admission and are aligned to the California Next Generation Science Standards.

The high school graduating class of 2016 was the first class required to meet the new graduation requirements, which include three years of science (one year of life science, one year of physical science and one additional year of science coursework). Since adopting the new requirements, the percentage of graduates completing all ‘a-g’ requirements in the district has increased 10 percentage points over five years, from 46 percent in 2013 to 56 percent in 2018.

### *PK-12 Institutions in Other States*

Recognizing the importance and power of quantitative reasoning preparation, a growing number of states now require four years of quantitative reasoning courses for a high school diploma:

- Alabama
- Arkansas
- Connecticut
- District of Columbia
- Florida
- Georgia
- Louisiana
- Maryland
- New Mexico

Five states go further, requiring four years of quantitative reasoning in high school and specifying that students take a course during the senior year to minimize skills gaps:

- Delaware
- Michigan
- Ohio
- Tennessee
- West Virginia

Charts detailing the requirements for each state are included as attachment B.

### **Understanding and Building Capacity with California School Districts**

Given the CSU’s longstanding partnerships with school districts across the state, there is a working knowledge of existing capacity disparities and regional variations. Data from the ‘a-g’ database indicate that 99.7 percent (or 1,448 of 1,453) of California comprehensive high schools offer a course that would satisfy the proposed quantitative reasoning requirement.

Still, CSU staff acknowledge the concerns about sufficient access to qualifying courses. A preliminary analysis of approved 2019-20 ‘a-g’ courses provides a clearer picture of course accessibility to meet the proposed requirement:

- Select charter schools with low enrollments presently have the least capacity. In many cases these schools currently recommend students complete online courses or community college courses if they are seeking to satisfy the ‘a-g’ requirements. Several have since closed or have only recently begun enrolling students.
  - Five schools with 136 students combined earning their diploma (2017-18) currently do not offer courses that would meet the proposed requirement.
  - Six schools, two with 56 students earning a diploma (2017-18) and four charter schools with 112 students earning their diploma (2017-18), had only area ‘c-mathematics’ courses that would meet the proposed requirement.
  - Seven schools, one with fewer than 10 students earning their diploma (2017-18) and six charter schools with a combined 89 students earning their diploma (2017-18), had only one area ‘d’ or ‘g’ course that would meet the proposed requirement.
- The remaining 1,435 schools offer multiple courses to satisfy the proposed requirement.

The table below summarizes these findings:

<b>Method to Meet Proposed Requirement</b>	<b>Charter School</b>		<b>Not a Charter School</b>		<b>Grand Total</b>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Can meet with area ‘c’ course or 2 or more courses from areas ‘d’ or ‘g’	380	89.8%	1,018	98.8%	1,398	96.2%
Can meet with area ‘c’ course or 1 area ‘g’ course	3	0.7%	2	0.2%	5	0.3%
Can meet with area ‘c’ course or 1 area ‘d’ course	11	2.6%	4	0.4%	15	1.0%
Can only meet with 2 or more courses from areas ‘d’ or ‘g’	14	3.3%	3	0.3%	17	1.2%
Can only meet with an area ‘c’ course	4	0.9%	2	0.2%	6	0.4%
Can only be met with 1 course in areas ‘d’ or ‘g’	6	1.4%	1	0.1%	7	0.5%
Does not meet proposed requirement	5	1.2%	--	--	5	0.3%
<b>Grand Total</b>	<b>423</b>	<b>100%</b>	<b>1,030</b>	<b>100%</b>	<b>1,453</b>	<b>100%</b>

In other school contexts, ample course offerings are available, but student course-taking behavior may need to be examined. Preliminary assessment of CSU fall 2018 first-time student data (through a review of high school course-taking behavior in areas ‘c-mathematics’ and ‘d-laboratory science’) identified the districts (shown below) that have 20 or more students who entered the CSU not having met the proposed standard and where the overall percentage of students meeting the requirement was well below the average (91 percent).

- Baldwin Park Unified
- Calexico Unified
- Central Unified
- Central Union High
- Chico Unified
- Coachella Valley Unified
- Delano Joint Union High
- Kern County Office of Education
- Kern High
- Lodi Unified
- Manteca Unified
- Merced Union High
- Oceanside Unified
- Salinas Union High
- San Gabriel Unified
- San Juan Unified
- Santa Rosa High
- Turlock Unified
- Visalia Unified
- Wasco Union High
- Washington Unified

These districts account for one in fourteen of new fall 2018 enrollees from California public high schools while also accounting for one in six students who would not have met the proposed standard. The CSU recognizes it will need to work closely with these districts to build capacity and/or change course-taking behavior. Additionally, individual schools from large districts not listed above have also been identified as needing support

To be clear, the proposed requirement will likely lead to limited changes in some high schools over the next six years to provide adequate curricular and advisement capacity for students. The CSU is committed to working with all districts to meet this challenge.

#### *CDE Data Sharing Agreement and Study*

On August 29, 2019, the CSU finalized a new data sharing agreement with the CDE to jointly gain a better understanding of ‘a-g’ course outcomes for CSU applicants. There are two important notes regarding this data sharing agreement. First, the agreement, as negotiated over the past four months, limits data accessibility to CSU applicants. It does not include the universe of California high school students. However, given the vast number of CSU applicants each year and their geographic and demographic diversity, these data reflect college-bound students across the state and the high schools they attend. Second, the assessment of existing data is historical—a view of the landscape as things were or as students behaved under the existing ‘a-g’ requirements. These

data do not account for projected increases in course offerings over the next six years or changes in advising and course-taking behavior that would occur as a result of the proposed requirement being adopted.

The joint study will provide a longitudinal lens of course-taking trends for CSU applicants and the qualifying courses offered across high schools allowing the CSU to more precisely estimate the effects of the proposed change to 'a-g' criteria on previous cohorts. The cooperative study will examine:

- The number of admitted CSU students who already meet the proposed requirement without changes in course-taking;
- The number of qualifying courses at high schools; and
- Variations in course-taking behavior by race and ethnicity.

The joint study will help the CSU better understand the interaction of the important variables to more precisely identify schools for targeted support. Additionally, data will provide the CSU a better understanding of how California public high school students' preparation for admission affects baccalaureate performance, major selection, and student success outcomes.

#### *The CSU Mathematics and Science Teacher Initiative (MSTI)*

The CSU is committed to increasing its annual production of credentialed teachers in STEM fields. Since 2005, the California legislature has provided ongoing support to the CSU's Mathematics and Science Teacher Initiative (MSTI), preparing mathematics and science teachers today and developing the next generation of California's STEM teacher-leaders. This work encompasses many components, including:

- Recruiting new students;
- Developing new credential pathways;
- Providing financial support to attract outstanding candidates and facilitate credential completion;
- Ensuring program alignment with California community colleges;
- Developing partnerships with federal agencies, laboratories and industry leaders; and
- Identifying the most successful approaches across the CSU system.

MSTI has enabled the CSU to increase its annual preparation of mathematics and science teachers from 700 to approximately 1000. Through its recently announced commitment of an additional \$10 million investment over the next four years, the CSU is committed to doubling the number of mathematics, science and computer science teachers prepared at the university.

It is particularly noteworthy that the mathematics and science teachers prepared by CSU campuses often go on to teach in the state's high-need schools where 25 percent or more students come from families in poverty and mathematics achievement rates are significantly below statewide averages. As a result, these new mathematics and science teachers are contributing markedly to reducing the disparities in access to qualified teachers that have been found in the state for the past three decades and that have contributed to continued equity gaps in these fields.

*The California Mathematics Readiness Challenge Initiative (CMRCI)*

The CSU will continue collaborating with school districts and PK-12 schools that need assistance developing qualifying courses. Since 2016, the staff at the CSU Center for the Advancement of Instruction in Quantitative Reasoning (CAIQR) have been working with the CDE and PK-12 and community college partners to develop a “bridge” or transitional course from high school to higher education through the California Mathematics Readiness Challenge Initiative (CMRCI). Transitional mathematics, defined as courses or curriculum needed to successfully transition to college-level mathematics, is crucial for student success. Analogous to the development of the Expository Reading and Writing Course (ERWC) for English language arts, five CMRCI sites (four at CSU campuses, one at a UC campus) are working with more than 150 high schools to offer such courses. In addition, CSU Northridge is currently offering a transitional mathematics course developed with the Los Angeles Unified School District.

The table below lists the current transitional courses developed at each CSU site, the number of school districts and schools at which the course is currently being taught, and the approximate number of students participating. Currently, more than 10,000 students are enrolled in a CSU transitional course.

<b>CSU Campus and Course Title</b>	<b>Districts</b>	<b>Schools</b>	<b>Students (approximate)</b>
CSU Monterey Bay: <i>Transition to College Level Mathematics</i>	5	8	197
CSU Northridge: <i>Transition to College Mathematics and Statistics</i>	1	48	2,131
CSU Sacramento: <i>Quantitative Reasoning with Advanced Math Topics</i>	20	52	4,293
CSU San Bernardino; Cal Poly Pomona; CSU Long Beach; San José State <i>Mathematical Reasoning with Connections</i>	20	48	2,963
San Diego State: <i>Discrete Mathematics for Pre-College Students</i>	1	12	1,204
<b>Totals</b>	<b>47</b>	<b>168</b>	<b>10,788</b>

These courses are approved in area ‘c’ of the ‘a-g’ requirements. The CSU will continue to partner with school districts to ensure that an ample supply of courses are available by 2026, the proposed implementation year, in the schools where they are most needed. Further, the CAIQR is assisting and supporting school districts in building their capacities of qualified teachers to teach these courses.

Descriptions of the CMRCI bridge courses are provided in attachment C.

*The ERWC Model for Capacity Building*

The CSU envisions using a capacity-building framework for quantitative reasoning modeled on its work in reading and writing. The CSU's Center for the Advancement of Reading and Writing (CAR/W), in partnership with California's county offices of education, supports curricular development and integration, professional development for teachers and administrators and evaluation frameworks. High school English language arts teachers have the opportunity to register for a four-day workshop to become an ERWC-certified instructor, at no cost for registration or materials. A council of CSU faculty representatives and an advisory board made up of faculty and public stakeholders provide direction for the center's activities.

The CSU is utilizing a parallel approach in supporting capacity development across California, centered in the CAIQR and leveraging the existing CMRCI bridge course pilot programs that currently operate in 168 high schools. The university will be expanding these efforts to include the schools and districts identified as most in need of capacity-building support.

**Proposed Title 5 Revision**

A modification of first year admission requirements for the CSU would necessitate revisions to two sections of Title 5. The proposed amendments are included below and would be presented for board action in conjunction with this proposal to modify first year admission requirements for the CSU.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 3. Admission Requirements**  
**Article 4. Admission as First-Time Freshman**  
**5 CCR § 40753**

§ 40753. Applicants Who Are California Residents or Graduates of a California High School.

(a) A graduate of a California high school or a high school graduate who is a resident may be admitted to a campus as a first-time freshman if

(1) the graduate's eligibility index is equal to or greater than that minimum eligibility index, as determined by the Chancellor, required to limit eligibility to that one-third of California high school graduates which has the greatest probability of academic success in the California State University, and



(2) for admissions prior to fall term ~~2003~~ 2026, the graduate has completed satisfactorily a comprehensive pattern of college preparatory subjects to include at least four years of English, three years of mathematics, two years of history or social science, two years of laboratory science, two years of foreign language, one year of visual and performing arts, and one year of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, CSU-approved career technical education courses, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study. ~~four years of English, three years of mathematics, one year of United States history or United States history and government, one year of laboratory science, two years of foreign language, one year of visual and performing arts, and three years of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study. A graduate who qualifies for admission under subdivision (a)(1) and who has completed at least ten of the courses in the comprehensive pattern of this subdivision may be admitted on condition that the graduate completes the work identified by the Chancellor or designee at the time of the graduate's admission as necessary to remove the coursework deficiency within the first two years of the graduate's baccalaureate studies. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.~~

(3) commencing with admissions for the fall term ~~2003~~ 2026, the graduate has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in Section 40601. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.

(b) This section shall not apply to an applicant who is eligible for admission as a first-time freshman pursuant to Section 40755.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 3. Admission Requirements**  
**Article 4. Admission as First-Time Freshman**  
**5 CCR § 40754**

§ 40754. Applicants Who Are Neither California Residents nor Graduates of a California High School.

(a) A high school graduate who is neither a resident nor a graduate of a California high school may be admitted to a campus as a first-time freshman if

(1) the graduate's eligibility index is equal to or greater than that minimum eligibility index, as determined by the Chancellor, which is required to limit eligibility to that on-sixth of California high school graduates which has the greatest probability of academic success in the California State University, and

(2) for admissions prior to fall term ~~2003~~ 2026, the graduate has completed satisfactorily a comprehensive pattern of college preparatory subjects to include at least four years of English, three years of mathematics, two years of history or social science, two years of laboratory science, two years of foreign language, one year of visual and performing arts, and one year of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, CSU-approved career technical education courses, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study. ~~four years of English, three years of mathematics, one year of United States history or United States history and government, one year of laboratory science, two years of foreign language, one year of visual and performing arts, and three years of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study. A graduate who qualifies for admission under subdivision (a)(1) and who has completed at least ten of the courses in the comprehensive pattern of this subdivision may be admitted on condition that the graduate completes the work identified by the Chancellor or designee at the time of the graduate's admission as necessary to remove the coursework deficiency within the first two years of the graduate's baccalaureate studies. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.~~

(3) commencing with admissions for the fall term ~~2003~~ 2026, the graduate has completed satisfactorily the comprehensive pattern of college preparatory subjects pursuant to Section

40601. The Chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall make every effort to avoid undue hardship during the phasing in of these requirements and shall determine satisfactory completion of the requirements and may grant exceptions for preparation determined by the Chancellor to be equivalent.

(b) This section shall not apply to an applicant who is eligible for admission as a first-time freshman pursuant to Section 40755.

Note: Authority cited: Section 89030, Education Code Reference: Section 89030, Education Code.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 3. Admission Requirements**  
**Article 1. Construction and Definitions**  
**5 CCR § 40601**

§ 40601. Applicants Who Are California Residents or Graduates of a California High School.

The following terms, whenever used or referred to in this subchapter, shall have the following meanings, respectively, unless a different meaning appears from the context:

(a) The term “Chancellor” means the Chancellor of the California State University or designee.

(b) The term “the campus” means the campus to which application for admission is made.

(c) The term “appropriate campus authority” means the president of the campus or designee.

(d) The term “college” means:

(1) Any institution of higher learning that is accredited to offer work leading to the degree of Bachelor of Arts or to the degree of Bachelor of Science, by the applicable regional accrediting agency recognized by the United States Department of Education, except an institution which is accredited only as a “specialized institution”;

(2) Any foreign institution of higher learning which, in the judgment of the Chancellor, offers course work equivalent to that offered by institutions included within subdivision (d)(1) of this section.

(e) The term “application” means the submission to the campus, by the person applying for admission, of all documents, including official transcripts of all the applicant's academic records and information that the applicant is required personally to submit, and the payment of any application fee due, pursuant to Section 41800.1.

(f) The term “eligibility index” means the number derived for admission determination, from a weighted combination of the grade point average for courses taken in the comprehensive pattern of college preparatory subjects during the final three years of high school, and the score on either the ACT or the SAT (examinations), pursuant to Title 5 section 40752 or section 40802. The weighting of grade point averages and test scores shall be determined and adjusted from time to time by the chancellor on the basis of standards defined by a California higher education eligibility study.

(g) The term “good standing at the last college attended” means that at the time of application for admission and at the time of admission, the applicant was not under disciplinary or academic suspension, dismissal, expulsion or similar action by the last college attended and was not under disciplinary suspension, dismissal, expulsion or similar action at any institution of the California State University.

(h) The term “first-time freshman” means an applicant who has earned college credit not later than the end of the summer immediately following high school graduation or an applicant who has not earned any college credit.

(i) The term “undergraduate transfer” means any person who is not a first-time freshman pursuant to Section 40601(h), and who does not hold a baccalaureate degree from any college.

(j) The term “full-time student” means any student whose program while in attendance at a college averaged twelve or more semester units per semester, or the equivalent.

(k) The term “resident” shall have the same meaning as does the same term in Section 68017 of the Education Code, and shall include all persons so treated by the provisions of that section.

(l) The term “unit” means a semester unit within the meaning of Section 40103, or the equivalent thereof.

(m) The term “transferable” when used in connection with college units, college credit or college work, shall mean those college units, credit or work which are determined to be acceptable (either for specific requirements or as electives) toward meeting the requirements of a baccalaureate degree. The Chancellor is authorized to establish and from time to time to revise procedures for the implementation of this subdivision.

(n) The term “comprehensive pattern of college preparatory subjects” means, in each area of study, at least four years of English, three years of mathematics, two years of history or social science, two years of laboratory science, two years of foreign language, one year of visual and performing

arts, one year of electives from any combination of mathematics, laboratory science, CSU-approved career technical education courses, and other fields of study with quantitative reasoning content determined by the Chancellor to be appropriate preparation for California State University study, and one year of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, CSU-approved career technical education courses, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study.

(o) The terms “impacted campus” or “impacted programs” at any campus mean that the number of applications from eligible applicants received during the initial application filing period exceeds the number of available admission spaces.

(p) The terms “redirection” or “redirect” refer to the responsibility of each CSU campus that opens to receive new undergraduate applications for any given term to admit eligible transfer applicants with Associate Degrees for Transfer or to forward their application to another CSU campus with the capacity to admit.

Note: Authority cited: Section 89030, Education Code. Reference: Sections 89030 and 89030.5, Education Code.

## **Conclusion**

For decades, the CSU has been at the forefront of addressing the academic preparation of prospective and current students while maintaining a commitment to authentic access to a high-quality degree. To this end, groundbreaking programs like the CSU’s Early Assessment Program, established in 2003, provide prospective students, families and schools with early guidance on preparation for collegiate study and opportunities to enhance preparation in the senior year of high school. Similarly, the ERWC, now offered in more than 1,000 California high schools, provides high school seniors the opportunity to complete a fourth-year course in English language arts that was co-developed by the CSU and high school faculty to more closely align with college-level writing expectations.

Most recently, the CSU implemented new academic preparation policies associated with Executive Order 1110. These policy changes were also met with opposition, protest, critical public comments and concern about the implications for historically underserved students. Yet, the CSU’s guiding question, “Is this the right thing to do for students?” remained central. One year later, the number of students passing credit-bearing courses, which count toward their degree, has increased eightfold. And, historically underrepresented students experienced the greatest gains.

Similar protest and opposition was associated with the CSU’s 1988 adoption of the ‘a-g’ courses. But today, a record number of students are meeting the ‘a-g’ requirements and are eligible for study at the CSU and UC. A recent report by the Public Policy Institute of California noted that “high school graduation rates increased from 75% in 2009–10 to 83% in 2015–16. Much of this increase has come from rising graduation rates among students of color: rates for both Latino students and African American students have increased 12 percentage points (to 80% and 73%, respectively).”

Continued progress requires action and organizational clarity regarding the true costs associated with maintaining the status quo. There is widespread agreement that students continue to deserve and need access to better preparation for college. The workforce and world have changed significantly in the last 30 years and the evidence is clear—additional quantitative reasoning preparation improves college success and access to a range of majors and career choices.

This proposal to modify first-year admission requirements to the CSU continues the progress made to ensure equity and authentic access for all CSU students. The CSU has proposed a six-year timeframe before implementation to allow for capacity-building and communication to students and families. The CSU also remains committed to access and takes seriously the responsibility to do no harm to students who may be attending schools with limited access to qualifying courses. And the university is committed to partnering with districts, schools and community organizations to build the necessary capacity for successful implementation.

## Quantitative Reasoning Research Summary

**Adelman, C. (2005). Executive Summary: The Toolbox Revisited: Paths to Degree Completion from High School Through College. *The Journal for Vocational Special Needs Education*, 28 (1), 23-30.**

URL: [The Toolbox Revisited: Paths to Degree Completion From High School Through College](#)

“The academic intensity of the student’s high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor’s degree. There is a quantitative theme to the curriculum story that illustrates how students cross the bridge onto and through the postsecondary landscape successfully. The highest level of mathematics reached in high school continues to be a key marker in precollegiate momentum, with the tipping point of momentum toward a bachelor’s degree now firmly above Algebra 2.”

**Long, M. C., Iatarola, P., & Conger, D. (2009). Explaining gaps in readiness for college level math: The role of high school courses. *Education Finance and Policy*, 4(1), 1-33.**

URL: [Explaining Gaps in Readiness for College-Level Math: The Role of High School Courses](#)

“Despite increased requirements for high school graduation, almost one-third of the nation's college freshmen are unprepared for college-level math. The need for remediation is particularly high among students who are low income, Hispanic, and black. Female students are also less likely than males to be ready for college-level math. This article estimates how much of these gaps are determined by the courses that students take while in high school. Using data on students in Florida public postsecondary institutions, we find that differences among college-going students in the highest math course taken explain 28–35 percent of black, Hispanic, and poverty gaps in readiness and over three-quarters of the Asian advantage. Courses fail to explain gender gaps in readiness. Low-income, black, and Asian students also receive lower returns to math courses, suggesting differential educational quality. This analysis is valuable to policy makers and educators seeking to reduce disparities in college readiness.”

**Long, M. C., Conger, D., & Iatarola, P. (2012). Effects of high school course-taking on secondary and postsecondary success. *American Educational Research Journal*, 49(2), 285–322.**

URL: <https://doi.org/10.3102/0002831211431952>

“Using panel data from a census of public school students in the state of Florida, the authors examine the associations between students’ high school course-taking in various subjects and their 10th-grade test scores, high school graduation, entry into postsecondary institutions, and postsecondary performance. The authors use propensity score matching (based on 8th-grade test scores, other student characteristics, and school effects) within groups of students matched on the composition of the students’ course-taking in other subjects to estimate the differences in outcomes for students who take rigorous courses in a variety of subjects. The authors find substantial significant differences in outcomes for those who take rigorous courses, and these estimated effects are often larger for disadvantaged youth and students attending disadvantaged schools.”

**Blair, R., & Getz, A. (2011). A Brief History of the Quantitative Literacy Movement.**

URL: [A Brief History of the Quantitative Literacy Movement](#)

“It has always been important for individuals to have the capacity to *do* arithmetic and algebra, however, in today’s global and technological society, doing calculations is not enough. An individual’s capacity to identify and understand quantitative situations, reason quantitatively, and communicate about the role mathematics plays in the world is essential. This quantitative literacy goes beyond basic computational skills. The quantitatively literate individual should be able engage in mathematics and solve quantitative problems from a wide array of authentic contexts and everyday life situations. These “habits of the mind” lead to making well-founded mathematical judgments that are useful in an individual’s current and future life as a constructive, concerned, and reflective citizen. Quantitative Literacy (QL) is more than just arithmetic skills and as fundamental as language literacy.”



**Bozick, R., Ingels, S., & Owings, J. (2008). Mathematics Coursetaking and Achievement at the End of High School: Evidence from the Education Longitudinal Study of 2002 (ELS:2002).**

URL: [Mathematics Coursetaking and Achievement at the End of High School: Evidence from the Education Longitudinal Study of 2002.](#)

“The findings show that the largest overall gains are made by students who take precalculus paired with another course during the last 2 years of high school. In terms of learning in specific content areas, the largest gains in intermediate skills such as simple operations and problem solving were made by those who followed the geometry–algebra II sequence. The largest gains in advanced skills such as derivations and making inferences from algebraic expressions were made by students who took precalculus paired with another course. The smallest gains were made by students who took one mathematics course or no mathematics courses during their last 2 years.”

**Elrod, S. (2014, December 19). Quantitative Reasoning: The Next "Across the Curriculum" Movement.**

URL: [Quantitative Reasoning: The Next "Across the Curriculum" Movement](#)

“By one definition, quantitative reasoning (QR) is the application of basic mathematics skills, such as algebra, to the analysis and interpretation of real-world quantitative information in the context of a discipline or an interdisciplinary problem to draw conclusions that are relevant to students in their daily lives. It is not just mathematics. Carleton College, for example, views QR as “the habit of mind to consider the power and limitations of quantitative evidence in the evaluation, construction, and communication of arguments in public, professional, and personal life.” The term numeracy is also used in conjunction with these skills.”

**Finkelstein, N., Fong, A., Tiffany-Morales, J., Shields, P., & Huang, M. (2012). College Bound in Middle School & High School? How Math Course Sequences Matter.**

URL: [College Bound in Middle School & High School? How Math Course Sequences Matter](#)

“Irrespective of students’ math performance, taking four years of high-school math strengthens their postsecondary opportunities. For students seeking entrance to one of California’s public university systems, a fourth year of math is strongly recommended. Yet our analysis shows that slightly more than 30 percent of students in the study sample did not take math during their senior year. For those who don’t study math their senior year (as well as for others who may not move directly from high school to college), having to take a college placement test after at least a year away from math can be a major deterrent to placing into a college-level math course; and students who do not do well on their placement test are likely to end up in a developmental, or remediation, math course, which yields no college credit.”

**Gao, N. (2016, July). College Readiness in California: A Look at Rigorous High School Course-Taking. Public Policy Institute of California.**

URL: [College Readiness in California: A Look at Rigorous High School Course-Taking](#)

“In this report we look at participation and performance in rigorous high school courses among California high school students, both overall and across demographic and racial/ethnic groups. While enrollment in rigorous courses has been increasing, particularly among students who are traditionally underrepresented in higher education, a large majority of California high school students are not taking the courses that can prepare them for college. Forty-three percent of high school graduates in 2015 completed the a–g requirement, and 27 percent of high school graduates in 2013 passed an advanced placement (AP) exam. Participation in advanced math, biology, chemistry, and physics courses is also low. In particular, only 30 percent of high school juniors and seniors enrolled in Algebra II and smaller shares enrolled in chemistry (28%) and physics (10%).”

**Lee, J. (2012). College for all: Gaps between desirable and actual P–12 math achievement trajectories for college readiness. *Educational Researcher*, 41(2), 43–55.**

URL: <https://doi.org/10.3102/0013189X11432746>

“This study addresses missing links in “college for all” debates by investigating gaps between actual and desirable math achievement trajectories for students’ college readiness. Linking multiple national data sets across P–16 education levels, the study estimates college readiness benchmarks separately for two-year and four-year college entrance and completion. The goals of the study are to compare performance standards, benchmarks, and norms for college readiness and to assess college readiness gaps among all students as well as gaps among racial and social subgroups. The results suggest that entrance into and completion of two-year versus four-year colleges require substantially different levels of math achievement in earlier education periods and that meeting national versus state proficiency standards leads to differences in postsecondary education outcomes and can mean the difference between bachelor’s and associate’s degree attainment. Persistent racial and social gaps in college readiness threaten the goal of getting all students academically ready for at least two-year college completion.”

**Daun-Barnett, N., & St. John, E. (2012). Constrained curriculum in high schools: The changing math standards and student achievement, high school graduation and college continuation. *Education Policy Analysis Archives*, 20, 5.**

URL: <http://dx.doi.org/10.14507/epaa.v20n5.2012>

“Mathematics education is a critical public policy issue in the U.S. and the pressures facing students and schools are compounded by increasing expectations for college attendance after high school. In this study, we examine whether policy efforts to constrain the high school curriculum in terms of course requirements and mandatory exit exams affects three educational outcomes – test scores on SAT math, high school completion, and college continuation rates. We employ two complementary analytic methods – fixed effects and difference in differences (DID) – on panel data for all 50 states from 1990 to 2008. Our findings suggest that within states both policies may prevent some students from completing high school, particularly in the near term, but both policies appear to increase the proportion of students who continue on to college if they do graduate from high school. The DID analyses provide more support for math course requirement policies than mandatory exit exams, but the effects are modest. Both the DID and fixed effects analyses confirm the importance of school funding in the improvement of high school graduation rates and test scores.”

**Trusty, J., & Niles, S. (2003). High-school math courses and completion of the bachelor's degree. *Professional School Counseling*, 7(2), 99-107.**

URL: <http://www.jstor.org/stable/42732549>

“Using a national longitudinal sample of 5,257 young people who were pursuing the bachelor's degree, we studied how credits in intensive high school mathematics courses affected their completion versus noncompletion of the degree. Finishing one unit in any of four intensive math courses more than doubled the likelihood that participants would later complete the bachelor's degree. Effects were present above and beyond the effects of background variables, including early math ability. Implications of findings are presented.”

**One Year Out: Findings From A National Survey Among Members Of The High School Graduating Class Of 2010 (Rep.). (2011). Washington, DC: Hart Research Associates.**

URL: [One Year Out: Findings From A National Survey Among Members Of The High School Graduating Class Of 2010](#)

“Four in nine members of the class of 2010 say that based on what they know now they wish they had taken different courses in high school, with the largest proportion of these graduates saying they wish they had taken more math courses or more difficult math courses. 44% say that they wish they had taken different courses in high school. Among this group, 40% would have taken more or higher-level math courses, 37% would have taken courses that would have trained them for a specific job, and 33% would have taken more or higher-level science courses. Regrets about course selection are higher than average among students who went on to college but felt less well prepared than others at their college, students who considered dropping out or did drop out of college, and students who were required to take non-credit remedial courses once they got to college.”

**Rigor at Risk: Reaffirming Quality in the High School Core Curriculum (Rep.). (2007). Iowa City, IA: ACT.**

URL: [Rigor At Risk: Reaffirming Quality in the High School Core Curriculum](#)

“Of those students who take a core mathematics curriculum, only 16 percent are ready for a credit bearing first-year College Algebra course (see Figure 4). It is not until students take one full year of additional mathematics courses beyond the core that we see more than half (62 percent) of ACT-tested students ready for college-level work in mathematics.”

**The Value of the Fourth Year of Mathematics (Rep.). (2013). Washington, DC: Achieve, Inc.**

URL: [The Value of the Fourth Year of Mathematics](#)

“Too many students and educators view the senior year and graduation from high school as an end point, rather than one vital step along the education pipeline. Students who engage in a fourth year of math tap into and build upon their advanced analytic skills and are more likely to have better success in postsecondary course work, as they have maintained their momentum and continued to practice mathematics throughout their high school experience.”

**Table 1: States that Require a Minimum of Four Years of High School Mathematics/Quantitative Reasoning for a General Diploma**

State	Requirement
<b>1. Alabama</b>	3 credits to include: Algebra I, or its equivalent; Geometry, or its equivalent; Algebra II w/Trig or Algebra II, or its equivalent. One credit from Alabama Course of Study: Mathematics or CTE/AP/IB/postsecondary equivalent courses
<b>2. Arkansas</b>	(1) Algebra I or First Part and Second Part Algebra I (Grades 7-8 or 8-9); (1) Geometry or First Part and Second Part Geometry (Grades 8-9 or 9-10); (1) Algebra II; (1) Fourth Math - Choice of: Advanced Topics and Modeling in Mathematics, Algebra II, Calculus, Linear Systems and Statistics, Mathematics Applications and Algorithms, Pre-Calculus, or an AP mathematics
<b>3. Connecticut</b>	Four credits in mathematics, including algebra I, geometry and algebra II or probability and statistics
<b>4. Delaware</b>	The student shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses. The student shall complete an Algebra II or Integrated Mathematics III course as one of the Mathematics credits. During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A credit in Mathematics shall be earned during the senior year.
<b>5. District of Columbia</b>	Must include Algebra I, Geometry and Algebra II at a minimum
<b>6. Florida</b>	A student must earn one credit in Algebra I and one credit in geometry. Earn one credit in Algebra II and one credit in statistics or an equally rigorous course.
<b>7. Georgia</b>	Four units of core credit in mathematics shall be required of all students, including Mathematics I or GPS Algebra, or its equivalent and Mathematics II or GPS Geometry, or its equivalent and Mathematics III or GPS Advanced Algebra or its equivalent. Additional core courses needed to complete four credits in mathematics must be chosen from the list of GPS/ CCGPS /AP/IB/dual enrollment designated courses.
<b>8. Louisiana</b>	Algebra I (1 unit); Applied Algebra I (1 unit), or Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units); The remaining units shall come from the following: Geometry or Applied Geometry; Technical Math; Medical Math; Applications in Statistics and Probability; Financial Math; Math Essentials; Algebra II; Advanced Math - Pre-Calculus; Discrete Mathematics; or course(s) developed by the LEA and approved by BESE.
<b>9. Maryland</b>	3 credits - 1 in Algebra/Data Analysis; 1 in Geometry; and 1 additional mathematics credit 4 credits beginning with the class of 2018
<b>10. Michigan</b>	Algebra I, Geometry, Algebra II, one math course in final year of high school. Under HB 4465, a student may complete Algebra II over 2 years with 2 credits awarded or over 1.5 years with 1.5 credits awarded. A pupil also may partially or fully fulfill the Algebra II requirement by completing a department-approved formal career and technical education program or curriculum, such as a program or curriculum in electronics, machining, construction, welding, engineering, computer science, or renewable energy, and in that program or curriculum successfully completing the same content as the Algebra II benchmarks assessed on the department prescribed state high school assessment, as determined by the department.
<b>11. New Mexico</b>	4 units of math with one unit equal to or greater than Algebra 2. 2013 and after: Four units in mathematics, of which one shall be the equivalent to or higher than the level of algebra 2, unless the parent submitted written, signed permission for the student to complete a lesser mathematics unit.
<b>12. Ohio</b>	Four units, which shall include one unit of algebra II or the equivalent of algebra II
<b>13. Tennessee</b>	4 credits, including Algebra I, II, Geometry and a fourth higher level math course. (Students must be enrolled in a mathematics course each school year.)

14. Virginia	Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II, or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.
15. West Virginia	Math I; Math II; Math III STEM, or Math III LA or Math III TR; Math IV or Math IV TR or Transition Mathematics for Seniors or any other fourth course option (Chart V). An AP mathematics course may be substituted for an equivalent course or any fourth course option.

**Table 2: States that Require Four Years of High School Mathematics AND a Senior Year Course**

State	Mathematics requirement
<b>Delaware</b>	The student shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses. The student shall complete an Algebra II or Integrated Mathematics III course as one of the Mathematics credits. During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A credit in Mathematics <b>shall be earned during the senior year.</b>
<b>Michigan</b>	Algebra I, Geometry, Algebra II, one math course in final year of high school. Under HB 4465, a student may complete Algebra II over 2 years with 2 credits awarded or over 1.5 years with 1.5 credits awarded. A pupil also may partially or fully fulfill the Algebra II requirement by completing a department-approved formal career and technical education program or curriculum, such as a program or curriculum in electronics, machining, construction, welding, engineering, computer science, or renewable energy, and in that program or curriculum successfully completing the same content as the Algebra II benchmarks assessed on the department prescribed state high school assessment, as determined by the department. The DOE shall post on its website and submit to the senate and house standing committees on education guidelines for implementation. Each <b>pupil must successfully complete at least 1 mathematics course during his or her final year of high school enrollment.</b> The bill is now Public Act 208 of 2014.
<b>Ohio</b>	Earn at least four units of mathematics which shall include algebra I, algebra II, geometry, and another higher-level course or <b>a four-year sequence of courses</b> which contains equivalent content.
<b>Tennessee</b>	4 credits, including Algebra I, II, Geometry and a fourth higher level math course. <b>(Students must be enrolled in a mathematics course each school year.)</b>
<b>West Virginia</b>	Math I; Math II; Math III STEM, or Math III LA or Math III TR; Math IV or Math IV TR or Transition Mathematics <b>for Seniors or any other fourth course option</b> (Chart V). An AP mathematics course may be substituted for an equivalent course or any fourth course option.

### **California State University Bridge Courses in Mathematics**

The California State University (CSU) Bridge Courses were developed with grants from the California Department of Education and a federal Investing in Innovation (i3) grant. Bridge Courses were co-developed by high school mathematics teachers and CSU faculty to create a senior year course that fulfills an area 'c' admission requirement and serves as a transition to college-level mathematics and quantitative reasoning courses.

Five CSU campuses are leading the development and implementation of these courses in collaboration with their K-12 partners. The projects focus on: a) preparing teachers for rigorous mathematics instruction; b) developing innovative pedagogical practices; and c) exploring the range of quantitative reasoning content that effectively bridges K-12, community college and CSU competency expectations.

The projects help schools build capacity to increase college readiness, especially in STEM-related fields. These courses are effectively filling resource gaps and addressing course availability needs in poor districts while expanding pathways for mathematics success.

All five projects fundamentally shift the way mathematics is taught in high school, opening doors for more students to realize academic success. For example, in the Mathematics Reasoning with Connections course led by CSU San Bernardino, the curriculum emphasizes the connections between algebra, geometry, trigonometry and statistics, with a focus on deep contextual understanding. These Bridge Courses offer an opportunity for high schools to offer multiple quantitative reasoning pathways for students while responding to their diverse career interests.

The CSU is working with local school districts to build awareness about the promise of Bridge Courses throughout the state. These courses hold the potential to be developed, scaled and targeted at school districts with limited resources.



**Table 1:** The number of districts, schools, teachers, and students participating in C

<b>CSU Lead: Course Title</b>	<b>Districts</b>	<b>Schools</b>	<b>Teachers</b>	<b>Students (approximate)</b>
CSU Monterey Bay: Transition to College Level Mathematics	5	8	8	197
CSU Northridge: Transition to College Mathematics and Statistics Project	1	48	40	2,131
Sacramento State: Excellence in Academic Preparation	20	52	139	4,293
CSU San Bernardino: Mathematical Reasoning with Connections	20	48	74	2,963
San Diego State: Discrete Mathematics	1	12	22	1,204
<b>Totals</b>	<b>47</b>	<b>168</b>	<b>283</b>	<b>10,788</b>

## AGENDA

### COMMITTEE ON GOVERNMENTAL RELATIONS

**Meeting:** 1:00 p.m., Tuesday, September 24, 2019  
Glenn S. Dumke Auditorium

Silas H. Abrego, Chair  
Juan F. Garcia, Vice Chair  
Douglas Faigin  
Debra S. Farar  
Jean P. Firstenberg  
Jack McGrory  
Romey Sabalius

- Consent** 1. Approval of Minutes of the Meeting of May 21, 2019, *Action*
- Discussion** 2. State Legislative Update, *Information*
3. AB 48: Public Preschool, K-12, and College Health and Safety Bond Act of 2020, *Action*

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

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

**May 21, 2019**

**Members Present**

Emily Hinton, Chair  
Silas H. Abrego  
Douglas Faigin  
Debra S. Farar  
Jean P. Firstenberg  
Wenda Fong  
Lillian Kimbell  
Jack McGrory  
Romey Sabalius  
Adam Day, Chairman of the Board  
Timothy P. White, Chancellor

Trustee Hinton called the meeting to order.

**Approval of Minutes**

The minutes of March 19, 2019, were approved as submitted.

**State Legislative Update**

Garrett Ashley, vice chancellor for university relations and advancement, reported that since the last board meeting in March, hundreds of bills have been heard in policy committees. The Advocacy and State Relations team, campuses and Chancellor's Office colleagues have been providing background, answering questions, sharing fiscal information and engaging members of the legislature and their staff as they share the impact of proposed legislation on the CSU. With the recent release of the Governor's May revision, state leaders are now focused on final budget deliberations.

Gov. Rel.  
Agenda Item 1  
September 24-25, 2019  
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Kathleen Chavira, assistant vice chancellor for advocacy and state relations, provided an update on CSU sponsored legislation, financial aid reform and other legislative activity of interest to the CSU, as well as details on the social media advocacy campaign.

Trustee Hinton adjourned the meeting.

## **COMMITTEE ON GOVERNMENTAL RELATIONS**

### **State Legislative Update**

#### **Presentation By**

Garrett P. Ashley  
Vice Chancellor  
University Relations and Advancement

Kathleen Chavira  
Assistant Vice Chancellor  
Advocacy and State Relations

#### **Summary**

Upon returning from Summer Recess on August 12, the Legislature was actively engaged in its final review of legislation, with September 13 marking the final day for each house to pass any legislation for the first half of the 2019-2020 legislative session. Governor Newsom now has until October 13 to act on any bills passed by the Legislature. This report provides an update on the status of legislation that most directly impacts the CSU. It is organized as follows:

- Active Bills
- Inactive Bills
- Two-year Bills
- Governor's Actions

All bill summaries are accurate as of September 11, 2019.

**ACTIVE BILLS**

**AB 48 (O'Donnell and Glazer) – Education Finance: School Facilities: Public Preschool, K-12 and College Health and Safety Bond Act of 2020**

This bill places a \$15 billion bond on the March 3, 2020, ballot for the construction and modernization of public preschool, K-12, community college, the UC and the CSU. If passed by voters, \$9 billion would be directed to preschool to grade 12 facilities and \$2 billion each to the CCC, the UC and the CSU.

- **CSU Position:** Support
- **Status:** This bill is awaiting action in the Senate.

**AB 59 (Kalra) – Elections: Polling Places: College and University Campuses**

This bill requires county election officers to consider placing vote centers on as many college and university campuses as possible.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting action by the Governor.

**AB 130 (Low) – Postsecondary Education: Higher Education Performance, Accountability, and Coordination Commission**

This bill establishes the Office of Higher Education Performance, Accountability, and Coordination as the successor to the California Postsecondary Education Commission.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting action on the Assembly Floor.

**AB 369 (Weber) – CSU: Support Staff Employees: Merit Salary Adjustments**

This bill requires the CSU to use existing resources to provide a 5% annual step in salary to each support staff employee and incorporate said provision into any pertinent collective bargaining agreement entered into or renewed by the CSU, and sunsets these provisions in July 2030.

- **CSU Position:** Oppose
- **Status:** This bill is awaiting action on the Senate Floor.

**AB 540 (Limon) – Postsecondary Education: Student Financial Aid: California Dreamer Service Incentive Grant Program**

This bill changes the name of the Cal Grant B Service Incentive Grant Program to the California Dreamer Service Incentive Grant Program. The bill requires any qualifying organization that participates in the program to have been established for a minimum of two years.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting action by the Governor.

**AB 624 (Gabriel) – Pupil and Student Health Identification Cards: Sexual Assault and Domestic Violence Hotline Telephone Numbers**

This bill requires nonsectarian schools and postsecondary educational institutions to print the telephone numbers for a local sexual assault hotline and a local domestic violence hotline on the back of student identification cards.

- **CSU Position:** Neutral
- **Status:** This bill is awaiting action by the Governor.

**AB 697 (Ting) – Student Financial Aid: Cal Grant Program: Qualifying Institutions**

This bill requires each Cal Grant participating postsecondary educational institution to report on admission outcomes if the institution provides preferential treatment in admission to an applicant with a relationship to a donor or alumni of the institution.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting action by the Governor.

**AB 703 (Weber) – Public Postsecondary Education: Fee Waivers for Exonerated Persons**

This bill prohibits community college districts, the CSU and UC from collecting mandatory systemwide tuition and fees from persons exonerated of crimes by writ of habeas corpus or pardon.

- **CSU Position:** Neutral
- **Status:** This bill is awaiting action by the Governor.

**AB 1090 (Medina) – Public Postsecondary Education: Waiver of Mandatory Campus-Based Fees**

This bill expands existing exemptions from systemwide tuition and fees granted to dependent survivors of a law enforcement or fire suppression employee who dies in the line of duty to include campus-based fees.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting action by the Governor.

**AB 1278 (Gabriel) – Public Postsecondary Educational Institutions: Public Services and Programs: Internet Website Notification**

This bill requires each campus of the CSU and CCC, and requests the UC, to include notification of and a link to information on specified public services and programs, including the CalFresh program, local housing and mental health services on the website-based account for every enrolled student.

- **CSU Position:** Neutral
- **Status:** This bill is awaiting action by the Governor.

**AB 1313 (Rivas, Luz) – Higher Education: Prohibited Debt Collection Practices**

This bill prohibits a public postsecondary education institution from restricting a current or former student's access to transcripts as a means of debt collection.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting action by the Governor.

**AB 1383 (McCarty) – Public Postsecondary Education: Admission by Exception**

This bill prohibits a California public college or university to admit any student by exception unless they have been approved by a minimum of three college or university administrative staff as specified or they are admitted to an Educational Opportunity Program. The bill also requires college or university exception policies be made available to the Legislature upon request.

- **CSU Position:** Neutral
- **Status:** This bill is awaiting action by the Governor.

**AB 1466 (Irwin) – Employee Classification: Professional Classification: Specified Educational Employees**

This bill was gutted and amended to address an issue dealing with adjunct faculty at nonprofit colleges and does not impact the CSU. The bill previously required the governor to establish a taskforce on the development of a state longitudinal education data system.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting action by the Governor.

**AB 1573 (Holden) – College Athletes: Student Athletes Bill of Rights**

This bill requires the UC, the CSU and any four-year private university located in California that maintains an intercollegiate athletic program to provide their student athletes with notice of their rights and authorizes these campuses to establish a degree completion fund.

- **CSU Position:** Support
- **Status:** This bill is awaiting action by the Governor.

**AB 1645 (Rubio, Blanca) – Student Support Services: Dreamer Resource Liaisons**

This bill requires the CSU and CCC, and requests the UC, to designate a Dreamer Resource Liaison on each campus.

- **CSU Position:** Neutral
- **Status:** This bill is awaiting action by the Governor.



**AB 1774 (Bonta) – Student Financial Aid: Student Aid Commission: Extension of Application Deadlines**

This bill authorizes the Student Aid Commission to grant a 30-day extension to the application deadline in case of a qualifying event, such as natural disaster or labor event.

- **CSU Position:** Support
- **Status:** This bill is awaiting action by the Governor.

**SB 14 (Glazer) – Education Finance: Higher Education Facilities Bond Act of 2020**

This bill enacts a higher education facilities bond act, which, if approved by voters, would authorize \$8 billion in bonds to be divided equally between the UC and the CSU.

- **CSU Position:** Sponsor/Support
- **Status:** This bill is in the Assembly Rules Committee.

**SB 24 (Leyva) – Public Health: Public University Student Health Centers: Abortion by Medication Techniques**

This bill requires the Commission on the Status of Women and Girls to collect private funds to distribute \$200,000 grants to public university health centers for medication abortion readiness. CSU and UC campus health centers would be required to offer abortion by medication to their students by January 2023.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting action on the Assembly Floor.

**SB 206 (Skinner) – Collegiate Athletics: Fair Pay to Play Act**

This bill prohibits any postsecondary educational institution or athletic association from preventing a student athlete from earning compensation as a result of the use of the student's name, likeness or image.

- **CSU Position:** Oppose
- **Status:** This bill is awaiting action by the Governor.

**SB 296 (Allen) – Student Financial Aid: Immigrants Seeking Asylum**

This bill extends Cal Grant eligibility to a noncitizen who has filed a designated application for asylum, and meets other specified requirements.

- **CSU Position:** Neutral
- **Status:** This bill is awaiting action on the Senate Floor.

**SB 354 (Durazo) – California DREAM Loan Program: Graduate Degree Programs**

This bill expands Dream Loan eligibility to include graduate students and professional degrees, including a teaching credential.

- **CSU Position:** Support
- **Status:** This bill is awaiting action by the Governor.

**SB 467 (Monning) – Postsecondary Education: Cost-Of-Living Categories**

This bill expands the information that campuses are currently required to disclose to students regarding the cost of housing and other cost of living expenses.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting action by the Governor.

**SB 568 (Portantino) – Public Holidays: Armenian Genocide Remembrance Day**

This bill was gutted and amended to authorize Glendale Community College to provide that April 24 shall be known as Armenian Genocide Remembrance Day. This bill previously established the College-Focused Rapid Rehousing Program, which would have provided housing options and support services for homeless students.

- **CSU Position:** No longer tracking
- **Status:** This bill is awaiting action by the Governor.

**INACTIVE BILLS**

**AB 505 (Patterson) – Student Financial Aid: Cal Grant B, Cal Grant C, and Federal Pell Grant Awards: Financial Aid Book Advance Program**

This bill requires each Cal Grant participating institution to implement a financial aid book advance program for students receiving Cal Grant B awards beginning with the 2019-2020 academic year.

- **CSU Position:** Neutral
- **Status:** This bill was held in the Assembly Appropriations Committee.

**AB 532 (Weber) – CSU Parking Fairness Act**

This bill requires that the purchase price of a student parking permit be less than the purchase price of a similar parking permit for any CSU staff, faculty or administrator.

- **CSU Position:** Pending
- **Status:** This bill was held in the Assembly Appropriations Committee.

**AB 534 (Mayes) – Social Services: Access to Food**

This bill requires various state agencies to develop a plan to end hunger by January 1, 2021. It requires the CSU and CCC, and requests the UC, to develop systems that allow EBT cards to be used on campus.

- **CSU Position:** Neutral
- **Status:** This bill was held in the Assembly Appropriations Committee.

**AB 930 (Gloria) – CSU: Executive Compensation: Campus Budget Quarterly Reporting**

This bill prohibits the CSU Board of Trustees from considering an increase in executive compensation in a year when student tuition has increased.

- **CSU Position:** Oppose
- **Status:** This bill was held in the Senate Appropriations Committee.

**AB 1229 (Wicks) – End Foster Youth Student Hunger in California Act of 2019**

This bill establishes the Transition Age Foster Youth Meal Plan Program, to be administered by the Student Aid Commission, to provide foster youth enrolled at a public postsecondary educational institution with a monetary award equal to the cost of campus-based fees and a campus meal plan.

- **CSU Position:** Tracking
- **Status:** This bill was held in the Senate Appropriations Committee.

**AB 1364 (Rubio) – Nursing: Schools and Programs: Exemptions**

This bill exempts a nursing school or program that is nationally accredited from receiving additional licensure from the California Board of Nursing if the school or program meets the parameters and reporting requirements as specified.

- **CSU Position:** Pending
- **Status:** This bill was held in the Assembly Appropriations Committee.

**AB 1620 (Santiago) – Public Postsecondary Education: Exemption from Payment of Nonresident Tuition**

This bill reduces from three to two years the length of residency required to be eligible for resident tuition to be waived for AB 540 students.

- **CSU Position:** Tracking
- **Status:** This bill was held in the Assembly Appropriations Committee.

**AB 1689 (McCarty) – College Mental Health Services Program**

This bill grants the CSU \$10 million on an ongoing basis from Prop 63 dollars to collaborate with county behavioral health departments to improve access to mental health services and early identification or intervention programs.

- **CSU Position:** Support
- **Status:** This bill was held in the Assembly Appropriations Committee.

**SB 148 (Glazer) – Public Postsecondary Education: The California Promise: Student Success and On-time Completion Fund**

This bill authorizes the trustees to provide specified grants to students who participate in the Promise program subject to the provisions of funding for this purpose. The bill also requires the CSU to waive systemwide tuition fees for a participating student unable to complete their degree within 4 years, due to limited space or no course offerings.

- **CSU Position:** Neutral
- **Status:** This bill was held in the Assembly Appropriations Committee.

**TWO-YEAR BILLS**

**AB 13 (Eggman) – Education Finance: Higher Education Facilities Bond Act of 2020**

This bill enacts the Higher Education Facilities Bond Act of 2020, which if approved by the voters, would authorize \$7 billion in bond funds: \$2 billion each for the UC and the CSU, and \$3 billion for the construction of new CSU campuses.

- **CSU Position:** Pending
- **Status:** This bill is awaiting hearing in the Assembly Higher Education Committee.

**AB 151 (Voepel) – Student Financial Aid: Cal Grant Program: California Community College Transfer Entitlement Program**

This bill raises the age of eligibility for the Cal Grant CCC Transfer Entitlement Program from 28 to 30 years.

- **CSU Position:** Neutral
- **Status:** This bill is awaiting hearing in the Assembly Higher Education Committee.

**AB 260 (Quirk-Silva) – Postsecondary Education: Student Financial Aid: Cal Grant Program Awards**

This bill repeals the age and time out of high school requirements for the Cal Grant program.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting hearing in the Assembly Higher Education Committee.

**AB 313 (Frazier) – Road Maintenance and Rehabilitation Account: UC and CSU Reports**

This bill requires the UC and the CSU to annually submit a report detailing expenditures for state funded transportation research to the Transportation Agency and legislature.

- **CSU Position:** Neutral
- **Status:** This bill is awaiting referral in the Senate Rules Committee.

**AB 541 (Gabriel) – Student Financial Aid: Students Exempt from Paying Nonresident Tuition**

This bill expands eligibility for competitive Cal Grants to all students who qualify for state-based aid, including students exempt from paying nonresident tuition under the provisions of AB 540.

- **CSU Position:** Neutral
- **Status:** This bill is awaiting hearing in the Assembly Higher Education Committee.

**AB 542 (Gabriel) – Student Financial Aid: Competitive Cal Grant A and B Awards**

This bill increases the total number of competitive Cal Grant A and B awards granted annually by 3,000.

- **CSU Position:** Neutral
- **Status:** This bill is awaiting hearing in the Assembly Higher Education Committee.

**AB 863 (Cervantes) – Postsecondary Education: Student Financial Aid Verification**

This bill prohibits the Student Aid Commission or an institution of higher education from verifying eligibility for state financial aid on a student more than once, unless specified.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting hearing in the Assembly Higher Education Committee.

**AB 1154 (Bonta) – CSU: Early Care and Education Major Pilot Program.**

This bill establishes the Early Care and Education Degree five-year pilot program at four CSU campuses in order to provide BA degrees in childcare and education.

- **CSU Position:** Pending
- **Status:** This bill is awaiting hearing in the Assembly Higher Education Committee.

**AB 1314 (Medina) – Student Financial Aid: Cal Grant Reform Act**

The bill enacts legislation, known as the Cal Grant Reform Act, to accomplish specified goals as it pertains to expanding the eligibility and duration of Cal Grant awards.

- **CSU Position:** Pending
- **Status:** This bill is awaiting hearing in the Senate Education Committee.

**AB 1358 (Melendez) - Postsecondary Education: Campus Free Speech Act**

This bill establishes the Campus Free Speech Act, which, among other provisions, requires the governing boards of each higher education institution to adopt a policy on free expression that contains specified components.

- **CSU Position:** Pending
- **Status:** This bill is awaiting hearing in the Assembly Higher Education Committee.

**AB 1460 (Weber) – CSU: Graduation Requirement: Ethnic Studies**

This bill requires CSU students to complete a 3-unit course in ethnic studies in order to graduate.

- **CSU Position:** Oppose
- **Status:** This bill was made into a two-year bill by the Senate Appropriations Committee.

**SB 2 (Glazer) – Statewide Longitudinal Student Database**

This bill, subject to an appropriation, establishes the Statewide Longitudinal Student Database to collect and store individual student P-20 and workforce data, and creates a review committee that includes CSU and other education leaders to advise on its establishment and administration.

- **CSU Position:** Tracking
- **Status:** This bill is awaiting hearing in the Assembly Education Committee.

**SB 3 (Allen) – Office of Higher Education Coordination, Accountability, and Performance**

This bill establishes the Office of Higher Education Coordination, Accountability, and Performance for the purposes of statewide postsecondary education planning, oversight, data collection and coordination.

- **CSU Position:** Tracking
- **Status:** This bill was made into a two-year bill by the Assembly Appropriations Committee.

**SB 461 (Roth) – Student Financial Aid: Cal Grants: Summer Term Students**

This bill creates a Summer Cal Grant award for eligible students to take up to nine units of courses during the summer term.

- **CSU Position:** Support
- **Status:** This bill is awaiting hearing in the Assembly Higher Education Committee.

**SB 493 (Jackson) – Education: Sex Equity**

This bill requires colleges to have specified protections from sexual harassment in place for their students.

- **CSU Position:** Oppose Unless Amended
- **Status:** This bill was made into a two-year bill by the Assembly Appropriations Committee.

**SB 660 (Pan) – Postsecondary Education: Mental Health Counselors**

This bill requires the CSU Board of Trustees to adopt a goal of having a ratio of one mental health counselor per every 1,500 students.

- **CSU Position:** Oppose
- **Status:** This bill was made into a two-year bill by the Assembly Appropriations Committee.

**GOVERNOR'S ACTIONS**

**AB 514 (Medina) – Trustees of the CSU: Student Members**

This bill grants the second non-voting student member of the Board of Trustees the right to vote as a full member of the Board.

- **CSU Position:** Tracking
- **Status:** Chaptered by Secretary of State - Chapter 61, Statutes of 2019.

**AB 806 (Bloom) – Postsecondary Education: Homeless and Former Homeless Youth**

This bill removes a sunset date that grants priority enrollment to homeless and formerly homeless youth.

- **CSU Position:** Neutral
- **Status:** Chaptered by Secretary of State - Chapter 163, Statutes of 2019.

**AB 829 (Bloom) – CSU Authority: Doctor of Occupational Therapy Program**

This bill authorizes the CSU to offer Occupational Therapy Doctorate degree programs.

- **CSU Position:** Sponsor/Support
- **Status:** Chaptered by Secretary of State - Chapter 183, Statutes of 2019.

**AB 1518 (Chu) – Student Athlete Contracts**

This bill authorizes a student athlete to contract with an agent as long as the contract is in compliance with the education institution's policies and NCAA bylaws.

- **CSU Position:** Support
- **Status:** Chaptered by Secretary of State – Chapter 222, Statutes of 2019.

**ACR 64 (McCarty) – CSU and UC: SAT and ACT**

This resolution requests the CSU Trustees and the UC Regents to conduct a study on the effectiveness, usefulness and need of the Scholastic Aptitude Test and the ACT to determine student admissions to their respective systems.

- **CSU Position:** Tracking
- **Status:** Chaptered by the Secretary of State. Res. Chapter 148, Statutes of 2019.

**SB 366 (Chang) – Public Postsecondary Education: Mandatory Orientation for Students**

This bill requires the CSU, and requests the UC, to provide information about cyberbullying as part of established campus orientations.

- **CSU Position:** Tracking
- **Status:** Chaptered by Secretary of State - Chapter 146, Statutes of 2019.



## COMMITTEE ON GOVERNMENTAL RELATIONS

### **AB 48: Public Preschool, K-12, and College Health and Safety Bond Act of 2020**

#### **Presentation By**

Garrett P. Ashley  
Vice Chancellor  
University Relations and Advancement

Kathleen Chavira  
Assistant Vice Chancellor  
Advocacy and State Relations

#### **Summary**

At the beginning of the 2019-2020 legislative session, the Board took action to sponsor legislation to authorize a general obligation bond to go before the voters for the purpose of supporting CSU facilities construction projects. This item contains a resolution expressing support for an education bond expected to appear on the March 3, 2020, ballot.

#### **Infrastructure Financing**

*AB 48 (Assemblymember O'Donnell and Senator Glazer): Public Preschool, K-12, and College Health and Safety Bond Act of 2020.*

*Summary:* This legislation places a proposition on the March 3, 2020, ballot to enact the Public Preschool, K-12, and College Health and Safety Bond Act of 2020 worth \$15 billion, with K-12 receiving \$9 billion and Higher Education receiving \$6 billion. Of this amount, CSU would receive \$2 billion.

#### **Public-Preschool, K-12: \$9 Billion**

- \$2.8 Billion - New Construction
- \$5.2 Billion - Modernization
  - \$150 Million - Lead in Water Testing and Remediation
- \$500 Million - Career Technical Education
- \$500 Million - Charter Schools

The legislation makes a number of changes and establishes various requirements to be met to participate in the K-12 School Facilities Program. Among other things, it specifically authorizes K-12 projects to include preschools at schoolsites, kitchens, and space for counselors and nurses to increase access to healthcare and mental health services.

Higher Education: \$6 Billion

- \$2 Billion - University of California (UC)
- \$2 Billion - California State University (CSU)
- \$2 Billion - California Community Colleges (CCC)

In addition, the legislation requires the UC and CSU to adopt a five-year affordable student housing plan as a condition of funding. It also specifies that the UC and CSU prioritize projects that address fire and life safety issues, seismic deficiencies, critical deferred maintenance issues, as well as prioritizing projects from campuses that are improving or will improve access to affordable on-campus and off-campus student housing.

The legislation also increases accountability and transparency as it requires school districts, county offices of education, charter schools, CCC, the CSU and the UC to:

- Ensure independent performance audits of funded projects.
- Post audit and project information on their respective websites.
- Hold public hearings on proposed projects prior to approving or submitting for funding.

*Fiscal Impact:* If the \$15 billion in bonds were to be sold at an average interest rate of 4 percent with a 30-year amortization, annual debt service costs for principal and interest would be approximately \$867.5 million. Total principal and interest over the life of the bond would be just over \$26 billion.

The bill language can be accessed here:

[https://leginfo.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB48](https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB48).

**Recommended Action**

Should the Trustees choose to take a position on the education bond act appearing on the March 3, 2020, Primary Election ballot, the following resolution is recommended:

**WHEREAS**, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020 provides \$15 billion in bonds to address the crisis of school facilities for all California students attending public preschool, K-12, community colleges and universities by upgrading California's public school facilities for earthquakes and other emergencies, repairing and replacing aging public school buildings, and modernizing job, career, and vocational training facilities; and

**WHEREAS**, the Bond Act would provide all of higher education with \$6 billion, with the California State University receiving \$2 billion; now, therefore, be it

**RESOLVED**, by the Board of Trustees of the California State University, that the board supports the education bond act authorized by AB 48, which will appear on the March 3, 2020, Primary Election ballot.

## AGENDA

### COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

**Meeting:** 1:45 p.m., Tuesday, September 24, 2019  
Glenn S. Dumke Auditorium

Rebecca D. Eisen, Chair  
Romey Sabalius, Vice Chair  
Larry L. Adamson  
Jane W. Carney  
Wenda Fong  
Jack McGrory  
Thelma Meléndez de Santa Ana  
Peter J. Taylor

- Consent** 1. Approval of Minutes of the Meeting of July 23, 2019, *Action*
- Discussion** 2. California State University, Dominguez Hills Master Plan Revision, *Action*  
3. Preliminary 2020-2021 through 2024-2025 Five-Year 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 23, 2019**

**Members Present**

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

Trustee Rebecca D. Eisen called the meeting to order.

**Public Comment**

Two public speakers, a neighborhood resident and Long Beach Mayor Robert Garcia, spoke in favor of the proposed housing expansion at California State University, Long Beach. One speaker commented on the recent state audit report.

**Approval of Minutes**

The minutes of the May 21, 2019 meeting of the Committee on Campus Planning, Buildings and Grounds were approved as submitted.

**California State University, Long Beach Housing Expansion Phase 1 – Parkside North**

Information about a proposed housing expansion project at CSU Long Beach was presented for approval. This project will be the first housing project built in over 30 years on the Long Beach campus.

Following the presentation, the trustees asked questions about the number of housing units, rental rates, and building constraints. They made suggestions for maximizing savings on future projects such as creating density goals and questioning the need for costly sustainability elements during project planning. They requested to see floorplans of projects during presentations and a report on housing costs by campus. President Jane Conoley informed the Board of Trustees that the soil conditions and a high-water table at the project site, in addition to the need to bring a new electricity connection to that area of campus, are major drivers for the high project costs.

The committee recommended approval of the proposed resolution (RCPBG 07-19-04).

### **Progress on Tracking Environmental Sustainability Goals**

Information about the use of Sustainability Tracking and Assessment Rating System (STARS) to track sustainability efforts systemwide was presented.

Following the presentation, the trustees expressed appreciation for the work being done by the campuses to incorporate and advance sustainability.

### **Overview of Capital Project Approval Process**

Information about the capital project review and approval process was shared.

Following the presentation, the trustees asked questions regarding delegated authority for construction contracts and levels of involvement by Chancellor's Office staff in the review process. The trustees were informed that projects are reviewed by the Housing Proposal Review Committee as well as by the assistant vice chancellor for Capital Planning, Design, and Construction.

Trustee Eisen adjourned the Committee on Campus Planning, Buildings and Grounds.

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

### **California State University, Dominguez Hills Campus Master Plan Revision**

#### **Presentation By**

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

#### **Summary**

The California State University Board of Trustees policy requires every campus to have a long-range facility and physical master plan, showing the existing and anticipated facilities necessary to accommodate a proposed full-time equivalent student (FTE) enrollment. Under the California Environmental Quality Act (CEQA), the Board of Trustees serves as the Lead Agency, approves significant changes to the Campus Master Plan, and acts to certify CEQA as required to ensure compliance.

This agenda item requests the Board of Trustees approve the following actions for California State University, Dominguez Hills:

- Certify the Final Environmental Impact Report (Final EIR) dated September 2019
- Approve the proposed Campus Master Plan, included as Attachment A, which reflects the Increased Student Housing Project Alternative identified in the Final EIR and discussed further below
- Approve funding for future off-site fair share mitigation in the amount of \$3.8 million including contributions from future development partners

The Board of Trustees previously approved the concept of a public/private mixed-use development project at the September 19-20, 2017 meeting. This item presents the potential environmental impacts and the possible building configuration. The approval of a final development agreement, along with schematic plans will return to the Board of Trustees at a later date for consideration. A Request for Proposal for interested development partners will proceed pending the Board of Trustees' consideration of the proposed master plan.

Under CEQA, the Board of Trustees must certify that the Final EIR is adequate and complete as a condition of approving the CSU Dominguez Hills Campus Master Plan revision. Accordingly, because the Final EIR has concluded that the proposed Campus Master Plan revision would result in significant and unavoidable impacts, a Statement of Overriding Considerations is required to address these impacts relating to air quality, greenhouse gas emissions, noise, and

traffic. The Final EIR, including Mitigation Measures, and the Findings of Fact and Statement of Overriding Considerations are available for review by the Board of Trustees and the public at: <https://www.csudh.edu/fpcm/campus-master-plan-update/> .

The campus is engaging in negotiations with the City of Carson (City) relating to funding its fair share of off-site mitigation measures related to significant impacts resulting from the Campus Master Plan. More specifically, the campus provided the City with a draft proposed Memorandum of Understanding between CSU and the City, which addresses proposed funding of the University's fair share of off-site mitigation costs. Negotiations with the City regarding the Memorandum of Understanding are on-going. An update on the negotiations with the City of Carson will be provided at the September 24-25, 2019 Board meeting.

Attachment A is the proposed campus master plan. Attachment B is the existing campus master plan. The last master plan revision approved by the Board of Trustees was in May 2010.

### **Campus Master Plan**

The proposed Campus Master Plan guides the future facility and physical development of the Dominguez Hills campus through 2035. The process included the development of guidelines for planning and architectural design, landscape, and sustainability for the campus. The proposed Campus Master Plan maintains the campus enrollment capacity at 20,000 FTES as originally established in April 1967.

The vision for the Campus Master Plan is to create a vital physical campus that supports all the activities needed for a top-performing model urban university, serving 20,000 FTE. This will be achieved by guiding the facilities to augment student learning, enhance student and campus life, support community business connections, and support a sustainable and diverse world.

The Campus Master Plan proposed for adoption by the Trustees is identified as the "*Increased Student Housing Alternative*" in the Final EIR. This Increased Student Housing Alternative identified and analyzed in the Final EIR is identical in all respects to the primary Campus Master Plan project identified and studied in the Final EIR, except that it includes an increase in student housing in the amount of an additional 1,040 student beds and a decrease in the number of campus apartment housing units from 2,149 to 1,969 units.

The major elements of the proposed Campus Master Plan revisions are described below:

*Academic Facilities:* The core campus area will be significantly enhanced with new, remodeled, and repurposed facilities for academics, administrative and student support, athletics, and parking. Reconfigured campus entries and open spaces will enhance the campus experience and provide stronger community connections.

*University Village Mixed-Use Development:* Many improvements to the core campus will be made possible through a public/private partnership development on the largely undeveloped 76-acre eastern section of the campus. University Village is envisioned to provide 1,969 new housing units for students, faculty, staff, and the community; neighborhood supporting retail uses; and, open space areas for recreation. It will also include a campus business park intended to expand campus connections with businesses and enhance opportunities for student internships, shared facilities, equipment, technology, innovative learning environments and faculty and student research opportunities. The Board of Trustees approved the public/private partnership concept at their September 19-20, 2017 meeting.

*Student Housing:* In addition to the campus apartment housing that would be provided in the University Village area, traditional on-campus student housing is proposed. Active residential life programs geared to support academic excellence are envisioned to support an inclusive campus environment, which the proposed new student housing would serve to fulfill.

Upon implementation of the proposed Campus Master Plan, the campus would contain a total of 2,628 beds plus associated dining facilities for undergraduate and graduate students. This total includes 600 new student beds already approved as part of the 2009 Campus Master Plan of which 504 beds are currently under construction, and 2,028 on-campus beds proposed in the Campus Master Plan. The existing Pueblo Dominguez apartment housing complex, which houses 649 beds would be demolished.

*Dignity Health Sports Park (formerly StubHub Center):* This 88-acre facility on the western side of the campus has been leased to Anschutz Entertainment Group (AEG) since the early 2000's and is used as a major sports and entertainment venue. This master plan proposes the addition of 3,000 seats to the stadium and a revised building footprint of a previously approved stadium supporting office complex, field house/training facilities, dormitories, and conference center/hotel.

*Infrastructure and Connectivity:* The campus plans to improve and enhance campus infrastructure to maximize the campus' resilience, sustainability features, and physical assets by establishing development guidelines. These include the expanded use of photovoltaic systems, high-performance building envelopes, bio-swales and retention basins to manage stormwater run-off, and a drought-tolerant and bio-diverse landscape palette. The proposed master plan also



addresses campus accessibility issues by supporting public transit and reducing vehicles driving into the campus academic core while enhancing resources for pedestrians and bicyclists. These improvements increase safety and result in a more integrated and aesthetically pleasing campus.

### **Proposed Campus Master Plan Revisions**

Proposed significant changes to the existing Campus Master Plan are shown on Attachment A and are noted below:

- New academic facilities
- Black box theater
- Facilities services and an expanded central plant
- Student recreation center
- Student union expansion
- Student housing and dining facilities
- Childcare facilities
- Residential, retail, campus innovation, research and business park, and parking facilities in University Village
- Parking structures

### **Fiscal Impact**

Approximately \$3 billion will be needed to address existing building deficiencies and provide needed site and facility improvements as proposed in the Campus Master Plan. Of this amount, \$3.8 million will be required to fund projects not on land owned by the CSU to mitigate the potential significant environmental impacts of the revised master plan. (The campus is currently negotiating with the City to enter into a Memorandum of Understanding regarding its fair share of these off-site mitigation measures.)

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

A Final Environmental Impact Report (Final EIR) has been prepared to analyze the potential environmental effects of the proposed Campus Master Plan in accordance with CEQA requirements and State CEQA Guidelines. The Final EIR is presented to the Board of Trustees for review and certification. The Final EIR fully discusses all issue areas, and impacts have been analyzed to the extent possible. Where a potentially significant impact is identified, feasible mitigation measures, if any, have been proposed to reduce the impact. The Draft EIR was distributed for comment for a 63-day period concluding on April 15, 2019. The final documents are available online at: <https://www.csudh.edu/fpcm/campus-master-plan-update/>.

The Final EIR is a “Program EIR” with near-term projects identified under CEQA Guidelines, Sections 15161 and 15168. The Program EIR can be characterized as one large project and consists of a series of actions and improvements associated with the master plan, that will be implemented over time to the planning horizon year 2035. The Program EIR allows such actions and improvements to be approved, provided that the environmental effects were examined in the Program EIR, and to streamline subsequent environmental review for master plan implementation. At the time each facility improvement or other action pursuant to the master plan is implemented, each individual action or improvement will be reviewed to determine whether the Program EIR fully addressed the associated impacts and identified appropriate mitigation measures.

The near-term projects analyzed in the Final EIR include:

- 257,000 square feet of campus facilities, including educational buildings, student recreation and wellness center, childcare center, and other instructional support facilities
- 720,900 square feet of office space
- 96,100 square feet of retail space
- 1,063 units of apartments
- 3,000 seat increase (for a total of 30,000 seating capacity) at the existing Dignity Health Sports stadium

The project provides for many environmental benefits including but not limited to needed infill housing and retail, reducing commuting needs, and improving pedestrian and bicycle circulation.

As noted, however, the Final EIR concluded that the project would result in significant and unavoidable impacts relating to air quality, greenhouse gas emissions, noise, and traffic. CEQA requires the decision-making agency to balance, as applicable, the economic, legal, social, technological, or other benefits of the project against its unavoidable environmental risks when determining whether to approve a project. If the specific benefits of the project outweigh the unavoidable adverse environmental effects, those effects may be considered “acceptable” and the agency is then required to adopt a Statement of Overriding Considerations in order to approve the project. Because the Campus Master Plan Final EIR has determined that the project would result in significant and unavoidable effects, a Statement of Overriding Considerations has been prepared for Board of Trustees’ consideration.

### **Issues Identified Through Public Review of the Draft EIR**

Comment letters were received from four public agencies and two individuals: The California Department of Transportation, the California Department of Toxic Substances Control, the Governor’s Office of Planning and Research, the City of Carson, and two City of Carson residents. The Final EIR includes the Letters of Comment and Responses chapter that contains copies of the comment letters along with detailed responses to each of the comments raised in the letters.

A summary of the responses to the comments included in the Final EIR is provided:

California Department of Transportation (Caltrans): Submitted comments regarding several topics, including a brief summary of the project components, a summary of the Draft EIR's conclusion that the project would result in potential cumulative impacts to state facilities, a reference to the Draft EIR's discussion of mitigation measures, and identified certain goals and recommendations, as addressed further below.

- A. Caltrans commented on the methodology used in the Transportation Impact Study (TIS), which specifically provided that the TIS, in relying on the Congestion Management Program (CMP) to evaluate impacts on state facilities, should have adhered to the CMP guide of 150 or more vehicle trips added before freeway analysis is needed and further commented that the CMP provides that Caltrans is to be consulted to identify specific locations to be analyzed on the State Highway System.

*CSU Response:* The response stated that the methodology employed in the TIS complies with the threshold referenced in the comment as the TIS analyzed all Caltrans facilities to which the project would add 150 or more vehicle trips in either the AM or PM peak hour, and the methodology also complies with CEQA requirements because the study area includes all Caltrans facilities potentially significantly impacted by project traffic. The response also noted that the Congestion Management Program provides guidance directed to a wide variety of project types, and the particular guidance noted in the comment addresses private developers and local jurisdictions rather than the State of California.

- B. Caltrans also commented that its goal is to implement strategies consistent with its mission, and encouraged the university to integrate land use and transportation in a manner that reduces vehicle miles traveled (VMT) and greenhouse gas (GHG) emissions, including Transportation Demand Management (TDM) strategies; encouraged safety and connectivity for pedestrians and bicyclists; recommended planning for gradual improvement of transit facilities; and supported the implementation of road diets and other traffic calming measures.

*CSU Response:* The response provided that the project does integrate transportation and land uses in a manner that reduces VMT and GHG emissions, and also includes a TDM program, a pedestrian circulation plan, bicycle plan, transit plan, and parking plan, each of which will help achieve reduced VMT and GHG emissions. The response also stated the university will continue to coordinate with local transit service agencies regarding transit service improvements, will consider implementing measures such as road diets and traffic calming on campus where applicable, and

would work with the City to encourage that such measures are considered in relation to future roadway improvements surrounding the campus.

- C. Caltrans provided specific recommendations for project construction timing, scheduling, and litter prevention requirements relating to construction vehicles.

*CSU Response:* The response provided that the university will consider implementing the suggested construction-related measures as feasible as part of the construction of the project, and also stated that the CSU system already has a set of general contract conditions that address all three construction-related issues raised in the comment.

- D. Caltrans noted standards regarding timing of roadway closures, stormwater runoff, and certain permitting requirements related to work performed within state right-of-ways.

*CSU Response:* The response confirmed the project construction will proceed in compliance with Caltrans standards in regards to road closures and all applicable state and federal requirements regarding water quality, and also stated that construction activities associated with the project will not discharge runoff onto state highway facilities. Finally, although the project is not anticipated to encroach on any Caltrans facilities, the response confirmed the campus will obtain any necessary encroachment and other permits from Caltrans for any work within state highway right-of-way.

California Department of Toxic Substances Control (DTSC): Provided a comment letter enumerating existing requirements with regard to hazardous materials, substances, and wastes.

*CSU Response:* The Draft EIR concluded no known hazardous materials sites exist within the project area, but that the campus will continue to comply with all applicable State and Federal regulations regarding the treatment and handling of hazardous substances.

Governor's Office of Planning and Research (OPR): Provided a letter confirming that OPR distributed the Draft EIR to selected state agencies for review; identifying pertinent Public Resources Code provisions regarding the scope of public agency comments, a reference to the CEQA database for submitted comments; and acknowledging that CSU complied with its State Clearinghouse review requirements for the Draft EIR in accordance with CEQA.

*CSU Response:* The comments were acknowledged and the university confirmed that all agency comments were downloaded from the referenced CEQA database.

City of Carson (City): Provided comments including: the City's position that it is the "permitting authority" for the project; the StubHub Center; certain Draft EIR graphics; and the Draft EIR's analysis of potential impacts related to aesthetics, air quality and greenhouse gas emissions, biological resources, cultural resources, noise, population and housing, public services and recreation, traffic, utilities, and alternatives. The City's comments are summarized briefly by topic below.

- A. Permitting Authority: The City stated it, rather than CSU, is the proper permitting authority for the University Village portion of the project because this portion of the project includes community housing, retail, and office uses.

*CSU Response:* The response stated that the City is not the proper permitting authority for the project, and instead is a Responsible Agency as referenced in the Draft EIR.

- B. StubHub Center: The City stated that the use of the StubHub Center stadium has changed since the 2001 Final EIR for the StubHub Center, and further stated its view that potential impacts associated with such changes that have occurred since should have been analyzed in the Draft EIR, including an analysis of compliance with mitigation measures provided in the 2001 Final EIR.

*CSU Response:* The response provided that the Draft EIR properly analyzed potential impacts associated the project's proposed addition of 3,000 spectator seats to the facility, and since no other changes to the stadium facility are proposed as part of the project, the project was evaluated by comparison to existing conditions at the time of issuance of the Notice of Preparation. Further, the response provided that there is no requirement that previously adopted mitigation measures be evaluated as part of the EIR; however, the response confirmed all previously adopted mitigation measures for the StubHub Center have been implemented.

- C. Draft EIR Graphics: The City stated that certain graphics provided in the Draft EIR include unreadable text, and that the Draft EIR should include readable graphics.

*CSU Response:* The response provided that the graphics in the Draft EIR are readable and convey the necessary information regarding the project to support the analysis provided therein.

- D. Aesthetics: The City commented that the visual quality analysis should compare the project to the "Design Guidelines" for the campus and an incorporation of a full description of the aesthetic character of the project.

*CSU Response:* The response stated that the Draft EIR specifically provided that the various project components would comply with the guidelines prepared for the Campus Master Plan, which include design and landscape guidelines.

- E. Air Quality/GHG: The City commented that the emission calculations were mostly based upon default values of CalEEMod, the Draft EIR lacked a quantitative evaluation of the implementation of the project's Transportation Demand Management (TDM) Plan, and the Draft EIR should have included a quantitative assessment of potential health risks related to project construction. Further, the city commented that the Draft EIR did not make a reasonable effort to connect the project's air quality impacts to specific health consequences, did not use thresholds relating to GHG impacts, and understated emissions associated with the project.

*CSU Response:* The response explained that the Draft EIR properly relied on the South Coast Air Quality District's (SCAQMD) recommended software program (California Emissions Estimator Model or CalEEMod) to calculate the project's construction and operational air emissions. The response further notes that the program supplies its own default emission factors (EMFAC) from a model developed by the California Air Resources Board (CARB) to support its regulatory and air quality planning efforts, to aid in estimating the quantity and type of construction equipment and other vehicles, associated emissions, and quantity of dust generated during construction.

The response acknowledges that results are indeed conservative (likely overstated) for several reasons: the program calculates emissions based on the single most equipment-intensive activity, assumes simultaneous operation of all equipment for an 8-hour day, and does not assume use of the "cleanest" available construction equipment in terms of emissions. The response noted, however, that there is no CEQA prohibition against using conservative assumptions, since doing so ensures impacts are not understated and potentially feasible mitigation is considered. The same CalEEMod program was also properly used to calculate operational vehicular emissions, again at the recommendation of SCAQMD and using default emission factors developed by CARB.

In response to the City's comment about Transportation Demand Management (TDM) strategies, the response referenced the Draft EIR's Project Description and Air Quality technical section, which clearly state the TDMs proposed as project design features and mitigation measures and note that their implementation will improve campus accessibility. The response further noted that because no broadly accepted or validated industry guidance exists yet that could support accurate calculation of the beneficial emission reduction effects of TDMs in a university

campus setting, none were assumed in Draft EIR analysis, and operational emissions associated with vehicle travel are therefore likely conservative (overstated) – again to avoid understatement of impacts and ensure consideration of feasible mitigation.

The response noted that a quantitative health risk assessment (which measures lifetime exposure to toxic air contaminants (TACs) and is therefore appropriate for assessing the long-term impacts of activities such as project operation), is not required by CEQA or SCAQMD for construction activities because of their temporary or short-term nature. The comment also points out that in any event, based on analysis contained in the Draft EIR, the project’s TAC emissions were determined to be less than significant.

The response noted that the analysis of GHG impacts appropriately relied upon the CEQA Guidelines’ Appendix G checklist question as a significance threshold, as permitted under CEQA. The response also noted that the Draft EIR conservatively concluded the project would result in a potentially significant and unavoidable cumulative operational GHG impact, to ensure the Draft EIR appropriately considered feasible mitigation.

Finally, the response noted that a report clarifying the non-cancer health consequences of the project’s estimated air pollutants was prepared in response to the city’s comment regarding the need for analysis of the relationship between the two. The analysis prepared in response to this comment provides independent quantitative confirmation of the Draft EIR’s original conclusion that the Project would result in significant and unavoidable air quality impacts, while additionally confirming that despite the Draft EIR’s conservative (overstated) emissions calculations, associated health consequences would be minimal.

- F. Biological Resources: The City provided that the Draft EIR did not analyze compliance with the City’s Tree Preservation and Protection ordinance, did not include references to certain provisions of the California Fish and Game Code, and that mitigation measure BIO-4 should include additional language regarding survey requirements.

*CSU Response:* The response provided that the CSU is not subject to local planning regulations and ordinances such as the referenced City Tree Preservation and Protection ordinance. In addition, the City Tree Preservation and Protection chapter of the City Municipal Code relates exclusively to City owned trees and trees located within the street right-of-way, not on trees located on the campus. In relation to mitigation measure BIO-4, the response provided that the Final EIR included revisions to clarify that the U.S. Army Corps of Engineers (Corps) would make a

determination regarding the existence of “jurisdictional” wetlands during the Section 404 review of the project, and mitigation measures BIO-4A and BIO-4B have been revised in the Final EIR to clarify the conditions and circumstances under which consultation with United States Fish and Wildlife Service would occur. Surveys may be required if it is determined that a “jurisdictional” wetlands is present.

- G. Cultural Resources: The City provided numerous specific comments regarding the Draft EIR’s cultural resources analysis, including comments focused on tribal cultural, paleontological, historic, and archeological resources. Comments also included the scope of prior archeological surveys and adequacy of mitigation measures.

*CSU Response:* The response stated that certain revisions were made to the Final EIR to clarify the scope of certain surveys considered as part of the impact analysis, explain that the scope of the analysis of potential historic resources was adequate, appropriate, and consistent with CEQA, and further stated that revisions to the Final EIR had been made to clarify the scope and extent of mitigation measures in response to the City’s comments.

- H. Noise: The City stated that the noise analysis should have included ambient baseline noise measurements, evaluate a conservative worst-case scenario for noise impacts, performance standard mitigation measures, and calculations and modeling data used to support the analysis in the Draft EIR. The City also stated that the Draft EIR should have provided additional analysis of potential construction noise impacts to evaluate simultaneous operation of multiple pieces of construction equipment, should revise mitigation measure NOI-1 to provide a performance-based standard, discussed pre-event and post-event StubHub noise impacts separately, and should have evaluated potential noise impacts from new athletic fields, open spaces, and retail uses that are included in the project.

*CSU Response:* The response stated that the Draft EIR noise analysis was based upon recordation of existing ambient noise levels at 27 locations selected to represent the noise sensitive receptors surrounding the campus, and that the analytical approach used was an appropriate and conservative approach to identifying and analyzing potential noise impacts to the extent it analyzed the potential noise impacts from roadway noise resulting from the project, given that roadway noise represents the predominant noise source for sensitive receptors surrounding the campus. Further, the response stated that potential construction-related noise impacts were conservatively determined to be potentially significant because the precise scale, timing, location, and nature of the various construction activities are uncertain at this time. Finally, the



response stated that the Draft EIR identified noise levels generated by the StubHub Center stadium during both pre-event and post-event conditions.

- I. Population and Housing: The City stated the Draft EIR should have considered the housing needs of the City as specified in its 2013 Housing Element, and, accordingly calculated the potential population associated with the project's housing to be 7,736 residents, and the Draft EIR does not describe the methodology used to calculate the population projections provided for the project.

*CSU Response:* The response noted that the Draft EIR referenced the City's Housing Element extensively in its analysis, but that the Housing Element addressed the City's housing needs through 2021, while the project includes housing with a horizon or build-out year of 2035, resulting in a lack of correlation between the housing needs identified in the City's Housing Element and the projected housing demand in the City at build-out of the project in 2035. In addition, the response provided a detailed explanation of the methodology used to project population generated by the project.

- J. Public Services/Recreation: The City stated that the Draft EIR does not adequately evaluate potential impacts associated with fire, police, library, schools, and park/recreation facilities.

*CSU Response:* The response summarized the information in the Draft EIR supporting the conclusion that adequate fire, police, library, schools, and park/recreation facilities exist and/or are provided as part of the project such that there is no need for new or expanded facilities that would constitute a significant environmental effect.

- K. Traffic: The City commented that the trip generation rates in the TIS are unverifiable, the TIS lacks a project trip distribution and assignment as provided in Los Angeles County Department of Public Works guidelines, and identifies certain specific questions regarding elimination of certain through movements, and projected changes in traffic volumes at particular intersections. The City further stated no information was provided regarding how future traffic volumes were developed, and requested clarification regarding the use of certain methodologies for the Level of Service (LOS) analysis. Finally, the City suggested that feasibility of the proposed mitigation measures should be re-evaluated following revisions to the TIS to address the City's comments regarding traffic volumes and LOS analysis methodology, CSU's fair share for the mitigation measure relating to the addition of a westbound turn lane at Victoria Street and Drive D should be 100 percent, and fair share calculations should be reflected for locations where the TIS has shown direct project impacts.

*CSU Response:* The response states that trip generation rates are included in the TIS, which was included as Appendix F to the Draft EIR, reiterated the explanation for the trip distribution and assignment used in the TIS, and provided tables prepared to illustrate the project's trip generation separate from existing traffic as requested by the City. Further, the response provided clarification regarding specific comments regarding the analysis of specific intersections, explained how future volumes were calculated, and stated that the Draft EIR properly relied on LOS methodology consistent with the CSU Transportation Impact Study Manual. Finally, the response confirmed the accuracy and basis for the 66 percent fair share allocation relating to the mitigation measure providing a westbound turn lane at Victoria Street and Drive D, and explained that the project is 100 percent responsible for costs of mitigation measures resulting from direct project impacts.

- L. Utilities: The City stated that the analysis should have acknowledged the National Pollutant Discharge Elimination System permit, Joint Water Pollution Control Plan, discussion of existing conditions for recycled water, solid waste and petroleum, and should include a Water Supply Assessment following prescribed requirements.

*CSU Response:* The response stated that the Final EIR had been revised to address the applicable NPDES permit, and to expand the discussion of existing conditions for recycled water. The response also stated the Draft EIR already included discussion of the Joint Water Pollution Control Plan, solid waste, and petroleum. Additionally, the response noted that a Water Supply Assessment (WSA) was prepared by the water district for the campus and attached as Appendix G.8 to the Final EIR, and that the text of the Draft EIR, Chapter 3.10, Utilities, had been revised to address the analysis provided in the WSA and confirm in addition, that the project would have a less than significant impact related to available water supplies during normal dry, and multiple dry years.

- M. Alternatives: The City stated that the analysis of alternatives lacked sufficient detail and supporting evidence, was not responsive to the initial study checklist questions, and the associated air quality and GHG analysis was not included in the body of the Draft EIR but instead was located in Appendix G.

*CSU Response:* The response provided that the Alternatives analysis provided an adequate level of detail and analysis consistent with the requirements of the CEQA Guidelines, and the analysis of potential impacts relating to the alternatives was presented by reference to impacts identified in the Draft EIR for the proposed project and thus responsive to the initial study checklist questions. The response also provided that the supporting technical analysis of potential impacts associated with traffic, air quality, and GHG analysis was appropriately included in the Draft EIR Appendix.

City of Carson Late Comment Letter: In addition to the timely comment letters submitted and received during the 63-day public comment period, one late comment letter was submitted after the conclusion of the comment period. Specifically, Aleshire & Wynder LLP on behalf of the City of Carson, submitted a comment letter dated July 10, 2019, which addressed comments previously raised in the City's prior comment letter, and argued that the recent California Supreme Court decision in *City and County of San Francisco v. The Regents of University of California* (June 20, 2019, S242835) \_\_ Cal.5th \_\_. (*City and County of San Francisco*) supports the City's position that its land use regulations, permitting authority, and application of the City's Interim Development Impact Fees (IDIF) and City Community Facilities District (CFD), are applicable to the development of the University Village portion of the CSUDH Campus Master Plan.

*CSU Response:* The response to the City of Carson's late comment letter explained that CSU, as lead agency for the project is not required to provide written responses to comment letters received after the close of the public comment period, but for informational purposes, CSU elected to respond to the late comment letter without waiving its position that written responses to late comment letters are not required by law. The response also provided detailed responses to each of the arguments presented in the late comment letter regarding the *City and County of San Francisco* decision, and rejected the late comment letter's conclusion that mitigation measures proposed in the EIR for the CSUDH Campus Master Plan should include compliance by private developers who are involved with the University Village portion of the Campus Master Plan with all applicable City land use ordinances, planning, permitting, and development requirements, including payment of development impact fees and participation in the Community Facilities District, to the same degree as if the projects they are developing were not located on the CSU campus. The response explained that neither the *City and County of San Francisco* decision nor the other points raised in the late comment letter supported the City's position.

The campus engaged in negotiations with the City of Carson relating to the funding of off-site mitigation measures related to impacts resulting from the master plan. The campus provided the City of Carson with a proposed Memorandum of Understanding to be entered between CSU and the City of Carson, which addressed funding of the University's fair share of off-site mitigation costs. At the time this agenda item went to print, negotiations with the city had not resulted in an agreement on the campus calculated fair share amount for the off-site mitigation of environmental impacts. In addition, the city believes private developers on state land are subject to local permit fees which the CSU continues to disagree. An update on the negotiations with the City of Carson will be provided at the September 24-25, 2019 Board meeting.

Gil and Shirley Smith: provided a number of general comments not specifically referencing the analysis in the DEIR, but instead identifying general concerns regarding land use compatibility, traffic congestion, air quality, public services, biological resources, noise, as well as concerns regarding existing conditions relating to stormwater runoff and electricity service.

CSU Response: The response addressed each of the particular topics raised by Mr. and Mrs. Smith by reference to the specific discussions provided in the Draft EIR in most instances, with the exception of certain topics which were noted to be outside of the scope of CEQA.

### **Project Alternatives**

The alternatives considered for the project but eliminated from further consideration included the following:

*Maximum Student Housing Alternative:* The number of student beds would triple to 4,800 beds under this alternative. All other components of the proposed project would remain the same. This alternative was rejected because it does not achieve the CEQA objective of reducing impacts. Specifically, due to the increase in student housing by 3,812 beds, the number of vehicle trips generated and associated air quality and greenhouse gas emissions would increase above what are projected for the proposed project. No impacts would be reduced as compared to the proposed project.

*No Campus Business Park Alternative:* Under this alternative, the campus business park component of University Village would not be constructed; all other elements of University Village would remain the same as in the proposed project. By eliminating the campus business park, the size of University Village would be reduced by 721,000 square feet. This alternative was rejected because it precludes the campus from meeting one of its primary project objectives: “Provide additional on-campus learning, research, and internship opportunities for students, faculty, and staff through on-campus public-private partnerships.”

*No University Village Alternative:* Development of University Village would be eliminated under this alternative. All other components of the proposed project would remain identical. This alternative was rejected because it precludes the campus from meeting two of its primary project objectives: “Provide on-campus housing opportunities for faculty and staff to promote faculty and staff recruitment, and retain and enhance faculty and staff connectivity with the campus; and provide housing opportunities to graduate students and those in the greater community interested in campus life connectivity,” and “Provide additional on-campus learning, research, and internship opportunities for students, faculty, and staff through on-campus public-private partnerships.”

*Alternative Site:* The proposed project is an update to the campus master plan for the existing Dominguez Hills campus. Because the university is an existing use located on an existing site, an alternative site for the university is not viable as a CEQA alternative.

The alternatives analyzed in detail in the Draft EIR include the following:

*“No Project Alternative” – Continuation of Current master plan*

Campus development would occur in conformance with the adopted 2009 Campus Master Plan.

*Reduced Project Alternative*

The same components of the proposed project would be built, but with a 25 percent reduction in campus apartment market rate housing, retail and campus business park development within the University Village portion of the campus.

*Increased Student Housing Alternative:*

The same components of the proposed project would be built, but with an additional 1,040 student housing beds, and 180 fewer apartments. As discussed above, this alternative was determined to be the environmentally superior alternative, and is proposed to the Board of Trustees for adoption as the Campus Master Plan.

*Increased Student Housing with Campus Apartment Housing Relocation:*

The same components of the proposed project would be built, but with 180 fewer campus apartment housing units, and an additional 1,040 student housing beds, and the relocation of 100 campus apartment housing units to a surface parking lot east of a planned parking structure.

## **Recommendation**

The following resolution is presented for approval:

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

1. The Board of Trustees finds that the 2019 Final EIR has been prepared in accordance with the requirements of the California Environmental Quality Act.
2. The Final EIR addresses the proposed Campus Master Plan revision and all discretionary actions related to the project as identified in the Final EIR.
3. The Board of Trustees hereby certifies the Final EIR for the California State University, Dominguez Hills Campus Master Plan dated September 2019.
4. Prior to the certification of the Final EIR, the Board of Trustees reviewed and considered the above Final EIR and found it to reflect the independent judgment of the Board of Trustees. The Board of Trustees hereby certifies the Final EIR as complete and adequate and finds that it addresses all potentially significant environmental impacts of the project and fully complies with the requirements of CEQA. For purposes of CEQA and the State CEQA Guidelines, the administrative record includes the following:

- a. The 2019 Draft EIR for the California State University, Dominguez Hills Campus Master Plan;
  - b. The Final EIR, including comments received on the Draft EIR, responses to comments, and revisions to the Draft EIR in response to comments received;
  - c. The proceedings before the Board of Trustees relating to the subject Campus 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.
5. This resolution is adopted pursuant to the requirements of Section 21081 of the Public Resources Code and Section 15091 of the State CEQA Guidelines which require the Board of Trustees to make findings prior to the approval of the project.
  6. The Board of Trustees hereby adopts the CEQA Findings of Fact and Mitigation and Monitoring Program, including the mitigation measures identified therein for Agenda Item 2 of the September 24-25, 2019 meeting of Committee on Campus Planning, Buildings and Grounds, which identifies the specific impacts of the proposed Campus Master Plan and related mitigation measures, which are hereby incorporated by reference. The mitigation measures identified in the Mitigation and Monitoring Reporting Program shall be monitored and reported in accordance with the Mitigation and Monitoring Reporting Program which meets the requirements of CEQA.
  7. The Board of Trustees hereby adopts the Statement of Overriding Considerations stating that project benefits to the California State University outweigh the remaining significant and unavoidable air quality, greenhouse gas emissions, noise, and traffic impacts.
  8. The Final EIR has identified potentially significant impacts that may result from implementation of the proposed Campus Master Plan revisions. However, the Board of Trustees, by adopting the Findings of Fact, finds that the inclusion of certain mitigation measures as a part of the project approval will reduce most, but not all, of these 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.
  9. The Board of Trustees approves the use of \$3.8 million for its fair share of future off-site mitigation. The funds are expected to be provided from future state capital or operation budget funding, the CSU, self-support entities, private developers, and/or other entities.
  10. The project will benefit the California State University.

CPB&G

Agenda Item 2

September 24-25, 2019

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11. The California State University, Dominguez Hills Campus Master Plan Revision dated September 2019, specifically consisting of Increased Student Housing Alternative, is approved.
12. 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 EIR for the California State University, Dominguez Hills Campus Master Plan.



**California State University,  
 Dominguez Hills**

Campus Master Plan  
 Master Plan Enrollment: 20,000 FTE  
 Approval Date: April 1967  
 Proposed Date: September 2019  
 Main Campus Acreage: 344



## California State University, Dominguez Hills

### Master Plan Enrollment: 20,000 FTE

Master Plan approved by the Board of Trustees: April 1967

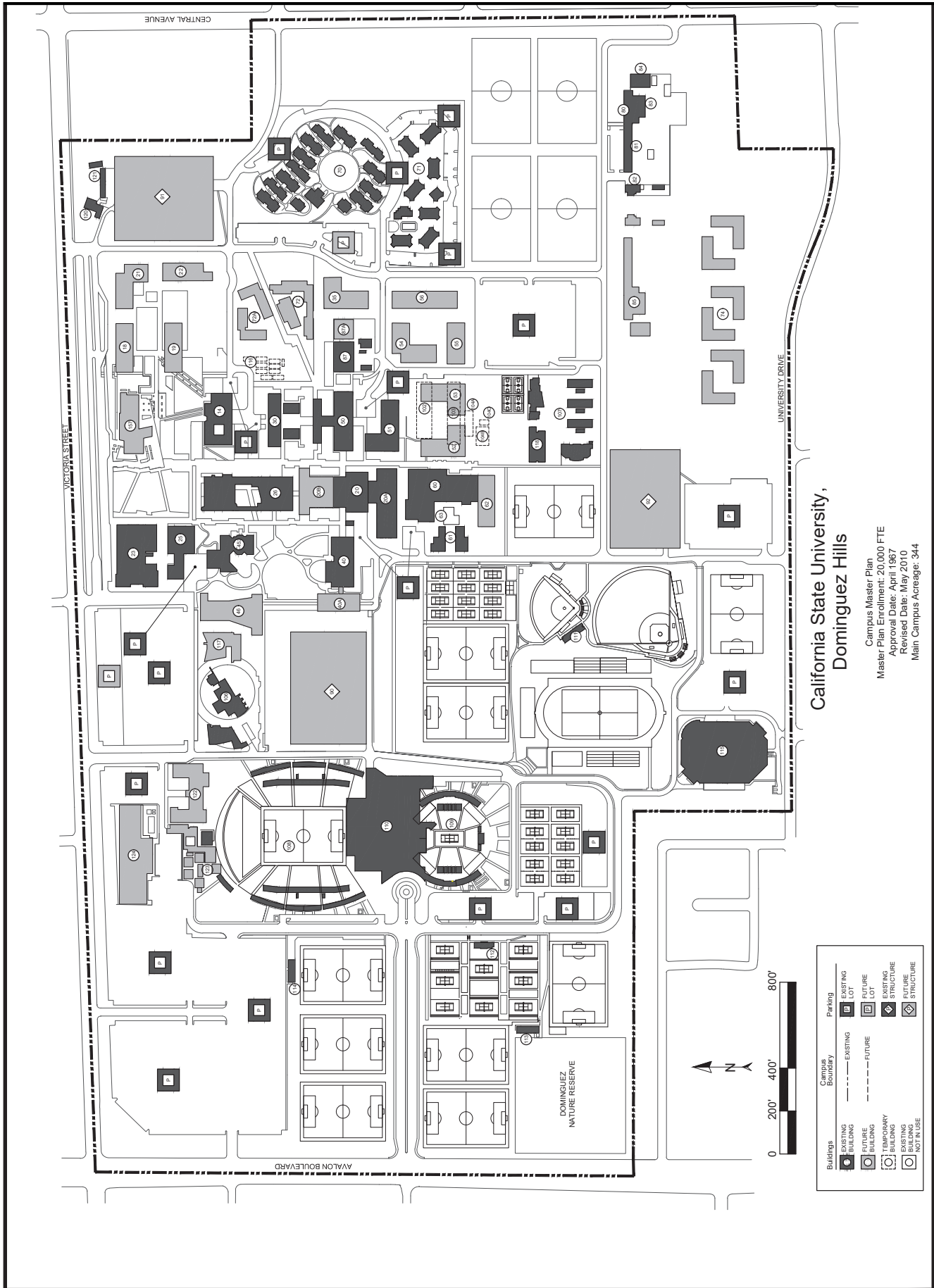
Master Plan Revision approved by the Board of Trustees: August 1968, July 1971, May 1975, March 1976, March 1980, November 1980, November 1986, March 1993, June 2001, May 2005, May 2010, September 2019

20. Leo F. Cain Library	123. <i>Dormitories for AEG</i>
20A. Library Expansion, Phase 1	124. <i>Conference Center/Hotel for AEG</i>
23. James L. Welch Hall	125. <i>Seating Expansion</i>
25. Student Health Center	150. <i>Academic Building A</i>
26. Donald P. and Katherine B. Loker Student Union	151. <i>Academic Building B</i>
30. Social and Behavioral Sciences	152. <i>Academic Building C</i>
40. LaCorte Hall	153. <i>Academic Building D</i>
45. University Theatre	154. <i>Black Box Theater</i>
50. Natural Sciences and Mathematics	155. <i>Academic Building E</i>
51. Science and Innovation	156. <i>Student Recreation Center</i>
60. Gymnasium	157. <i>Innovation &amp; Instruction</i>
61. Field House	158. <i>Academic Building F</i>
63. Swimming Pool	159. <i>Student Union Expansion</i>
70. Pueblo Dominguez (Student Housing 1)	160. <i>Academic Building G</i>
71. Pueblo Dominguez (Student Housing 2)	161. <i>Academic Building H</i>
72. Student Housing, Phase II	163. <i>Academic Building I</i>
73. <i>Student Housing, Phase III</i>	164. <i>Satellite Central Plant</i>
74. <i>Dining Services</i>	165. <i>Central Plant Expansion II</i>
80. Physical Plant	166. <i>Physical Services</i>
81. Physical Plant Shops	167. <i>66kV Substation</i>
82. Physical Plant Vehicle Maintenance	168. <i>Fab Lab Garage</i>
83. University Warehouse	169. <i>New Child Care</i>
84. Physical Plant Warehouse	170. <i>Student Housing</i>
87. Central Plant	171. <i>Student Housing</i>
87A. <i>Central Plant Expansion I</i>	172. <i>Student Housing</i>
102. South Academic Complex 2	175. <i>Parking Structure 1</i>
103. South Academic Complex 3	176. <i>Parking Structure 2</i>
104A. Classroom Village Modular Unit	177. <i>Parking Structure and Police</i>
104B. Classroom Village Modular Unit	300-303. <i>Residential/Retail/Parking</i>
104C. Classroom Village Modular Unit	310. <i>Residential/Parking</i>
106. Extended Education	311. <i>Residential/Parking</i>
107. California Academy of Mathematics and Science	312. <i>Residential/Parking Inc. Faculty/Staff Housing</i>
108. AEG Soccer Stadium	320-326. <i>Campus Business Park</i>
109. AEG Tennis Stadium	
110. AEG Administrative/Sports Support Facility/Restaurant	
111. Baseball/Softball Storage and Restrooms	
112. Tennis Pavilion	
113. AEG Tennis Storage/Restrooms	
114. AEG Soccer Storage/Restrooms	
115. ADT Event Center (250 Meter Velodrome)	
116. East Academic Complex	
118. California Academy of Mathematics and Science, Phase II	
120. Child Development Center	
121. Infant Toddler Center	
122. <i>Office Complex and Field House/ Training Facility for AEG</i>	

#### LEGEND:

Existing Facility / *Proposed Facility*

NOTE: Existing building numbers correspond with building numbers in the Space and Facilities Data Base (SFDB)



## California State University, Dominguez Hills

### Master Plan Enrollment: 20,000 FTE

Master Plan approved by the Board of Trustees: April 1967

Master Plan Revision approved by the Board of Trustees: August 1968, July 1971, May 1975, March 1976, March 1980, November 1980, November 1986, March 1993, June 2001, May 2005, May 2010

- |  |   |
|--|---|
| 1. Small College Complex 1                         | 72A. <i>Student Housing, Phase II</i>                                 |
| 2. Small College Complex 2                         | 74. <i>Faculty and Staff Housing</i>                                  |
| 3. Small College Complex 3                         | 80. Physical Plant  |
| 4. Small College Complex 4                         | 81. Physical Plant Shops  |
| 5. Small College Complex 5                         | 82. Physical Plant Vehicle Maintenance                                |
| 6. Small College Complex 6                         | 83. University Warehouse  |
| 7. Small College Complex 7                         | 84. Physical Plant Warehouse  |
| 8. Small College Complex 8                         | 85. <i>Physical Plant Expansion</i>                                   |
| 9. Small College Complex 9                         | 86. <i>Co-Generation Plant</i>  |
| 10. Small College Complex 10                       | 87. Central Plant   |
| 11. Small College Complex 11                       | 87A. <i>Co-Generation Plant</i>                                       |
| 13. Small College Complex 13                       | 90. <i>Parking Structure 1</i>  |
| 14. School of Education                            | 91. <i>Parking Structure 2</i>  |
| 15. <i>Academic Building</i>                       | 92. <i>Parking Structure 3</i>  |
| 16. <i>Academic Building</i>                       | 100. South Academic Complex 1   |
| 17. <i>Academic Building</i>                       | 102. South Academic Complex 2   |
| 18. <i>Academic Building</i>                       | 103. South Academic Complex 3   |
| 19. <i>Academic Building</i>                       | 104A-C. <i>South Academic Complex 4</i>                               |
| 20. Leo F. Cain Library                            | 105. Hughes Athletic and Educational Center                           |
| 20A. Educational Resource Center Addition          | 106. Extended Education   |
| 20B. <i>Library Expansion, Phase 2</i>             | 107. California Academy of Mathematics and Science                    |
| 21. <i>Academic Building</i>                       | 108. AEG Soccer Stadium   |
| 22. <i>Academic Building</i>                       | 109. AEG Tennis Stadium   |
| 23. James L. Welch Hall                            | 110. AEG Administrative/Sports Support Facility/Restaurant            |
| 25. Student Health Center                          | 111. Baseball/Softball Storage and Restrooms                          |
| 26. Donald P. and Katherine B. Loker Student Union | 112. Tennis Pavilion  |
| 30. Social and Behavioral Sciences                 | 113. AEG Tennis Storage/Restrooms                                     |
| 31. <i>Academic Building</i>                       | 114. AEG Soccer Storage/Restrooms                                     |
| 32. <i>Academic Building</i>                       | 115. ADT Event Center (250 Meter Velodrome)                           |
| 33. <i>Academic Building</i>                       | 116. East Academic Complex  |
| 34. <i>Academic Building</i>                       | 117. <i>Extended Education, Phase II</i>                              |
| 35. <i>Academic Building</i>                       | 118. California Academy of Mathematics and Science, Phase II          |
| 40. LaCorte Hall                                   | 120. Child Development Center   |
| 40A. <i>LaCorte Hall Expansion</i>                 | 121. Infant Toddler Center  |
| 45. University Theatre                             | 122. <i>Office Complex and Field House/ Training Facility for AEG</i> |
| 46. <i>Auditorium</i>                              | 123. <i>Dormitories for AEG</i>                                       |
| 50. Natural Sciences and Mathematics               | 124. <i>Conference Center/Hotel for AEG</i>                           |
| 51. Center for Science and Innovation              | 157. <i>Innovation &amp; Instruction</i>                              |
| 52. <i>Academic Building</i>                       |   |
| 53. <i>Academic Building</i>                       |   |
| 54. <i>Academic Building</i>                       |   |
| 55. <i>Academic Building</i>                       |   |
| 56. <i>Academic Building</i>                       |   |
| 60. Gymnasium                                      |   |
| 61. Field House                                    |   |
| 62. <i>Student Recreation Center</i>               |   |
| 63. Swimming Pool                                  |   |
| 70. Pueblo Dominguez (Student Housing 1)           |   |
| 71. Pueblo Dominguez (Student Housing 2)           |   |
| 72. <i>Student Housing, Phase I</i>                |   |

LEGEND:  
 Existing Facility / *Proposed Facility*

NOTE: Existing building numbers correspond with building numbers in the Space and Facilities Data Base (SFDB)

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

### **Preliminary 2020-2021 through 2024-2025 Five-Year Plan**

#### **Presentation By**

Steve Relyea  
Executive Vice Chancellor and  
Chief Financial Officer

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

#### **Summary**

This item provides information on the California State University Preliminary 2020-2021 through 2024-2025 Five-Year Plan. The Preliminary Five-Year Plan can be found at: [http://calstate.edu/cpdc/Facilities\\_Planning/majorcapoutlayprogram.shtml](http://calstate.edu/cpdc/Facilities_Planning/majorcapoutlayprogram.shtml) and will return to the Board of Trustees in November 2019 for approval.

The preliminary list of capital projects, enclosed in the Five-Year Plan and included as Attachment A, proposes funding for campus infrastructure improvements, seismic safety, facility renovation, and limited growth to serve student enrollment.

The Infrastructure Improvement Program, which is a subset of the Five-Year Plan, is further detailed beginning on page 2 of Attachment A.

Funding to address CSU's facilities needs will be discussed in the Committee on Finance, Planning for the 2020-2021 Operating Budget, and the Committee on Governmental Relations, SB 14 Education Finance: Higher Education Facilities Bond Act of 2020.

### **Preliminary 2020-2021 through 2024-2025 Five-Year Plan Overview**

The primary objective of the capital outlay program is to develop facility plans appropriate to 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 the students equally well. The CSU Board of Trustees approved the Categories and Criteria to set priorities for the Five-Year Plan at its March 2019 meeting. The Categories and Criteria help inform campuses as they develop and prioritize proposed campus projects.

CPB&G

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The preliminary Five-Year Plan is submitted to the state each September as required by statute. Meanwhile, Chancellor's Office staff continue to work with campuses to review the scope, budget, and schedule of the proposed projects in order to submit final project descriptions and justifications to the state in December 2019.

Funding for the Five-Year Plan is dependent upon additional state operating funds, state deferred maintenance funds, potential state general obligation bond funds, CSU operating funds and designated reserves. Additional state funding could augment CSU committed funds to enable additional progress on critical infrastructure projects, renewal needs and seismic safety as well as provide greater support to campus programmatic needs and building improvements. Such programmatic needs include classroom and laboratory renovations, accessibility, and student services improvements.

Assembly Bill 48, introduced by Assembly Member O'Donnell and Senator Glazer, proposes a number of statute changes in addition to proposing the Public Preschool, K-12, and College Health and Safety Bond Act of 2020, a state general obligation bond act. The act would provide \$15 billion to construct and modernize educational facilities of which \$9 billion would be for Preschool-Grade 12, and \$2 billion each for the California Community Colleges, University of California, and the California State University. The bill contains proposed revisions to the Education Code establishing University Capital Outlay Bond Fund Conditions related to the trustees' adoption of a five-year affordable student housing plan for each campus covering 2020-2021 to 2024-2025.

### **Preliminary 2020-2021 through 2024-2025 Five-Year Plan**

The Preliminary Five-Year Plan identifies the campuses' capital project priorities to address facility deficiencies and accommodate student enrollment growth. Campuses have identified a funding need of \$17.4 billion for the five-year period including \$11.2 billion for academic facilities and \$6.2 billion for self-support facilities.

### **Funding Update for Academic Projects and Infrastructure**

The following chart shows sources of funding that support the capital outlay and facilities renewal program from the 2014-2015 fiscal year through the 2019-2020 fiscal year, that total is \$2.79 billion. The Preliminary Five-Year Plan also contains the Previous Five-Year Plan 2015-2016 through 2019-2020 to identify campus academic, self-support and privately funded projects approved by the board and approved under delegated authority to the chancellor to address the university's needs.

CSU Financing Authority

<b>Fiscal Year</b>	<b>Funding Source</b>	<b>Board Approved Debt Financing Program</b>	<b>Actual and Estimated SRB Bond Proceeds and Reserves Allocated</b>
2014-2015	Base Budget Increase	\$10 million debt service	\$191.9 million
2015-2016	Base Budget Increase	\$25 million debt service	\$454.6 million
2016-2017	CSU Funds (includes restructured SPWB bond debt)	\$50 million debt service, multi-year financing not to exceed \$1 billion	\$293.4 million
2017-2018	Same as above	Same as above	\$304.8 million
2018-2019	CSU Funds	Multi-year financing not to exceed \$1.1 billion	\$170.5 million
2019-2020	Same as above	Same as above	\$1.041 billion
		<b>Sub-Total</b>	<b>\$2.456 billion</b>

State Deferred Maintenance Appropriation

<b>Fiscal Year</b>			<b>Amount</b>
2015-2016	One-Time Funds		<u>\$ 25.0 million</u>
2016-2017	One-Time Funds		<u>\$ 35.0 million</u>
2018-2019	One-Time Funds		<u>\$ 35.0 million</u>
2019-2020	One-Time Funds		<u>\$239.0 million</u>
		<b>Sub-Total</b>	<b>\$334.0 million</b>
		<b>Total</b>	<b>\$2.790 billion</b>

**Conclusion**

The Final 2020-2021 through 2024-2025 Five-Year Capital Outlay Plan and priority list for 2020-2021 will be presented for approval at the November 2019 meeting of the Board of Trustees.

## Preliminary 2020-2021 Capital Outlay Program

*Cost Estimates are at Engineering News Record California Construction Cost Index 6998 and Equipment Price Index 3443*

### ACADEMIC PROJECTS LIST

(Dollars in 000s)

Priority Order	Cate-gory	Campus	Project Title	FTE	Phase	Campus Reserves/ GO/Other	SRB-AP <sup>1</sup>	Total Budget	Cumulative Total Budget	Cumulative SRB-AP Budget
1	IA	Statewide	Infrastructure Improvements <sup>3</sup>	N/A	PWC	70,571	684,129	754,700	754,700	684,129
2	IA	Chico	Utilities Infrastructure	N/A	PWC	5,770	76,501	82,271	836,971	760,630
3	IB	<i>Fresno</i>	<i>Central Plant Replacement, Ph. 2 &amp; 3<sup>5</sup></i>	N/A	PWC	0	90,660	90,660	927,631	851,290
4	IB	<i>San Francisco</i>	<i>Science Replacement Building<sup>4,6</sup></i>	1,101	PWCE	0	138,718	138,718	1,066,349	990,008
5	IB	<i>Pomona</i>	<i>Classroom/Lab Building Renovation (Seismic)<sup>6</sup></i>	0	PWC	2,571	48,212	50,783	1,117,132	1,038,220
6	IB	<i>San Luis Obispo</i>	<i>Kennedy Library Renovation<sup>6</sup></i>	566	PWCE	3,414	34,140	37,554	1,154,686	1,072,360
7	IA	East Bay	Library Seismic (West Wing)	N/A	PWC	1,673	15,063	16,736	1,171,422	1,087,423
8	IB	<i>Long Beach</i>	<i>Peterson Hall 1 Replacement Bldg. (Seismic)<sup>5</sup></i>	TBD	PWCE	2,800	70,000	72,800	1,244,222	1,157,423
9	IB	Los Angeles	King Hall Replacement (Seismic Admin.)	4,565	PWCE	0	93,500	93,500	1,337,722	1,250,923
10	II	Dominguez Hills	Natural Sciences & Mathematics Bldg. (Seismic)	1,000	WC	0	45,273	45,273	1,382,995	1,296,196
11	IB	<i>Sacramento</i>	<i>Engineering and Classroom Building</i>	1,407	PWCE	18,043	67,720	85,763	1,468,758	1,363,916
12	IB	Stanislaus	Acacia Court Replacement	N/A	PWCE	12,107	111,235	123,342	1,592,100	1,475,151
13	IB	Sonoma	Ives Hall Renovation	TBD	PWCE	0	39,737	39,737	1,631,837	1,514,888
14	IB	Northridge	Sierra Hall Renovation, Ph. 1 & 2	TBD	PWCE	1,524	105,649	107,173	1,739,010	1,620,537
15	IB	Humboldt	Science Replacement Building, Ph. 1	273	PWCE	5,240	64,763	70,003	1,809,013	1,685,300
16	IB	San Diego	Life Science North Replacement	0	PWcCE	50,000	94,096	144,096	1,953,109	1,779,396
17	II	San Marcos	Classroom/Lab/Office Building	TBD	PWCE	2,560	54,986	57,546	2,010,655	1,834,382
18	II	San José	Land Acquisition	N/A	A	267	8,000	8,267	2,018,922	1,842,382
19	II	Fullerton	Classroom/Laboratory Building	492	PWCE	3,615	51,768	55,383	2,074,305	1,894,150
20	II	<i>Bakersfield</i>	<i>Energy and Engineering Innovation Building<sup>5</sup></i>	730	PWCE	4,613	43,690	48,303	2,122,608	1,937,840
21	II	Maritime Academy	Academic Building A/Learning Commons Part 1	TBD	PWCE	6,441	64,863	71,304	2,193,912	2,002,703
22	II	<i>Stanislaus</i>	<i>Classroom Building II<sup>5</sup></i>	3,267	PWCE	5,517	142,353	147,870	2,341,782	2,145,056
23	II	Monterey Bay	Academic Building IV	TBD	PWCE	8,000	72,191	80,191	2,421,973	2,217,247
<b>Total Academic Projects</b>				<b>13,401</b>		<b>\$ 204,726</b>	<b>\$ 2,217,247</b>	<b>\$ 2,421,973</b>	<b>\$ 2,421,973</b>	<b>\$ 2,217,247</b>

### SELF-SUPPORT / OTHER PROJECTS LIST

(Dollars in 000s)

Alpha Order	Cate-gory	Campus	Project Title	Spaces	Phase	Campus Reserves/ Other Budget	SRB-SS <sup>2</sup>	Total Budget	Cumulative Total Budget	Cumulative SRB-SS Budget
1	II	Fullerton	Housing Replacement/Expansion	600	PWC	0	123,000	123,000	123,000	123,000
2	IB	Fullerton	Titan Student Union Improvements	N/A	PWC	8,000	0	8,000	131,000	123,000
3	II	Pomona	Student Housing, Ph. 2	245	PWCE	0	161,000	161,000	292,000	284,000
4	IB	Pomona	Kellogg Drive & East Campus Drive	N/A	PWCE	5,000	0	5,000	297,000	284,000
5	IB	Pomona	Bronco Student Center Expansion/Reno, Ph. 1	N/A	PWCE	7,000	0	7,000	304,000	284,000
6	IB	Pomona	Demo Housing/Dining Greys/Los Olivos (Seismic)	N/A	PWCE	4,000	0	4,000	308,000	284,000
7	II	San Luis Obispo	Technology Park Expansion, Ph. 1	N/A	PWC	11,331	0	11,331	319,331	284,000
<b>Total Self-Support / Other Projects</b>				<b>845</b>		<b>\$ 35,331</b>	<b>\$ 284,000</b>	<b>\$ 319,331</b>	<b>\$ 319,331</b>	<b>\$ 284,000</b>
<b>Grand Total Academic and Self-Support Projects</b>				<b>14,246</b>		<b>\$ 240,057</b>	<b>\$ 2,501,247</b>	<b>\$ 2,741,304</b>	<b>\$ 2,741,304</b>	<b>\$ 2,501,247</b>

A = Acquisition P = Preliminary Plans W = Working Drawings c = Partial Construction C = Construction E = Equipment S = Study

**Categories:**

- I Existing Facilities/Infrastructure
  - A. Critical Infrastructure Deficiencies
  - B. Modernization/Renovation
- II Growth/New 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, ADA, seismic strengthening, and minor upgrades. Projects are listed separately on the following page. [The list does not include State Deferred Maintenance funding requests.]
- <sup>4</sup> Proceeding with P phase based on prior approvals.
- <sup>5</sup> Projects in *italics* have previously received approval by the Board of Trustees and are included only relative to the project funding total.
- <sup>6</sup> Projects in *red italics* have been approved by DOF and are included only for funding information.

### Preliminary 2020-2021 Infrastructure Improvements Program Project List

Cost Estimates are at Engineering News Record California Construction Cost Index 6998 and Equipment Price Index 3443

#### ACADEMIC PROJECTS<sup>1</sup>

Campus	Project Title	Phase	Campus Reserves/ Other Budget	SRB-AP Budget	Total Project Budget	Cumulative Total Project Budget
<b>Bakersfield</b>	Fire Alarm Upgrades, Ph. 2	PWC	0	1,325,000	1,325,000	1,325,000
Bakersfield	ADA Improvements	P	0	30,000	30,000	1,355,000
Bakersfield	Classroom Building (#1) Remodel for Faculty Office	PWCE	0	2,406,000	2,406,000	3,761,000
Bakersfield	Lecture Building (#3) Remodel for Offices	PWCE	0	1,238,000	1,238,000	4,999,000
Bakersfield	Student & Commencement Internet Access	PWC	0	3,281,000	3,281,000	8,280,000
<b>Channel Islands</b>	North Campus Hydronic Loop Extension (Completion)	PWC	447,000	3,643,000	4,090,000	12,370,000
Channel Islands	Battery Storage	PWC	0	1,500,000	1,500,000	13,870,000
Channel Islands	North Loop Electrical Distribution	PWC	576,000	3,267,000	3,843,000	17,713,000
Channel Islands	Roof Repair & Replacement Projects	PW	412,000	0	412,000	18,125,000
Channel Islands	Campus Road Repair & Maintenance	PW	60,000	0	60,000	18,185,000
Channel Islands	Sewer & Potable Water Improvements	PW	225,000	0	225,000	18,410,000
Channel Islands	ADA Access Improvements	PWC	24,000	136,000	160,000	18,570,000
Channel Islands	Electrical Power Infrastructure	PWC	236,000	2,124,000	2,360,000	20,930,000
Channel Islands	Redundant Fiber & Paths	PWC	123,000	1,111,000	1,234,000	22,164,000
Channel Islands	WAPs Cable Infrastructure	PWC	120,000	1,081,000	1,201,000	23,365,000
Channel Islands	CAT5 Upgrades	PWC	92,000	830,000	922,000	24,287,000
Channel Islands	Increased Conduit Capacity	PWC	28,000	252,000	280,000	24,567,000
Channel Islands	Classroom/Labs Telecom Infrastructure	PWC	410,000	3,686,000	4,096,000	28,663,000
Channel Islands	Building Management System Infrastructure	PWC	82,000	741,000	823,000	29,486,000
<b>Chico</b>	Physical Sciences Upgrades Surge (Seismic)	CE	1,500,000	12,500,000	14,000,000	43,486,000
Chico	Main Switchgear, Battery and Electrical System	PWC	372,000	5,223,000	5,595,000	49,081,000
Chico	Warehouse and Facilities Services Yard	PWC	1,940,000	1,500,000	3,440,000	52,521,000
Chico	Meriam Library Building Renewal	PWC	500,000	5,000,000	5,500,000	58,021,000
Chico	Langdon Building Renewal	PWC	500,000	5,000,000	5,500,000	63,521,000
Chico	Meriam Library HVAC Upgrades, Ph. 1	PWCE	625,000	0	625,000	64,146,000
Chico	Meriam Library HVAC Upgrades, Ph. 2	PWCE	350,000	0	350,000	64,496,000
Chico	Meriam Library HVAC Upgrades, Ph. 3	PWCE	650,000	0	650,000	65,146,000
Chico	Meriam Library IT Infrastructure Upgrades	PWC	0	8,143,000	8,143,000	73,289,000
Chico	IT Upgrades, Various Buildings	PWC	0	7,784,000	7,784,000	81,073,000
Chico	Wireless, Smart Classroom & Security Upgrades	PWC	0	11,791,000	11,791,000	92,864,000
<b>Dominguez Hills</b>	ADA Path of Travel	PWC	0	1,200,000	1,200,000	94,064,000
Dominguez Hills	Cain Library (Seismic), Ph. 2	PWC	0	4,000,000	4,000,000	98,064,000
Dominguez Hills	Social and Behavioral Sciences (Seismic)	PWC	0	4,000,000	4,000,000	102,064,000
Dominguez Hills	Pedestrian Safety Pathways	PWC	0	1,500,000	1,500,000	103,564,000
Dominguez Hills	La Corte Hall Fire Life Safety	PWC	0	2,500,000	2,500,000	106,064,000
Dominguez Hills	Kinesiology/Gym Pool and Basement Safety	PWC	0	1,780,000	1,780,000	107,844,000
Dominguez Hills	La Corte Hall Restrooms ADA	PWC	0	1,500,000	1,500,000	109,344,000
Dominguez Hills	Security Surveillance Systems	PWC	0	1,500,000	1,500,000	110,844,000
<b>East Bay</b>	Meiklejohn Hall Deck Water Intrusion	PWC	479,000	4,305,000	4,784,000	115,628,000
East Bay	Campuswide Fire/Life Safety System Upgrades, Ph. 2	PWC	351,000	3,164,000	3,515,000	119,143,000
East Bay	Campuswide Boiler Replacement, Ph. 1	PWC	275,000	2,472,000	2,747,000	121,890,000
East Bay	Contra Costa Campus Roof Replacement	PWC	426,000	3,830,000	4,256,000	126,146,000
East Bay	Campuswide Boiler Replacement, Ph. 2	PWC	192,000	1,731,000	1,923,000	128,069,000
East Bay	Accessibility Upgrades, Ph. 1	PWC	317,000	2,851,000	3,168,000	131,237,000
East Bay	Campuswide Roof Replacement, Ph. 1	PWC	347,000	3,128,000	3,475,000	134,712,000
East Bay	Electrical Infrastructure, Ph. 2D	PWC	0	4,554,000	4,554,000	139,266,000
East Bay	Copper Fiber Outside Plant Rehabilitation	PWC	0	780,000	780,000	140,046,000
East Bay	Wireless Access Point Expansion	PWC	0	5,420,000	5,420,000	145,466,000
East Bay	MPOE UPS and Cooling	PWC	0	960,000	960,000	146,426,000
East Bay	MPOE Fire Suppression	PWC	0	200,000	200,000	146,626,000



### Preliminary 2020-2021 Infrastructure Improvements Program Project List

Cost Estimates are at Engineering News Record California Construction Cost Index 6998 and Equipment Price Index 3443

**ACADEMIC PROJECTS<sup>1</sup> continued**

Campus	Project Title	Phase	Campus Reserves/ Other Budget	SRB-AP Budget	Total Project Budget	Cumulative Total Project Budget
<b>Fresno</b>	Campuswide Life/Fire Safety	PWC	0	28,805,000	28,805,000	175,431,000
Fresno	Campuswide Health & Safety	PWC	0	8,085,000	8,085,000	183,516,000
Fresno	Campuswide ADA Upgrades	PWC	0	7,502,000	7,502,000	191,018,000
Fresno	Telecommunications Interbuilding Improvements	PWC	0	1,600,000	1,600,000	192,618,000
Fresno	Telecommunications Safety	PWC	0	7,700,000	7,700,000	200,318,000
Fresno	Parking Lots - Wi-Fi	PWC	0	18,400,000	18,400,000	218,718,000
<b>Fullerton</b>	Life Safety & ADA Code Upgrades	PWC	100,000	1,000,000	1,100,000	219,818,000
Fullerton	ADA Code Upgrades (Restrooms, Path of Travel, etc.)	PWC	100,000	1,007,000	1,107,000	220,925,000
Fullerton	Kinesiology & Health Science Pool Safety Improvements, Ph. 2	PWC	0	4,000,000	4,000,000	224,925,000
Fullerton	Electrical Transformer Replacement	PWC	0	650,000	650,000	225,575,000
Fullerton	Campus Gas Line Repair	PWC	0	1,200,000	1,200,000	226,775,000
Fullerton	Campuswide Landscape, Hardscape, Irrigation Improvements	PWC	0	1,000,000	1,000,000	227,775,000
Fullerton	Domestic Water Line Upgrades	PWC	0	3,780,000	3,780,000	231,555,000
Fullerton	Campuswide Life Safety (including doors, hardware)	PWC	100,000	1,000,000	1,100,000	232,655,000
<b>Humboldt</b>	Gist Hall Renewal	PWCE	400,000	6,056,000	6,456,000	239,111,000
Humboldt	1601 Samoa Renewal	PWC	2,330,000	8,076,000	10,406,000	249,517,000
Humboldt	Exterior LED Lighting Retrofit	PWC	76,000	857,000	933,000	250,450,000
Humboldt	Accessibility Improvements	PWC	349,000	5,019,000	5,368,000	255,818,000
<b>Long Beach</b>	Horn Center-Renovations for Classrooms (Surge Space), Ph. 2B	C	0	790,000	790,000	256,608,000
Long Beach	LA1 Renovations for Geography (Surge Space), Ph. 3	PWC	378,000	3,780,000	4,158,000	260,766,000
Long Beach	Shelter in Place Locks at Classrooms	PWC	100,000	1,000,000	1,100,000	261,866,000
Long Beach	Pneumatic Control Conversion to DDC	PWC	30,000	315,000	345,000	262,211,000
Long Beach	MSX Repave Interior Campus Roadways, Ph. 2	PWC	190,000	1,900,000	2,090,000	264,301,000
Long Beach	Window Replacement for Energy Efficiency, (LA1,FO2), Ph. 1	PWC	188,000	1,882,000	2,070,000	266,371,000
Long Beach	Convert Baseball Field to Multi-Use Field, Ph. 1	PWC	380,000	1,900,000	2,280,000	268,651,000
Long Beach	VAV Box Retrofits (LA5, FO3, UT), Ph. 1	PWC	57,000	572,000	629,000	269,280,000
Long Beach	VAV Box Retrofits (LA1, BH), Ph. 2	PWC	343,000	3,435,000	3,778,000	273,058,000
Long Beach	Multizone VAV at KIN, NUR, AS	PWC	47,000	472,000	519,000	273,577,000
Long Beach	Convert Baseball Field to Multi-Use Field, Ph. 2	C	0	1,900,000	1,900,000	275,477,000
Long Beach	Campuswide Telecom & Technology Infrastructure	PWC	0	6,200,000	6,200,000	281,677,000
Long Beach	Campuswide Wi-Fi Technology Upgrade	PWC	0	8,500,000	8,500,000	290,177,000
<b>Los Angeles</b>	Campuswide Electrical System Upgrades	PWC	0	2,100,000	2,100,000	292,277,000
Los Angeles	Campuswide Life Safety Upgrades	PWC	0	3,450,000	3,450,000	295,727,000
Los Angeles	Anna Bing Arnold Childcare Center Plumbing Replace	PWC	0	180,000	180,000	295,907,000
Los Angeles	Campuswide Roofing Replacement	PWC	0	5,725,000	5,725,000	301,632,000
Los Angeles	Campuswide HVAC Replacement	PWC	0	5,900,000	5,900,000	307,532,000
Los Angeles	Campuswide Elevator Repair & Replacement	PWC	0	1,550,000	1,550,000	309,082,000
Los Angeles	Martin Luther King Exterior Wall Restoration	PWC	0	450,000	450,000	309,532,000
Los Angeles	Campuswide Waterproofing, Caulking, Repainting	PWC	0	750,000	750,000	310,282,000
Los Angeles	TELECOM-Data Core Equipment Replacement	PWC	0	3,212,000	3,212,000	313,494,000
Los Angeles	TELECOM-Telecom Room Renovation & Power Upgrades	PWC	0	3,212,000	3,212,000	316,706,000
<b>Maritime</b>	Hillside Emergency Stabilization, Ph. 2	PWC	0	3,988,000	3,988,000	320,694,000
Maritime	Maritime Academy Drive Pedestrian Path of Travel	PWC	110,000	1,250,000	1,360,000	322,054,000
Maritime	Upper Residence Hall Drive Repairs	PWC	188,000	3,800,000	3,988,000	326,042,000
Maritime	Maritime Academy & Morrow Cove Drive Repaving	PWC	0	800,000	800,000	326,842,000
Maritime	Lower Campus ADA Improvements	PWC	18,000	348,000	366,000	327,208,000
Maritime	Upper Campus ADA Improvements	PWC	18,000	348,000	366,000	327,574,000

### Preliminary 2020-2021 Infrastructure Improvements Program Project List

Cost Estimates are at Engineering News Record California Construction Cost Index 6998 and Equipment Price Index 3443

#### ACADEMIC PROJECTS<sup>1</sup> continued

Campus	Project Title	Phase	Campus Reserves/ Other Budget	SRB-AP Budget	Total Project Budget	Cumulative Total Project Budget
<b>Monterey Bay</b>	Classroom Renovation (Secondary Effects)	PWC	0	22,711,000	22,711,000	350,285,000
Monterey Bay	Infrastructure Improvements	PWC	0	678,000	678,000	350,963,000
Monterey Bay	ADA Projects	PWC	0	4,250,000	4,250,000	355,213,000
Monterey Bay	Energy Efficiency Projects	PWC	2,000,000	0	2,000,000	357,213,000
Monterey Bay	Telecom Infrastructure	PWC	0	5,786,000	5,786,000	362,999,000
<b>Northridge</b>	Domestic Water Line Upgrade, Ph. 1, 2, 3	PWC	143,000	979,000	1,122,000	364,121,000
Northridge	EOC Resiliency Emergency Preparedness	PWC	0	11,854,000	11,854,000	375,975,000
Northridge	BRT Nordhoff Transit Center	PW	784,000	0	784,000	376,759,000
<b>Pomona</b>	HVAC & Fume Hood Renewal	PW	313,000	0	313,000	377,072,000
Pomona	Building Controls Renewal	PW	282,000	0	282,000	377,354,000
Pomona	Windows Replacement	PW	282,000	0	282,000	377,636,000
Pomona	Storm Drain Renewal	PW	354,000	0	354,000	377,990,000
Pomona	TELECOM-Upgrade Conduit Pathways & Fiber	PWC	291,000	4,386,000	4,677,000	382,667,000
<b>Sacramento</b>	ADA Upgrades	PWC	152,000	1,578,000	1,730,000	384,397,000
Sacramento	Chilled Water Line	PWC	237,000	2,950,000	3,187,000	387,584,000
Sacramento	Domestic Water Upgrades	PWC	168,000	1,947,000	2,115,000	389,699,000
Sacramento	Telecom Upgrades	PWC	132,000	1,450,000	1,582,000	391,281,000
Sacramento	Human Anatomy Lab Relocation	PWC	529,000	3,884,000	4,413,000	395,694,000
Sacramento	Sequoia Hall Vertebrate Collection Relocation	PWC	190,000	833,000	1,023,000	396,717,000
Sacramento	Sequoia Hall 4th Floor Stock Room Renovation	PWC	285,000	1,300,000	1,585,000	398,302,000
Sacramento	Sequoia Hall 5th Floor Stock Room Renovation	PWC	312,000	1,632,000	1,944,000	400,246,000
Sacramento	Sequoia Hall Restroom ADA Upgrades	PWC	152,000	822,000	974,000	401,220,000
Sacramento	Infrastructure Perimeter Loop, Ph. 1	PWC	0	5,161,000	5,161,000	406,381,000
Sacramento	Telecom Building Cabling, Ph. 1	PWC	0	3,138,000	3,138,000	409,519,000
Sacramento	Telecom Building Cabling, Ph. 2	PWC	0	2,050,000	2,050,000	411,569,000
Sacramento	Classroom Cabling Infrastructure: Lecture (13) & Labs (159)	PWC	0	1,973,000	1,973,000	413,542,000
Sacramento	Wi-Fi Outdoor Areas (multiple locations)	PWC	0	1,065,000	1,065,000	414,607,000
Sacramento	Electronic Locks	PWC	0	2,591,000	2,591,000	417,198,000
Sacramento	Wi-Fi Parking Structures	PWC	0	1,838,000	1,838,000	419,036,000
Sacramento	Wi-Fi Outdoor Areas: Outer Parking Lots (9,10,11)	PWC	0	805,000	805,000	419,841,000
Sacramento	Wi-Fi Outdoor Areas: Baseball, Softball, Arboretum, Alumni Grove	PWC	0	861,000	861,000	420,702,000
Sacramento	Wireless Mesh Radio Communication System for Fire Alarms	PWC	0	132,000	132,000	420,834,000
Sacramento	AVAYA Media Gateways & Cable Runs to Replace Analog Lines	PWC	0	501,000	501,000	421,335,000
Sacramento	Transition DR Site Infrastructure to an Externally Hosted Cloud	PWC	0	677,000	677,000	422,012,000
Sacramento	Convert AIRC 4024 to Office Space	PWC	0	1,796,000	1,796,000	423,808,000
Sacramento	Infrastructure Perimeter Loop, Ph. 2	PWC	0	3,141,000	3,141,000	426,949,000
Sacramento	Infrastructure Perimeter Loop, Ph. 3	PWC	0	2,813,000	2,813,000	429,762,000
Sacramento	Infrastructure Perimeter Loop, Ph. 4	PWC	0	2,807,000	2,807,000	432,569,000
Sacramento	Hardwire Pneumatic Wireless Thermostats	PWC	0	15,487,000	15,487,000	448,056,000
Sacramento	Folsom/Sacramento Hall Generator Installation	PWC	0	537,000	537,000	448,593,000
<b>San Bernardino</b>	HVAC Controls Replacement	PWC	500,000	5,900,000	6,400,000	454,993,000
San Bernardino	Pfau Library Access Improvement	PWC	200,000	1,800,000	2,000,000	456,993,000
San Bernardino	University Police ER Response Communication Modernization	PWC	350,000	4,250,000	4,600,000	461,593,000
San Bernardino	Palm Desert-Indian Wells Center Energy Retrofits	PWC	130,000	1,170,000	1,300,000	462,893,000
San Bernardino	Data Communication Redundancy	PWC	0	4,700,000	4,700,000	467,593,000
San Bernardino	Pathways & Wireless Infrastructure	PWC	0	7,100,000	7,100,000	474,693,000
San Bernardino	BDF & IDF Modernization	PWC	0	3,100,000	3,100,000	477,793,000
San Bernardino	Pfau Library MBCx	PWC	450,000	0	450,000	478,243,000
San Bernardino	Pfau Library HVAC & Controls Upgrade, Ph. 2	PWC	3,800,000	0	3,800,000	482,043,000
San Bernardino	Access Barrier Removal	PWC	100,000	900,000	1,000,000	483,043,000

**Preliminary 2020-2021 Infrastructure Improvements Program Project List**

Cost Estimates are at Engineering News Record California Construction Cost Index 6998 and Equipment Price Index 3443

**ACADEMIC PROJECTS<sup>1</sup> continued**

Campus	Project Title	Phase	Campus Reserves/ Other Budget	SRB-AP Budget	Total Project Budget	Cumulative Total Project Budget
<b>San Diego</b>	Critical Infrastructure 2	PWC	2,039,000	18,636,000	20,675,000	503,718,000
San Diego	Telecom Infrastructure Priority 1	PWC	7,329,000	0	7,329,000	511,047,000
San Diego	Telecom Infrastructure Priority 2	PWC	9,053,000	0	9,053,000	520,100,000
San Diego	Telecom Infrastructure Priority 3	PWC	1,565,000	0	1,565,000	521,665,000
San Diego	Telecom Infrastructure Priority 4	PWC	7,645,000	0	7,645,000	529,310,000
<b>San Francisco</b>	Science Replacement Building Surge Space	PWC	813,000	7,317,000	8,130,000	537,440,000
San Francisco	Hensill Hall Sprinkler & Fire Alarm Upgrade	PWC	455,000	4,098,000	4,553,000	541,993,000
San Francisco	Fire Alarm Renewal Campuswide ADA & Code Upgrades	PWC	700,000	6,296,000	6,996,000	548,989,000
San Francisco	Fire Hydrant System Upgrades	PWC	119,000	1,069,000	1,188,000	550,177,000
San Francisco	Tiburon Center Building 49 & 50 Exterior Upgrades	PWC	101,000	912,000	1,013,000	551,190,000
San Francisco	Fine Arts & Creative Arts Improvements	PWC	370,000	3,332,000	3,702,000	554,892,000
San Francisco	Childcare Center Accessibility & Fire/Life Safety Upgrades	PWC	50,000	453,000	503,000	555,395,000
San Francisco	Restroom Conversion & ADA Upgrades	PWC	50,000	447,000	497,000	555,892,000
San Francisco	Data Center Fire Suppression	PWC	102,000	922,000	1,024,000	556,916,000
San Francisco	Student Advising & Tutoring	PWC	381,000	3,428,000	3,809,000	560,725,000
San Francisco	NAGPRA Storage & Workspace Remodel	PWC	100,000	900,000	1,000,000	561,725,000
San Francisco	Student Services Fiber Redundancy	PWC	0	220,000	220,000	561,945,000
San Francisco	Corporate Yard Fiber Redundancy	PWC	0	1,100,000	1,100,000	563,045,000
San Francisco	Classroom Emergency Phone Cable Modernization	PWC	0	1,017,000	1,017,000	564,062,000
San Francisco	Outdoor Emergency Phones, University Park South/North	PWC	0	1,250,000	1,250,000	565,312,000
San Francisco	Migrate PBX to Modern VOIP Phone System	PWC	0	4,500,000	4,500,000	569,812,000
<b>San José</b>	Electrical Infrastructure Renewal	PWC	1,249,000	1,251,000	2,500,000	572,312,000
San José	Engineering Building Renewal	PWC	98,000	947,000	1,045,000	573,357,000
San José	Art West Wing Roof Replacement	PWC	40,000	348,000	388,000	573,745,000
San José	Restroom ADA Upgrades, Multiple Buildings	PWC	187,000	2,508,000	2,695,000	576,440,000
<b>San Luis Obispo</b>	Fremont Hall Emergency Landslide Remediation	PWC	0	5,000,000	5,000,000	581,440,000
San Luis Obispo	Water Purchase & Conveyance	APWC	637,000	6,363,000	7,000,000	588,440,000
San Luis Obispo	Heron Hall ADA Upgrades	PWC	73,000	727,000	800,000	589,240,000
San Luis Obispo	Substation Redundancy	PW	881,000	0	881,000	590,121,000
San Luis Obispo	Preschool Learning Lab Upgrade	PWC	170,000	1,700,000	1,870,000	591,991,000
San Luis Obispo	Old Power House Renewal	PWC	182,000	1,818,000	2,000,000	593,991,000
San Luis Obispo	Kennedy Library Lighting Retrofit	PWC	1,706,000	0	1,706,000	595,697,000
San Luis Obispo	LED Sports Field Lighting	PWC	2,646,000	0	2,646,000	598,343,000
San Luis Obispo	Classroom Modernization & Technology Upgrades	PWC	185,000	1,850,000	2,035,000	600,378,000
San Luis Obispo	ADA Upgrades	PWC	18,000	182,000	200,000	600,578,000
<b>San Marcos</b>	Pedestrian Safety Improvements	PWC	30,000	268,000	298,000	600,876,000
San Marcos	Underground Piping Replacement	PWC	62,000	560,000	622,000	601,498,000
San Marcos	Telecom Infrastructure Modernization Conduit & Wireless	PWC	398,000	3,579,000	3,977,000	605,475,000
San Marcos	Telecom Infrastructure Modernization Emergency Poles	PWC	49,000	441,000	490,000	605,965,000
San Marcos	Lighting Control Upgrade	PWC	365,000	0	365,000	606,330,000
San Marcos	Drought Tolerant Landscape Upgrade	PWC	700,000	0	700,000	607,030,000
<b>Sonoma</b>	Provost Office Relocation	PWC	0	3,215,000	3,215,000	610,245,000
Sonoma	Ives BMS Controls & Fire Alarm System Installation	PWC	0	4,645,000	4,645,000	614,890,000
Sonoma	Darwin IDEC Unit Replacement & BMS Controls	PWC	0	13,550,000	13,550,000	628,440,000
Sonoma	Electrical Power Upgrades (multiple locations)	PWC	0	3,602,000	3,602,000	632,042,000
Sonoma	Single Mode Fiber Cables Campuswide	PWC	0	10,999,000	10,999,000	643,041,000

**Preliminary 2020-2021 Infrastructure Improvements Program Project List**

Cost Estimates are at Engineering News Record California Construction Cost Index 6998 and Equipment Price Index 3443

**ACADEMIC PROJECTS<sup>1</sup> continued**

Campus	Project Title	Phase	Campus Reserves/ Other Budget	SRB-AP Budget	Total Project Budget	Cumulative Total Project Budget
Stanislaus	ADA Barrier Removal	PWC	81,000	733,000	814,000	643,855,000
Stanislaus	Naraghi Hall Ventilation Reduction Retrofit	PWC	92,000	825,000	917,000	644,772,000
Stanislaus	Air Handler Replacement-Gym & FH Locker Rooms	PW	84,000	0	84,000	644,856,000
Stanislaus	Groundwater Recharge Station	PWC	131,000	1,175,000	1,306,000	646,162,000
Stanislaus	Naraghi Hall Chiller Plant Pumps Replacement	PW	59,000	0	59,000	646,221,000
Stanislaus	Heating Hot Water Line Replacement, Ph. 1	PW	279,000	0	279,000	646,500,000
Stanislaus	Telecom-Stockton IDF, MPOE, Redundancy, Wireless	PWC	0	3,200,000	3,200,000	649,700,000
Stanislaus	Telecom-Fiber and Tertiary Pathway Infrastructure	PWC	0	5,000,000	5,000,000	654,700,000
<b>Systemwide</b>	HVAC & Electrical Upgrades	PWC	0	50,000,000	50,000,000	704,700,000
Systemwide	Critical Infrastructure	PWC	0	50,000,000	50,000,000	754,700,000
<b>Total ACADEMIC Infrastructure Improvements Program</b>			<b>\$ 70,571,000</b>	<b>\$ 684,129,000</b>	<b>\$ 754,700,000</b>	<b>\$ 754,700,000</b>

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

**Notes:**

<sup>1</sup>The Infrastructure Improvements Program addresses smaller scale utility projects, building systems renewal, ADA, seismic strengthening, and minor upgrades.

[This does not include Deferred Maintenance.]

## AGENDA

### JOINT COMMITTEES ON FINANCE AND CAMPUS PLANNING, BUILDINGS AND GROUNDS

**Meeting:** 2:30 p.m., Tuesday, September 24, 2019  
Glenn S. Dumke Auditorium

#### **Committee on Finance**

Lillian Kimbell, Chair  
Jack McGrory, Vice Chair  
Larry L. Adamson  
Rebecca D. Eisen  
Jane W. Carney  
Juan F. Garcia  
Hugo N. Morales  
Romey Sabalius  
Lateefah Simon  
Peter J. Taylor

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

Rebecca D. Eisen, Chair  
Romey Sabalius, Vice Chair  
Larry L. Adamson  
Jane W. Carney  
Wenda Fong  
Jack McGrory  
Thelma Meléndez de Santa Ana  
Peter J. Taylor

- Consent** 1. Approval of Minutes of the Meeting of January 22, 2019, *Action*
- Discussion** 2. Approval of Various Actions Related to a Hotel Development Project at California State University, Northridge, *Action*
3. Approval of Various Actions Related to a New Student Union Project at California State University, Fresno, *Action*

**MINUTES OF THE JOINT MEETING OF THE  
COMMITTEES ON FINANCE AND  
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**

**January 22, 2019**

**Members Present**

**Committee on Finance**

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

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

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 John Nilon called the meeting to order.

**Public Comment**

Public comment was made relating to funding for California State University, Los Angeles.

**Approval of Minutes**

The minutes of the November 13, 2018 joint committee meeting were approved as submitted.

Finance/CPB&G  
Agenda Item 1  
September 24-25, 2019  
Page 2 of 2

**Final Approval of a Public-Private Partnership Student Housing Development Project at California State University, Sacramento**

The proposed public-private partnership for a student housing development project at California State University, Sacramento was presented for approval.

Following the presentation, the trustees asked questions about the financial terms of the agreement, how rent would be set, and expected long-term responsibility for the replacement baseball fields. They also asked questions about the elimination of the Upper Eastside Loft and its impact on available campus housing.

The committee recommended approval of the proposed resolution (RFIN/CPBG 01-19-01).

Trustee Nilon adjourned the meeting.

**JOINT COMMITTEES ON  
FINANCE AND CAMPUS PLANNING, BUILDINGS, AND GROUNDS**

**Approval of Various Actions Related to a Hotel Development Project at California State University, Northridge**

**Presentation By**

Steve Relyea  
Executive Vice Chancellor and  
Chief Financial Officer

Dianne F. Harrison  
President  
California State University, Northridge

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

Robert Eaton  
Assistant Vice Chancellor  
Financing, Treasury, and Risk Management

**Summary and Prior Board of Trustees Approvals**

This agenda item requests that the California State University Board of Trustees approve the following actions regarding the proposed hotel project at California State University, Northridge:

- Amendment of the 2019-2020 Capital Outlay Program
- Approval of the Schematic Design for the project
- Approval of the Final Development Agreement

In November 2015, the Board of Trustees approved the conceptual plan authorizing the campus, through The University Corporation (TUC), a recognized campus auxiliary organization in good standing, to pursue a public-private partnership for the development of an industry recognized branded hotel on a 3-acre site located on the California State University, Northridge campus.



The prior Board of Trustees approval authorized the release of the Request for Qualifications/Proposals, authorized the campus to enter into due diligence access and option agreements, negotiate necessary agreements, prepare draft ground leases, develop schematic drawings, and complete the necessary environmental documentation.

In July 2018, the Board of Trustees certified and adopted the campus's California Environmental Quality Act (CEQA) action for the proposed on-campus hotel Final Initial Study/Mitigated Negative Declaration dated April 2018. The action included a revision to the campus physical master plan, the proposed hotel is listed as Building #206 on the current master plan. As part of the development, the campus will demolish the existing University Club, Building #11. Services provided in the University Club will be accommodated in a newly renovated space in the Bookstore Complex, which is currently in design and not included in this action.

## **Background**

The campus is currently underserved by a lack of available and accessible hotels within the surrounding area, thus limiting its ability to host conferences and visiting scholars, provide convenient lodging for campus candidates, visiting family members and athletic teams, and foster community partnerships.

In addition to meeting the campus need for hotel and conference space, the project will also provide educational benefits with academic and experiential learning opportunities for students pursuing career paths within the tourism and hospitality industries, through an integrated partnership by and between the Corvias development team and the campus's Recreation, Tourism, and Management (RTM) program. To facilitate a sustainable and flexible partnership, key performance indicators will be incorporated into the ground lease agreement for the intended purposes of fostering programmatic and educational benefits in the following areas: internship opportunities for undergraduate and graduate students; guest lectures by members of the development team; facility tours and live demonstrations; project research opportunities for RTM faculty and students; employment opportunities and the hiring of campus students applying for jobs at other hotels managed by Evolution Hospitality (the hotel operator); and annual scholarships designated for RTM majors.

Events supporting the campus mission are often not considered achievable due to the lack of convenient accessible hotels. The proposed project is expected to fulfill such needs for adjacent and convenient hospitality services for families, recruits, faculty and staff candidates, business partners, and athletic teams. In addition, the project is expected to reduce traffic loads, since the lack of local hotels causes additional traffic loads to the adjacent streets as visitors travel from substantial distances to reach the campus, often during peak traffic times.

In May 2016, the campus and TUC commenced a competitive bid process for the hotel development project. The initial effort resulted in the selection of a suitable development partner, however, during negotiations the identified development partner was unable to secure the necessary capital financing for the project and the due diligence agreement with the initial developer was terminated.

In August 2018, the campus and TUC commenced a new competitive bid process resulting in multiple responses from several interested developers. In November 2018, three finalists were interviewed by a committee consisting of campuswide personnel and colleagues from the Office of the Chancellor. In December 2018, the campus selected a private development team led by Corvias to design, build, finance, own, and operate the hotel facility. Since the selection, the campus and Corvias have negotiated development terms, and Corvias has provided more detail on the design of the proposed facility resulting in the return to the board for consideration.

### **Amendment of the 2019-2020 Capital Outlay Program**

CSU Northridge wishes to amend the 2019-2020 Capital Outlay Program to accommodate the development of the hotel project (#206). The site of the development is a 3.3-acre parcel of land near the southwest corner of the campus at the intersection of Nordhoff Street and Matador Way. A small portion of the site is currently occupied by an existing restaurant, the Orange Grove Bistro. To accommodate the hotel development, the Bistro will be demolished and replaced with another facility at a different location within the bookstore complex, subject to completion of a separate campus renovation project in August 2020.

The site has several attributes which facilitate a hotel development, such as visibility to and from the community and campus, including the Nordhoff Street connection from the 405 Freeway to the campus; available adjacent land for self-contained parking; convenient adjacency to the University's academic core, the Younes and Soraya Nazarian Center for the Performing Arts, the University Student Union, and athletic venues. A hotel at this site would be considered on-campus yet easily accessible for the public.

The project will construct a select-service hotel operating under the nationally recognized brand of Hilton Garden Inn, with approximately 82,000 square feet, 149 rooms, and 128 parking spaces. The development will include a lounge, restaurant, bar, reception area, fitness center, 1,000 square feet of reconfigurable meeting space, and a large courtyard with shaded exterior seating and space for events. The hardscape and landscape amenities include a covered entry, large courtyard with shaded exterior seating, and space for events. The total projected cost of the development is expected to be approximately \$44 million dollars.

## **Schematic Design**

### **Development Team**

*Developer: Corvias*  
*Equity Partner: TPG Sixth Street*  
*Debt Partner: MassMutual*

*Operator: Evolution Hospitality*  
*Design/Build Contractor: Gilbane*  
*Architect: Steinberg Hart*

### **Design Features**

The proposed project will be a four-story Type III wood frame structure. Exterior building materials will include metal panels in keeping with the Performing Arts Center. Interior building materials will be consistent with Hilton Brand standards and are expected to be refreshed every 7 to 8 years. Flooring finishes include porcelain tile, carpet, and carpet tile. Wall surfaces will be soil and scuff resistant, with a painted drywall finish with wallpaper. Interior millwork will be finished with durable laminates, chemical resistant solid surfacing countertops, and other quality materials consistent with similar Hilton Garden Inns.

The project is designed to achieve LEED “Gold” certification as well as to actively reduce the university’s impact on the local traffic due to reductions in vehicle miles traveled (VMT). The building will include sustainable features such as water-efficient landscaping, low-flow plumbing fixtures, LED lighting, and other energy-efficient materials and systems. Parking will also include infrastructure for electric car charging stations. The project will incorporate native drought tolerant landscape and adaptive plants, provide an ecosystem for storm water retention and rainwater management. And lastly, the Hotel is conveniently located within walking distance to alternative transportation options and will actively promote alternative options.

### **Timing (Estimated)**

Preliminary Plans Completed	November 2019
Working Drawings Completed	December 2019
Construction Start	June 2020
Occupancy	August 2021

### **Basic Statistics**

Gross Building Area	82,000 square feet
Assignable Building Area	63,019 square feet
Efficiency	77 percent
Parking Spaces	128

**Cost Estimate – California Construction Cost Index (CCCI) 6840<sup>1</sup>**

Building Cost (\$324 per GSF) \$26,606,000

<i>Systems Breakdown</i>	<i>(\$ per GSF)</i>
a. Substructure (Foundation)	\$ 9.74
b. Shell (Structure and Enclosure)	\$ 78.71
c. Interiors (Partitions and Finishes)	\$ 62.66
d. Services (HVAC, Plumbing, Electrical, Fire)	\$ 105.60
e. Built-in Equipment and Furnishings	\$ 11.20
f. Special Construction and Demolition	\$ 1.95
g. General Conditions and Insurance	\$ 54.61

Site Development 4,464,000

Construction Cost \$31,070,000

Fees, Contingency and Services 6,499,469

Total Project Cost (\$458 per GSF) \$37,569,469

Fixtures, Furniture, & Moveable Equipment 2,875,000

Total Project Cost \$40,444,469

Development and Financing Fee 3,757,531

Grand Total \$44,202,000

**Cost Comparison**

There is no comparable CSU Cost Guideline comparison for a private hotel development in the CSU, however in discussion with the Developer’s contractor Gilbane and Hilton, the estimated cost of the project is in line with industry comparisons for new hotel developments of similar class and scale built in California.

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

A Final Initial Study/Mitigated Negative Declaration was prepared to analyze potential significant environmental effects of the Hotel Development and it was found that the Hotel Development will not result in any significant unavoidable environmental impacts. The final documents, including the comment letters and responses to comments, Mitigation Monitoring and Reporting Program, are available online at: <https://www.csun.edu/facilities/facilities-planning-services>. The revised master plan including the Hotel Development and related and CEQA findings were approved by the Board of Trustees in July 2018.

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<sup>1</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.

## **Final Development Agreement**

Negotiations with Corvias have resulted in the below summary of key agreement terms and conditions:

- The developer has deposited \$800,000 earnest money in escrow as a security deposit.
- The CSU will lease the land to TUC for this project.
- TUC will lease the land to the developer for a term of 65 years. Extension of 10 years pursuant to mutual agreement, not unreasonably withheld if conditions have been satisfied.
- Total development cost of approximately \$44 million, financed with 75 percent private debt financing and 25 percent developer equity contribution.
- Upon execution of the sublease, the developer shall pay \$250,000 in non-reimbursable project fees to reimburse TUC for previously incurred costs.
- Ground rent structure as follows:
  - Unsubordinated ground lease payment of 1 percent of gross revenue during first four years of operations (approximately \$80,000 forecasted in year 1 of operations).
  - Unsubordinated ground lease payment of 2 percent of gross revenue in years 5 through 65 of operations (approximately \$200,000 in year five of operations and increasing gradually thereafter at an assumed rate of 3 percent).
  - Subordinated ground lease payment of 2 percent of gross revenue, subject to developer 12.5 percent equity return hurdle (approximately \$350,000 forecasted in year 22 of operations and increasing gradually thereafter).
  - Capital Event Participation: 5 percent of any refinancing or sale net proceeds after expenses.
- Developer is responsible for all development costs.
- Academic partnership expectations to be memorialized in the ground lease with key performance indicators (KPIs).
- Lease terms and conditions include Right of First Offer and Right of First Refusal.
- Hotel operations and maintenance subject to Hilton franchise agreement.
- Hotel management fees to be tied to KPI performance.
- The developer will be responsible for funding, constructing, operating, and maintaining the facility in good condition during the term of the lease.
- The project will revert to the auxiliary at the expiration of the lease.

## **Recommendation**

The following resolution is presented for approval:

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

1. The California State University, Northridge Hotel project is consistent with the Campus Master Plan approved in July 2018.
2. The schematic design is consistent with the Final Initial Study/Mitigated Negative Declaration prepared to address any potential significant environmental impacts and mitigation measures associated with approval of the California State University, Northridge Hotel project and all discretionary actions related thereto.
3. The project will benefit the mission of the California State University.
4. The 2019-2020 Capital Outlay Program is amended to include \$44,202,000 for preliminary plans, working drawings, construction, and equipment for the California State University, Northridge Hotel project.
5. The schematic plans for the California State University, Northridge Hotel project are approved at a project cost of \$44,202,000 at CCCI 6840.
6. The development of the Hotel project through a public-private partnership, on the campus of California State University, Northridge as described in Agenda Item 2 of the September 24-25, 2019 meeting of the Joint Committees on Finance and Campus Planning, Buildings and Grounds is approved, and that the chancellor, the executive vice chancellor and chief financial officer, and their designees are authorized to execute the agreements necessary to complete the transaction.

**JOINT COMMITTEES ON  
FINANCE AND CAMPUS PLANNING, BUILDINGS AND GROUNDS**

**Approval of Various Actions Related to a New Student Union Project at California State University, Fresno**

**Presentation by**

Steve Relyea  
Executive Vice Chancellor and  
Chief Financial Officer

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

Robert Eaton  
Assistant Vice Chancellor  
Financing, Treasury, and Risk Management

**Summary**

This agenda item requests that the California State University Board of Trustees approve the following actions related to the proposed California State University, Fresno New Student Union project:

- Adoption of the Final Initial Study/Mitigated Negative Declaration dated August 2019
- Approval of the campus master plan revision dated September 2019
- Amendment of the 2019-2020 Capital Outlay Program
- Approval of the Schematic Design for the project
- Approval to Issue Systemwide Revenue Bonds for the project

Attachment A is the proposed campus master plan that includes revisions to accommodate the New Student Union. Attachment B is the existing campus master plan approved by the Board of Trustees in November 2011.

In addition, at its September 2019 meeting, the Committee on Institutional Advancement will consider a request to name the new student union The Lynda and Stewart Resnick Student Union.

## **Proposed Master Plan Revisions**

The campus is proposing revisions to the physical master plan to accommodate the New Student Union (#79<sup>1</sup>). The proposed site fulfills the campus master plan vision to create a new signature building located at the campus core that will foster student success, community engagement, and a sense of belonging. The New Student Union will support student life and dining, complementing the existing University Student Union (#80) and the Satellite Student Union (#78). The project will be sited on an open area, approximately 3.5 acres, created by the demolition of the Keats Campus Building (#95) which was built in 1957 (7,400 GSF) and an open amphitheater built in 1967. The project site is located in the center of campus near the Henry Madden Library (#27).

Proposed master plan changes noted on Attachment A include:

*Hexagon 1: Removal of Keats Campus Building (#95)*

*Hexagon 2: New Student Union Building (#79)*

### **Amend the 2019-2020 Non-State Funded Capital Outlay Program**

CSU Fresno wishes to amend the 2019-2020 Capital Outlay Program to include preliminary plans, working drawings and construction of the New Student Union (NSU) project (#79). The project is needed to better serve student life and dining and complement the space in the existing University Student Union (#80) and Satellite Student Union (#78). The University Student Union was constructed in the late 1960's when the campus enrollment was approximately 10,900 students. However, with a headcount of over 24,000 students, 270 student clubs, student governments, and other social organizations, additional space is needed. The proposed 84,000 gross square foot (GSF) facility will include a large, multi-purpose ballroom, study areas, various meeting rooms for student clubs and organizations, offices, a welcome center, a student leadership center, and a veteran's center. The project is estimated to cost \$60,000,000.

### **New Student Union Schematic Design**

*Project Architect: Harley Ellis Devereaux*

*Design-Build Contractor: McCarthy Builders*

### **Background and Scope**

The design of the New Student Union includes a one-story multi-purpose ballroom element on the east side of the complex, and a three-story structure along the western edge of the site, facing the Madden Library and the University Student Union. The primary exterior surface of the new building is insulated concrete panels, providing both gravity and lateral resistance. These are cost effective pre-manufactured panels providing structural support and exterior finish, that will be consistent with the campus' architectural vocabulary. The use of the concrete panels improves interior flexibility with fewer shear walls or braces, provide sun-shading, and reduce the number of materials used.

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



Site improvements include outdoor plazas, lawn areas, and an amphitheater to provide engaging and flexible spaces that accommodate a wide range of uses. The Ballroom plaza on the east complements indoor ballroom programming and provides additional spill-out space. The amphitheater and lawns offer their own unique programmable space while complementing and enlarging the indoor Town Center space to accommodate larger groups and programmed events. The north, south, and west plazas are designed as potential locations for mobile concessions.

Sustainable design features include a storm water management system, a recycle and compost trash yard, water efficient landscaping, high-efficiency irrigation system, integrated sun shades, photovoltaic panels for 25 percent of building energy load, LED lighting fixtures, natural daylighting, low-flow plumbing fixtures, incorporation of a cool roof, and reuse of the existing Amphitheater concrete on the site. The project shall meet a minimum of LEED Gold equivalency.

**Timing (Estimated)**

Preliminary Plans Completed	October 2019
Working Drawings Completed	January 2020
Construction Start (demolition and excavation)	March 2020
Occupancy	September 2021

**Basic Statistics**

Gross Building Area	84,000 square feet
Assignable Building Area	61,000 square feet
Efficiency	73 percent

**Cost Estimate – California Construction Cost Index (CCCI) 6840<sup>2</sup>**

Building Cost (\$518 per GSF)		\$43,452,000
<i>Systems Breakdown</i>	<i>(\$ per GSF)</i>	
a. Substructure (Foundation)	\$ 19.37	
b. Shell (Structure and Enclosure)	\$151.58	
c. Interiors (Partitions and Finishes)	\$ 76.94	
d. Services (HVAC, Plumbing, Electrical, Fire)	\$145.13	
e. Built-in Equipment and Furnishings	\$ 7.81	
f. Special Construction & Demolition	\$ 14.58	
g. General Conditions & Insurance	\$104.32	
Site Development (includes landscaping and demolition)		<u>5,274,000</u>

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<sup>2</sup> The July 2018 *Engineering News-Record* California Construction Cost Index (CCCI). The CCCI is the average Building Cost Index for Los Angeles and San Francisco.

Construction Cost	\$48,726,000
Fees, Contingency, Services	<u>8,745,000</u>
Total Project Cost	\$57,471,000
Fixtures, Furniture & Equipment	<u>2,529,000</u>
Grand Total (\$715 per GSF)	<u>\$60,000,000</u>

### **Cost Comparison**

The New Student Union project's building cost of \$518 per GSF is less than three other CSU facilities. The cost for the CSU Fullerton, Titan Student Union Expansion was \$552 per GSF approved in March 2015; \$549 per GSF for the CSU Monterey Bay Student Union approved in November 2016; and \$568 per GSF for the Sacramento State, Union Renovation and Expansion Phase 1 approved in September 2016, all at CCCI 6840.

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

An Initial Study/Mitigated Negative Declaration (IS/MND) was prepared for the New Student Union project to analyze the potential significant environmental effects of the development in accordance of the California Environmental Quality Act (CEQA). The draft IS/MND was made available to the public for review and comment for 30 days from February 5, 2019 to March 7, 2019.

The final Mitigated Negative Declaration (MND) has been prepared and is presented to the Board of Trustees for review and adoption. The final MND found that the New Student Union Project will not result in any significant unavoidable environmental impacts. The final documents, including the Mitigation Monitoring and Reporting Program, are available online at: <http://fresnostate.edu/adminserv/facilitiesmanagement/campus-projects/index.html>

### **Issues Identified Through Public Participation**

Three comment letters were received: California Department of Transportation (Caltrans) District 6, Fresno Council of Governments, and Fresno Metropolitan Flood Control District.

California Department of Transportation (Caltrans) District 6: Caltrans District 6 acknowledged the project and CEQA notice and expressed that they had no comments.

*CSU Response:* No response comment required.

Fresno Council of Governments: The Fresno Council of Government (COG) on behalf of the Fresno County Airport Land Use Committee (ALUCP) described the mission of the ALUCP and requested that the report be updated with the correct reference. The ALUCP updated the safety zones within the region and noted changes in the airport area of influence. COG forwarded the report to Caltrans Aeronautical Division for further analysis and determination.

*CSU Response:* The Initial Study was revised to reflect the information regarding airport safety zones contained within the Fresno County Airport Land Use Compatibility Plan, adopted on December 3, 2018, which supersedes the Fresno Yosemite International Airport Land Use Compatibility Plan. The campus has coordinated with Robert Fiore, with the Caltrans Office of Aviation Planning, Division of Aeronautics. It was confirmed that the project site is not subject to California Public Utilities Code Section 21655, which would have required coordination with Caltrans regarding the proposed project location, and properties owned by the State of California are subject to the Airport Land Use Compatibility Plan (ALUCP).

Fresno Metropolitan Flood Control District: The Flood Control District indicated the project is sited within the jurisdiction area, is larger than one acre, and is subject to the following conditions: maintain stormwater facilities during construction; design to a 500-year flood; provide on-site drainage for proposed development; and comply with the EPA National Pollutant Discharge Elimination System (NPDES).

*CSU Response:* New drainage infrastructure and features such as roof drains will be included in the project to mitigate and control stormwater flows. The project will connect to existing storm drain infrastructure and provide detention area or storage, such that post-construction runoff volume and rate from the Project site is equal to or less than existing conditions. Additionally, the project will comply with the Central Valley Regional Water Quality Control Board (RWQCB) stormwater MS4 permit.

## **Financing**

The SRB program provides capital financing for projects of the CSU – student housing, parking, student unions, health centers, continuing education facilities, certain auxiliary projects, and other projects, including academic facilities, approved by the Board of Trustees. Revenues from these programs and other revenues approved by the Board of Trustees, including CSU operating funds, are used to meet operational requirements for the projects and pay debt service on the bonds issued to finance the projects. The consolidated pledge of gross revenues to the bondholders strengthens the SRB program and has resulted in strong credit ratings and low borrowing costs for the CSU. Prior to issuance of bonds, some projects are funded through BANs issued by the CSU in support of its CP program. The BANs are provided to the CSU Institute, a recognized systemwide auxiliary organization, to secure the CSU Institute's issuance of CP used to finance the projects. CP notes

provide greater financing flexibility and lower short-term borrowing costs during project construction than long-term bond financing. Proceeds from the issuance of bonds are then used to retire outstanding CP and finance any additional costs not previously covered by CP.

This item requests that the California State University Board of Trustees authorize the issuance of long-term Systemwide Revenue Bond (SRB) financing and related debt instruments, including shorter term and variable rate debt, floating and fixed rate loans placed directly with banks, and bond anticipation notes (BANs) to support interim financing under the CSU commercial paper (CP) program, in an aggregate amount not-to-exceed \$58,945,000 to provide financing for the California State University, Fresno New Student Union. The Board of Trustees is being asked to approve the resolutions related to this financing.

The not-to-exceed par amount of the proposed bonds is \$58,945,000, based on a total budget of \$60 million with a student union program reserve contribution of \$4 million and a \$2 million donation from the Resnick Foundation. Additional net financing costs, such as capitalized interest and cost of issuance, estimated at \$4.945 million, are expected to be funded from bond proceeds.

A student fee referendum was passed in March 2018 to increase the student body center fee by \$298 per year. The referendum passed with a 67% yes vote and the increase will be effective when the facility opens in the fall 2021, taking the student body center fee from \$240 per year to \$538 per year.

The following table summarizes key information about this financing transaction.

Not-to-exceed amount	\$58,945,000
Amortization	Approximately level debt service over 30 years
Projected maximum annual debt service	\$3,798,598
Projected debt service coverage including the new project: <sup>1</sup>	
Net revenue – All campus pledged revenue programs:	1.37
Net revenue – Campus student union program:	1.49

1. Based on campus projections of 2022-2023 operations of the project with expected full debt service.

The not-to-exceed amount for the project, the maximum annual debt service, and the financial ratios above are based on an all-in interest cost of 5.08 percent, which includes a cushion for changing financial market conditions that could occur before the permanent financing bonds are sold. The financial plan assumes level amortization of debt service, which is the CSU program standard. The campus financial plan projects a student union program net revenue debt service coverage of 1.49 in fiscal year 2022-2023, the first full year of operations, which exceeds the CSU benchmark of 1.10 for the program. Combining 2022-2023 student union program projections and 2022-2023 projections for all other campus pledged revenue programs yields a campus net revenue

debt service coverage for the first full year of operations of 1.37 which exceeds the CSU benchmark of 1.35.

In coordination with CSU's Office of General Counsel, Orrick, Herrington & Sutcliffe LLP, as bond counsel, is preparing resolutions to be presented at this meeting that authorize interim and permanent financing for the projects described in this agenda.

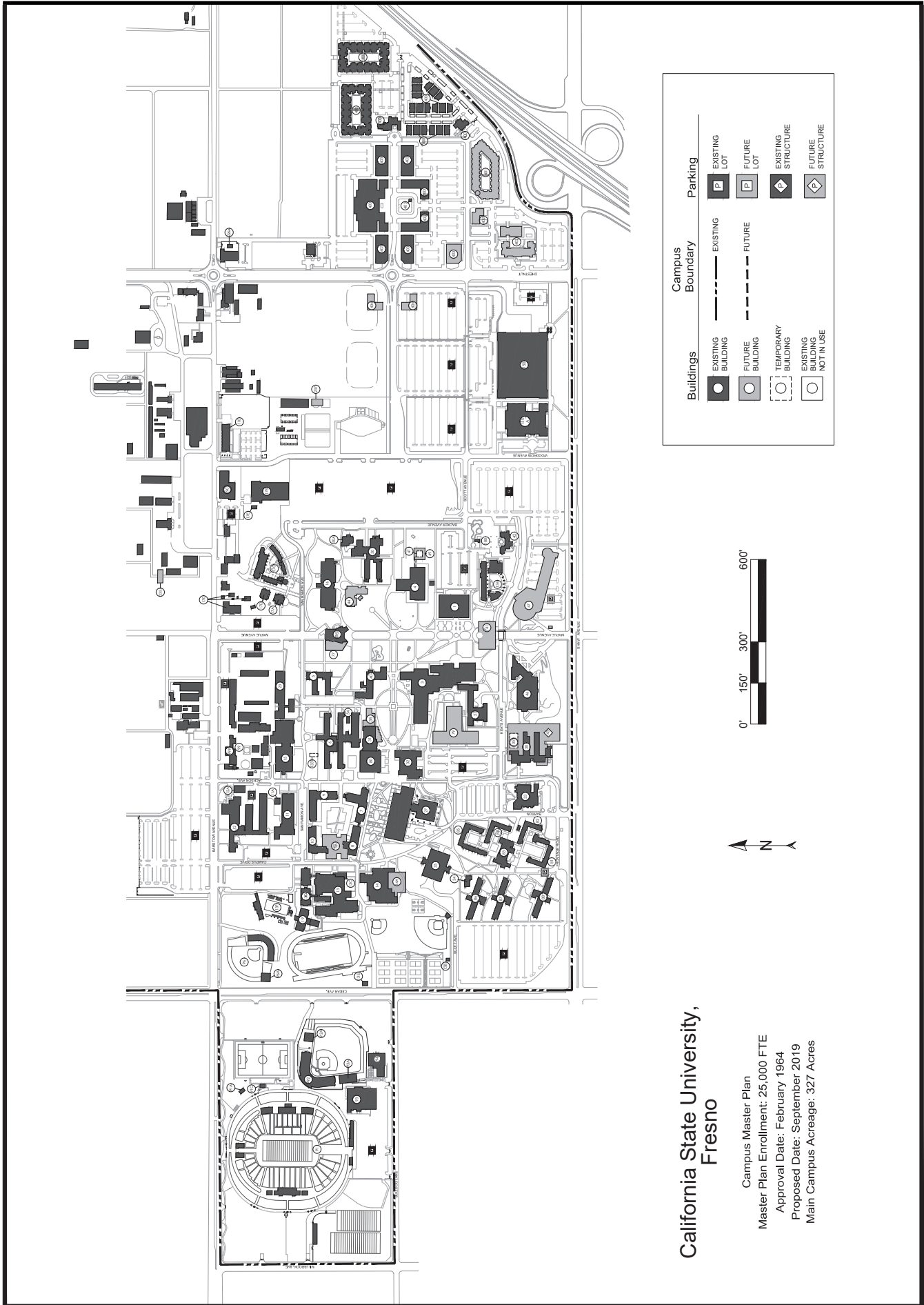
### **Recommendation**

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 to address any potential significant environmental impacts and mitigation measures, comments, and responses to comments associated with the New Student Union 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 21081.6 of the Public Resources Code and Section 15074 State CEQA Guidelines which require the Board of Trustees to make findings prior to the approval of a project that the mitigated project will not have a significant impact on the environment, that the project will be constructed with the recommended mitigation measures as identified in the mitigation monitoring program, and that the project will benefit the California State University. The Board of Trustees makes such findings with regard to this project.
4. The chancellor or his designee is requested under Delegation of Authority granted by the Board of Trustees to file the Notice of Determination for the California State University, Fresno New Student Union project.
5. The California State University, Fresno Campus Master Plan Revision dated July 2019 is approved.
6. The 2019-2020 Capital Outlay Program is amended to include \$60,000,000 for preliminary plans, working drawings, and construction for the California State University, Fresno New Student Union project.
7. The schematic plans for the California State University, Fresno New Student Union project are approved at a project cost of \$60,000,000 at CCCI 6840.
8. Authorize the sale and issuance of the Trustees of the California State University Systemwide Revenue Bonds, and/or the sale and issuance of related Systemwide Revenue Bond Anticipation Notes, and/or the issuance of related debt instruments, including shorter term debt, variable rate debt, floating rate

- loans placed directly with banks, or fixed rate loans placed directly with banks, in an aggregate amount not-to-exceed \$58,945,000 and certain actions relating thereto.
9. Provide a delegation to the chancellor; the executive vice chancellor and chief financial officer; the assistant vice chancellor, Financial Services; and the assistant vice chancellor, Financing, Treasury, and Risk Management; and their designees to take any and all necessary actions to execute documents for the sale and issuance of the bond anticipation notes, the revenue bonds, and related debt instruments.



### California State University, Fresno

Campus Master Plan  
 Master Plan Enrollment: 25,000 FTE  
 Approval Date: February 1964  
 Proposed Date: September 2019  
 Main Campus Acreage: 327 Acres

## California State University, Fresno

### Proposed Master Plan

Master Plan Enrollment: 25,000 FTE

Master Plan approved by the Board of Trustees: February 1964

Master Plan Revision approved by the Board of Trustees: November 1966, January 1967, June 1968, May 1970, September 1970, January 1973, January 1975, January 1982, November 1982, May 1984, July 1988, September 1989, March 1990, September 1994, November 1999, July 2007, November 2011, September 2019

- |  |   |
|--|---|
| 1. Joyal Administration                              | 56. <i>Social Science Addition</i>          |
| 2. Music   | 77. <i>Satellite Student Union Addition</i> |
| 3. Speech Arts                                       | 78. Satellite Student Union                 |
| 4. Conley Art  | 79. <i>New Student Union</i>                |
| 4T. Conley Art (Temporary Print Making Lab)          | 80. University Student Union                |
| 5. Agriculture                                       | 81. Sequoia/Cedar Hall                      |
| 6. McLane Hall                                       | 82. Birch Hall                              |
| 7. Professional and Human Services                   | 83. Residence Atrium                        |
| 8. Family and Food Science                           | 84. Sycamore Hall                           |
| 9. McKee Fisk  | 85. Aspen/Ponderosa Hall                    |
| 10. Social Science                                   | 86. Baker Hall                              |
| 11. Engineering West                                 | 87. Graves Hall                             |
| 11A. Engineering West Annex                          | 88. Homan Hall                              |
| 12. Grosse Industrial Technology                     | 90. Shipping/Receiving/Print Shop           |
| 12A. MDF 'A'   | 91. Football Stadium                        |
| 13. North Gymnasium                                  | 91A. MDF 'C'                                |
| 13B. Spalding Wathen Tennis Center                   | 91C. Soccer/Lacrosse Restroom               |
| 13C. North Gymnasium Addition                        | 92. Bob Bennett Stadium                     |
| 13D. North Gymnasium Annex                           | 92A. Baseball Batting Cage                  |
| 13E. Track and Field House                           | 93. Duncan Athletic Facility                |
| 13F. Aquatics Center                                 | 93A. Meyers Family Sports Medicine Center   |
| 14. South Gymnasium                                  | 94. Strength and Conditioning Center        |
| 14A. <i>Physical Education Addition</i>              | 96. Margie Wright Diamond                   |
| 15. Engineering East                                 | 96A. Softball Batting Cage                  |
| 16. Science  | 99. Corporation Yard                        |
| 17A. Downing Planetarium                             | 99K. Public Safety and Addition             |
| 17B. Crime Lab                                       | 110. Jordan Agricultural Research Center    |
| 17C. Science II                                      | 133T. Education Annex Trailer               |
| 17D. Downing Planetarium Museum                      | 134. University High School                 |
| 17E. MDF 'B'   | 135T. Lab School Annex                      |
| 19. Physical Therapy and Intercollegiate Athletics   | 150. Save Mart Center                       |
| 23. Agricultural Mechanics                           | 150A. Student Recreation Center             |
| 27. Henry Madden Library                             | 170. Greenhouses                            |
| 30. Temporary Lab School                             | 180. Meteorology Building                   |
| 31. Kennel Bookstore                                 | 226A. Post Harvest Cold Storage             |
| 32. University Center                                | 235J. <i>Foaling Barn</i>                   |
| 33. Student Health Center                            |   |
| 34. Home Management                                  |   |
| 35. Residence Dining                                 |   |
| 38. <i>Bookstore/Food Service</i>                    |   |
| 40. Frank W. Thomas Building                         |   |
| 41. <i>Administration</i>                            |   |
| 42. Smittcamp Alumni House                           |   |
| 43. <i>Parking Structure</i>                         |   |
| 44. <i>Classroom/Academic Services Building</i>      |   |
| 46. Kremen School of Education and Human Development |   |
| 47. <i>Humanities/Auditorium</i>                     |   |
| 49. <i>Graphic Arts</i>                              |   |
| 50. Peters Business                                  |   |
| 50A. Peters Business Annex                           |   |
| 54. McLane Hall Addition                             |   |

#### Campus Pointe

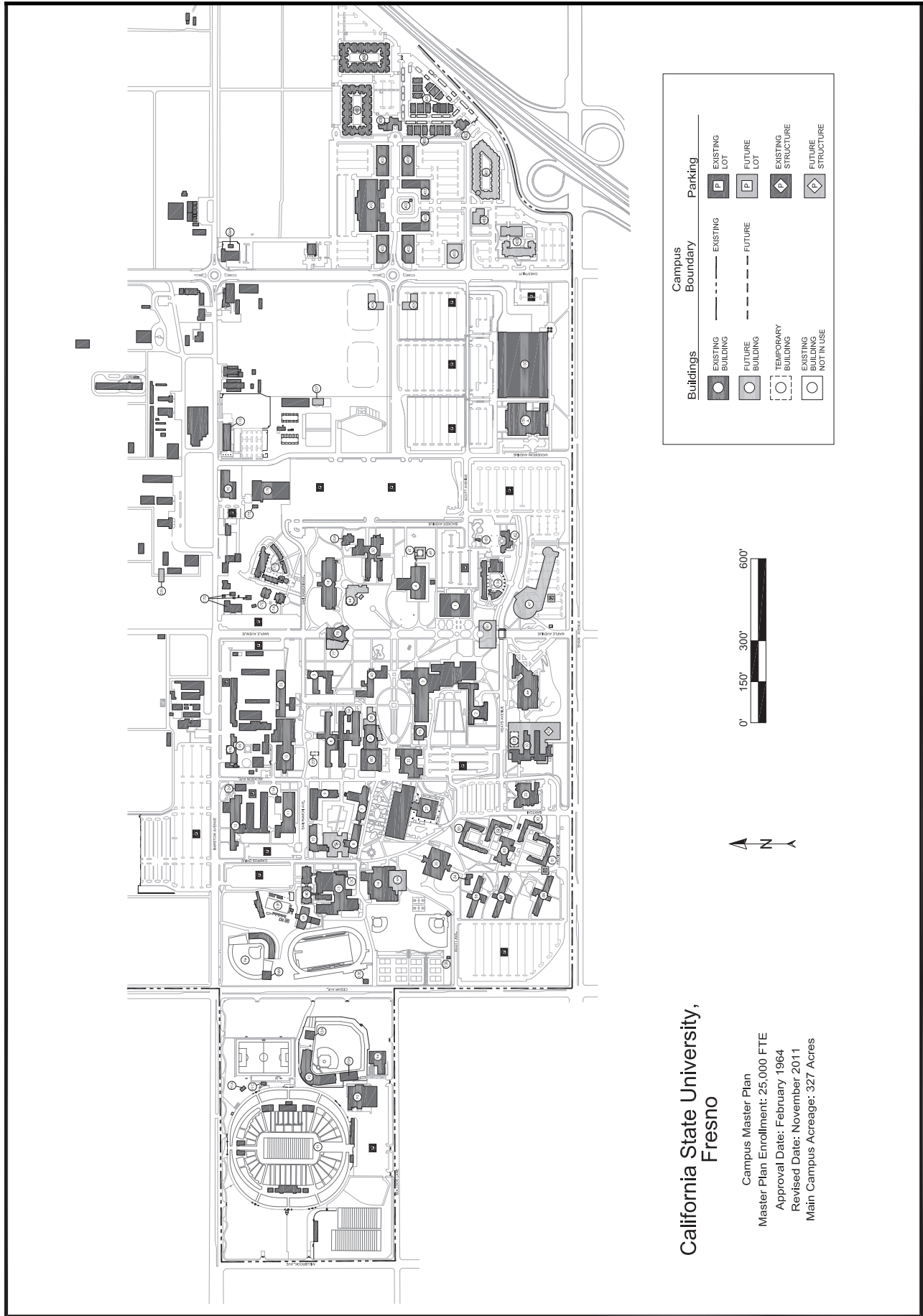
- 400. Campus Pointe Multi-Family Housing
- 401. *Campus Pointe Senior Housing*
- 402. *Campus Pointe Hotel*
- 403. Campus Pointe Retail
- 404. *Campus Pointe - Office*

#### LEGEND:

Existing Facility / *Proposed Facility*

NOTE: Existing building numbers correspond with building numbers in the Space and Facilities Data Base (SFDB)





**California State University,  
 Fresno**

Campus Master Plan  
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49. <i>Graphic Arts</i>	
50. Peters Business	
50A. Peters Business Annex	
54. McLane Hall Addition	
	Campus Pointe
	400. Campus Pointe Multi-Family Housing
	401. <i>Campus Pointe Senior Housing</i>
	402. <i>Campus Pointe Hotel</i>
	403. Campus Pointe Retail
	404. <i>Campus Pointe - Office</i>
	LEGEND:
	Existing Facility /Proposed Facility
	NOTE: Existing building numbers correspond with building numbers in the Space and Facilities Data Base (SFDB)

## AGENDA

### COMMITTEE ON FINANCE

**Meeting:** 3:00 p.m., Tuesday, September 24, 2019  
Glenn S. Dumke Auditorium

Lillian Kimbell, Chair  
Jack McGrory, Vice Chair  
Larry L. Adamson  
Jane W. Carney  
Rebecca D. Eisen  
Juan F. Garcia  
Hugo N. Morales  
Romey Sabalius  
Lateefah Simon  
Peter J. Taylor

- Consent** 1. Approval of Minutes of the Meeting of July 23, 2019, *Action*  
2. California State University Quarterly Investment Report, *Information*
- Discussion** 3. Planning for the 2020-2021 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 23, 2019**

**Members Present**

Lillian Kimbell, Chair  
Jack McGrory, Vice Chair  
Rebecca D. Eisen  
Jane W. Carney  
Juan F. Garcia  
Hugo N. Morales  
Romey Sabalius  
Lateefah Simon  
Peter J. Taylor  
Adam Day, Chairman of the Board  
Timothy P. White, Chancellor

Trustee Lilian Kimbell called the meeting to order.

**Public Comment**

Public speakers expressed concern over the proposed application fee increase and proposed change to Title 5 that would allow the California State University Board of Trustees to set the application fee. They also made comments about CSU administrators and the recent state audit report.

**Approval of Minutes**

The minutes of the May 21, 2019 meeting of the Committee on Finance were approved as submitted.

### **Approval to Issue Systemwide Revenue Bonds for a Housing Project at California State University, Long Beach and Recreation Center Expansion at San Diego State University**

Trustee Kimbell presented agenda item three as a consent action item. The committee recommended approval of the proposed resolution (RFIN 07-19-04).

### **Admission Application Fee Proposal and Title 5 Revision**

Information about a proposed \$15 increase to the CSU Admission Application Fee and corresponding changes to Title 5 were presented for approval. The fee has not been changed since 1989 and revenue will help support the Cal State Apply application system and facilitate review of redirected applications.

Following the presentation the trustees asked clarifying questions about the proposed amendment to Title 5, the process for notifying the public of proposed changes, and distribution of funds to the campuses. They also discussed elements of the application system and resources available to students to help them determine if a campus is impacted prior to applying.

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

The trustees were informed of the decision to keep Trustee Peter J. Taylor as the chair of the CSU Investment Advisory Committee. Trustee Rebecca Eisen expressed support.

### **2019-2020 Final Budget**

Information about final California State Budget allocations to the CSU was presented, including funded components of the trustees' budget request and new reporting requirements.

Following the presentation, the trustees commented on the funding received for mental health services and legal services for undocumented students. They asked about the process for developing the required new campus studies and requested that a sustainable funding model be secured from the state prior to creating another campus. They also asked how budget request shortfalls will be handled and about reporting of tenure-track hiring.

Trustee Kimbell adjourned the meeting on Finance Committee.

## **COMMITTEE ON FINANCE**

### **California State University Quarterly Investment Report**

#### **Presentation By**

Steve Relyea  
Executive Vice Chancellor and  
Chief Financial Officer

Robert Eaton  
Assistant Vice Chancellor  
Financing, Treasury, and Risk Management

#### **Summary**

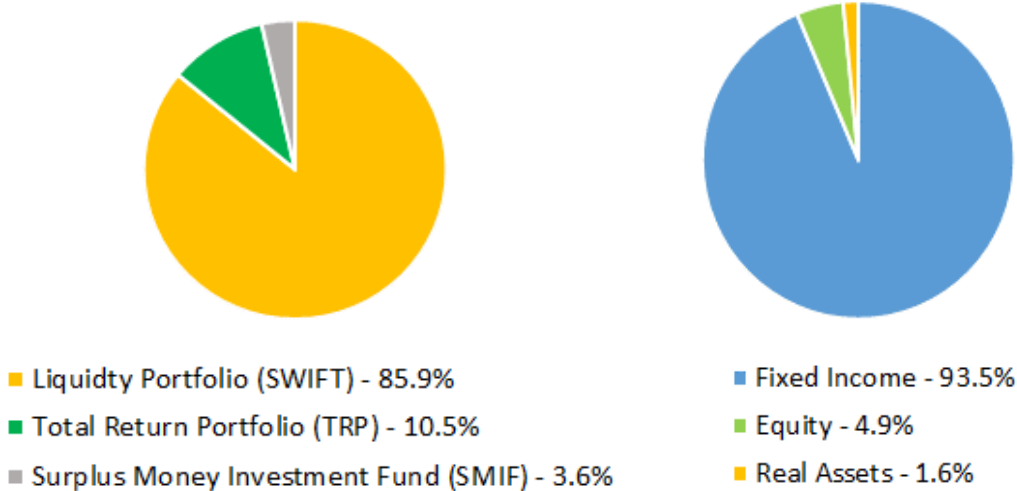
This item provides the quarterly investment report to the California State University Board of Trustees for the fiscal quarter ended March 31, 2019. The information in Attachment A provides the entire quarterly investment report regarding CSU investments as required by California Education Code section 89726.

#### **Background**

Pursuant to the CSU Master Investment Policy (included as Attachment B), CSU investments as of March 31, 2019 consisted of investments in the Liquidity Portfolio (Systemwide Investment Fund Trust or SWIFT), the Total Return Portfolio (TRP), and the State of California Surplus Money Investment Fund (SMIF). Except for amounts held at the State in SMIF, all CSU investments are held by US Bank, the custodian bank for the CSU. Neither state general fund nor CSU auxiliary funds are included in CSU investments. In addition, this report does not include approximately \$850 million in bond proceeds, which by state law are required to be held by the state and are invested in SMIF.

**CSU Investments – Balances, Allocations, and Returns  
 March 31, 2019**

	<b>Balance</b>	<b>% of CSU Investments</b>	<b>Twelve Month Returns</b>
Liquidity Portfolio (SWIFT)	\$4.10 billion	85.9%	2.59%
Total Return Portfolio (TRP)	\$502 million	10.5%	6.69%
Surplus Money Investment Fund (SMIF)	\$170 million	3.6%	1.82%
<b>CSU Investments</b>	<b>\$4.77 billion</b>	<b>100%</b>	



**CSU Investment Portfolios**

For detailed information on the investment performance and characteristics of the CSU investment portfolios, please see Attachment A.

CSU Liquidity Portfolio (Systemwide Investment Fund Trust or SWIFT)

The purpose of the Liquidity Portfolio is to provide sufficient and immediate liquidity to meet the operating needs of the CSU. The investment objective is safety of principal and liquidity.

The Liquidity Portfolio is managed through contracts with two investment management firms, US Bancorp Asset Management and Wells Capital Management, each of whom provides investment management services for the program. While the custodian, US Bank, holds the funds invested in the Liquidity Portfolio, for investment management purposes additions to the portfolio are split evenly between the investment managers and invested according to permitted investments outlined in the Government Code of the State and the Liquidity Portfolio investment policy. Consistent with state law, the Liquidity Portfolio is restricted to high quality, fixed income securities.

CSU Total Return Portfolio (TRP)

Legislation effective January 1, 2017 expanded the CSU investment authority to allow investment in mutual funds (including equity mutual funds) and real estate investment trusts. The Total Return Portfolio was created to take advantage of the new investment authority.

The purpose of the TRP is to provide opportunity for additional risk adjusted returns on CSU funds over a full market cycle. The investment objective is to achieve a prudent return within a moderate risk level.

Under State law, investment of funds in the TRP is subject to the CSU meeting certain conditions regarding investment oversight, reporting, and use of earnings, and may not be more than \$600 million as of June 2019, nor more than thirty percent of eligible CSU investments thereafter. The CSU Investment Advisory Committee (IAC), established by the Board of Trustees in September 2017, oversees the TRP and focuses on key issues such as investment policy, asset allocation, investment manager oversight, and investment performance.

The TRP investment policy provides a framework for the investment of portfolio funds in the TRP and includes the following key elements as further described in the TRP Investment Policy:

Investment Objectives	Investment Manager Selection
Spending Policy	Roles & Responsibilities
Time and Investment Horizon	Environmental, Social and Governance Framework
Risk Tolerance	Risk Management
Expected Return	Monitoring and Control Procedures
Asset Allocation	
Benchmarks	

The IAC has adopted an investment schedule for the TRP that utilizes a dollar-cost averaging approach and provides regular monthly contributions to the TRP. An initial investment of \$33.5 million into the TRP was made on April 1, 2018, with the goal of reaching the fiscal year 2018-2019 statutory limit of \$600 million in the first half of 2019. After June 30, 2019, implementation of a revised investment schedule established by the IAC and staff will commence, as the TRP can be increased to as much as 30 percent of CSU investments at that time. The investment schedule may also be adjusted by the IAC at any time depending on market conditions. Consistent with state law, specifically Education Code 89726, additional moneys earned through investments in the TRP shall be used only for capital outlay or maintenance, and shall not be used for ongoing operations.



The purpose of the TRP is to provide opportunity for additional risk adjusted returns on CSU funds over a full market cycle. For the year ending March 31, 2019, the TRP total return exceeded the Liquidity Portfolio (SWIFT) total return by 4.15 percent (net of fees) or \$9.8 million.

#### Surplus Money Investment Fund (SMIF)

The State Treasurer also provides investment vehicles that may be used for CSU funds. The Surplus Money Investment Fund (SMIF) is used by the State Treasurer to invest state funds, or funds held by the state on behalf of state agencies, in a short-term pool. In order to facilitate certain expenditures, the CSU maintains small amounts of funds with the State. The portfolio includes Certificates of Deposit, Treasuries, Commercial Paper, Corporate Bonds, and U.S. Government Agencies.

#### **Next Steps**

Staff will continue implementing the TRP investment schedule with oversight from the IAC. Staff is also working on developing the Intermediate Duration Portfolio, consistent with the CSU Master Investment Policy, with the goal of implementing this portfolio in late 2019 or early 2020. The next investment report to the Board of Trustees is scheduled for November 2019 and will provide information on the fiscal year ending June 30, 2019.

## CSU Quarterly Investment Report For the Quarter Ended March 31, 2019

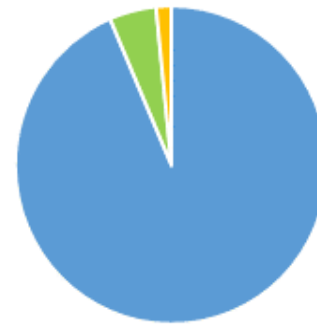
CSU investments as of March 31, 2019 consisted of investments in the CSU Liquidity Portfolio (Systemwide Investment Fund Trust or SWIFT), the Total Return Portfolio (TRP), and the State of California Surplus Money Investment Fund (SMIF). All CSU investments (except for funds invested in SMIF) are held by US Bank, the custodian bank for the CSU. Neither state general fund nor CSU auxiliary funds are included in CSU investments. In addition, this report does not include approximately \$850 million in bond proceeds, which by state law are required to be held by the state and are invested in SMIF.

### Balances and Allocations as of March 31, 2019

	<u>Balance</u>	<u>% of CSU Investments</u>
Liquidity Portfolio (SWIFT)	\$4.10 billion	85.9%
Total Return Portfolio (TRP)	\$502 million	10.5%
Surplus Money Investment Fund (SMIF)	\$170 million	3.6%
<b>CSU Investments</b>	<b>\$4.77 billion</b>	<b>100%</b>



- Liquidity Portfolio (SWIFT) - 85.9%
- Total Return Portfolio (TRP) - 10.5%
- Surplus Money Investment Fund (SMIF) - 3.6%



- Fixed Income - 93.5%
- Equity - 4.9%
- Real Assets - 1.6%

For the nine months ended March 31, 2019, direct investment management fees<sup>1</sup>, advisory, and custodial fees totaled just over \$1.67 million, or about 0.035 percent (3.5 basis points) on CSU investments total balance as of March 31, 2019.

<sup>1</sup> Direct investment management fees exclude TRP mutual fund investment management fees. TRP mutual fund investment management fees are included as mutual fund expenses and reported as a percent of total fund assets. See TRP Fund Expense Ratio (Fee) in the table on page 3.

**CSU Liquidity Portfolio (Systemwide Investment Fund Trust or SWIFT)**

The purpose of the Liquidity Portfolio is to provide sufficient and immediate liquidity to meet the operating needs of the CSU. The investment objective is safety of principal and liquidity. Consistent with state law, the portfolio is restricted to high quality, fixed income securities.

	<u>CSU Liquidity Portfolio</u>	<u>Benchmark<sup>2</sup></u>
1 Year Annualized Return <sup>3</sup>	2.58%	2.59%
3 Year Annualized Return	1.31%	1.08%
5 Year Annualized Return	1.12%	0.94%
10 Year Annualized Return	0.94%	0.90%
Annualized Since Inception Return <sup>4</sup>	1.34%	1.59%
Yield	2.44%	2.37%
Duration (Years)	0.85	1.49
Average Credit Rating	AA-	Aaa/AA+

**Holdings by Asset Type (% of CSU Liquidity Portfolio):**

Treasuries	31.76%
U.S. Government Agencies	30.71%
U.S. Corporate Bonds	24.82%
CD's and Cash Equivalents	6.47%
Asset-Backed Securities	5.01%
Municipal Obligations	1.23%

<sup>2</sup> Benchmark for the CSU Liquidity Portfolio (SWIFT) is the Bank of America Merrill Lynch 0-3 Year Treasury Index.

<sup>3</sup> CSU Liquidity Portfolio (SWIFT) returns reported as gross of fees and total return, including income and gains (realized and unrealized).

<sup>4</sup> Inception Date for the CSU Liquidity Portfolio (SWIFT) was July 1, 2007.

**CSU Total Return Portfolio (TRP)**

The purpose of the Total Return Portfolio is to provide opportunity for additional risk adjusted returns on CSU funds over a full market cycle. The investment objective is to achieve a prudent return within a moderate risk level. Consistent with state law, the TRP is invested in mutual funds subject to registration by and under the regulatory authority of the United States Securities and Exchange Commission or in United States registered real estate investment trusts.

	<b>CSU Total Return Portfolio<sup>5</sup></b>	<b>Strategic Benchmark<sup>6</sup></b>	<b>Policy Benchmark<sup>7</sup></b>
3 Months Return	9.53%	2.18%	9.37%
1 Year Return	6.69%	6.62%	4.65%
Annualized Since Inception Return <sup>8</sup>	6.69%	6.62%	4.65%

**Holdings by Asset Type (% of CSU Total Return Portfolio):**

Equity Mutual Funds	46%	Passive Index Mutual Funds	74%
Fixed Income Mutual Funds	39%	Actively Managed Mutual Funds	26% <sup>9</sup>
Real Asset Mutual Funds	15%		

For the one year ending March 31, 2019, the TRP total return exceeded the Liquidity Portfolio (SWIFT) total return by 4.15 percent (net of fees) or \$9.8 million.

Finally, during the quarter, consistent with the TRP implementation plan, the Investment Advisory Committee approved replacing passive Vanguard funds for Emerging Market Equity and Emerging Market Debt with the following active investment managers:

**Emerging Market Equity**

- Driehaus Emerging Markets Growth Fund
- DFA Emerging Markets Value Portfolio
- RWC Global Emerging Equity Fund

**Emerging Market Debt**

- Payden Emerging Markets Bond Fund
- T. Rowe Price Emerging Markets Bond Fund

**Values, Holdings & Fees (CSU Total Return Portfolio)**

<sup>5</sup> TRP Returns are net of mutual fund investment management fees and expenses.

<sup>6</sup> The TRP Strategic Benchmark is Inflation (Core Consumer Price Index) plus 4.5% per annum. The long-term rate of inflation is assumed at 2.5% per annum.

<sup>7</sup> The TRP Policy Benchmark is a blend of passive indices whose weights match the TRP target asset allocation.

<sup>8</sup> TRP Inception Date was April 1, 2018.

<sup>9</sup> The percent of Actively Managed Mutual Funds is likely to increase marginally in the future while the percent of Passive Index Mutual Funds would decrease marginally consistent with the TRP implementation plan.

Asset Class	Strategy Name	Ticker	Value (millions)	% of Total Return Portfolio	TRP Fund Expense Ratio (Fee)	Universe Median Expense Ratio (Fee)
<b>Fixed Income</b>						
	Vanguard Total Bond Market Index Fund	VBMPX	109.8	22%	0.030%	0.490%
	Vanguard Inflation-Protected Securities Fund	VIPIX	25.0	5%	0.070%	0.450%
	Lord Abbett High Yield Fund	LHYOX	30.1	6%	0.600%	0.730%
	Pacific Funds Floating Rate Income Fund	PLFRX	15.0	3%	0.720%	0.760%
	Payden Emerging Markets Bond Fund	PYEIX	7.5	1.5%	0.690%	0.850%
	T. Rowe Emerging Markets Bond Fund	TREBX	7.5	1.5%	0.700%	0.850%
<b>Equity</b>						
	Vanguard Total Stock Market Index Fund	VSMPX	120.8	24%	0.020%	0.780%
	Vanguard Developed Markets Index Fund	VTMNX	60.1	12%	0.060%	0.910%
	Driehaus Emerging Markets Growth Fund	DIEMX	30.3	6%	1.210%	1.160%
	DFA Emerging Markets Value Fund	DFEVX	15.1	3%	0.540%	1.160%
	RWC Global Emerging Equity Fund	RWCEX	5.1	1%	1.250%	1.160%
<b>Real Assets</b>						
	Vanguard Real Estate Index Fund	VGSNX	35.4	7%	0.100%	0.910%
	Vanguard Energy Index Fund	VENAX	10.0	2%	0.100%	1.030%
	Vanguard Materials Index Fund	VMIAX	10.1	2%	0.100%	0.990%
	First State Global Listed Infrastructure Fund	FLIIX	19.9	4%	0.950%	0.985%
<b>Cash</b>			0.0	0%	NA	NA
<b>Total</b>			501.8	100.00%		

### Surplus Money Investment Fund (SMIF)

The Surplus Money Investment Fund (SMIF) is managed by the State Treasurer to invest State funds, or funds held by the State on behalf of State agencies, in a short-term pool. The portfolio includes Certificates of Deposit, Treasuries, Commercial Paper, Corporate Bonds, and U.S. Government Agencies.

#### Apportionment Annual Yield<sup>10</sup>

Trailing 12 month as of 3/31/19	1.82%
Average Annualized (FYE 06/30/07 – 3/31/19)	1.08%

<sup>10</sup> Annual Yield calculated by CSU Treasury Operations based on the quarterly apportionment yield rates published by the State Controller's Office.



# Master Investment Policy For The California State University

Approved on November 8, 2017  
By The Board of Trustees of The California State University

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## **I. Scope and Purpose**

This California State University Master Investment Policy (“MIP”) governs the investment of California State University (“CSU”) funds. CSU investments are centrally managed on behalf of the CSU System and its campuses.

The purpose of the MIP, together with investment policies that govern individual Portfolios (as defined in Section IV) and are created pursuant to delegated authority contained herein, is to provide a framework for the investment of CSU funds consistent with the goals of the CSU Board of Trustees (the “Board”) and the educational mission of the CSU.

The MIP sets forth objectives, guidelines, and responsibilities that the Board deems to be appropriate and prudent in consideration of the needs of, and the legal requirements applicable to, the CSU’s investment program. The MIP is also intended to ensure that the Board, and any parties to whom the Board delegates authority, are fulfilling their fiduciary responsibilities in the oversight of CSU investments.

The MIP is a dynamic document and will be reviewed from time to time. The MIP will be modified, if necessary, to reflect the changing nature of the CSU’s assets and investment program, organizational objectives, and economic conditions.

## **II. Compliance with Law and Adherence to Policy**

CSU investments are to be managed in full compliance with all applicable laws, rules, and regulations from various local, state, federal, and international political entities that may impact the CSU’s assets, including but not limited to the provisions of the California Education Code and California Government Code applicable to the investment of CSU funds, and in accordance with the policy objectives, guidelines, and responsibilities expressed herein.

## **III. Background and Investment Objectives**

The investment objectives for the investment of CSU funds have been established in conjunction with a comprehensive review of current and projected financial requirements. The Board desires to provide the Chancellor, the Chancellor’s Staff, and the IAC (as defined in Section V) with the greatest possible flexibility to maximize investment opportunities. However, as agents of the Board, the Chancellor, the Chancellor’s Staff, and the IAC must recognize the fiduciary responsibility of the Board to conserve and protect the assets of the CSU investment program, and, by prudent management, prevent exposure to undue and unnecessary risk.



The following objectives shall govern the investment of CSU funds:

1. Safeguard the principal.
2. Meet the liquidity needs of the CSU.
3. Obtain the best possible return commensurate with the degree of risk the CSU is willing to assume in obtaining such return.

The Board acknowledges that these objectives may be weighted or prioritized differently for individual Portfolios depending upon the purpose of the Portfolio.

#### **IV. Investment Portfolios**

Consistent with its investment objectives, the Board has determined that CSU funds may be invested in three investment portfolios (individually, a "Portfolio" and together, the "Portfolios") created by the CSU, with oversight by the Chancellor, the Chancellor's Staff, and the IAC, and each with its own investment policy.

The three Portfolios and general purpose of each Portfolio are as follows:

##### **Liquidity Portfolio (Systemwide Investment Fund—Trust or "SWIFT")**

The purpose of this Portfolio is to provide sufficient and immediate liquidity to meet the operating needs of the CSU. The investment objectives for this Portfolio shall be safety of principal and liquidity. The existing CSU Systemwide Investment Fund—Trust (SWIFT) shall serve as the Liquidity Portfolio and shall be comprised of investments authorized pursuant to California Government Code Sections 16330 or 16430.

##### **Intermediate Duration Portfolio (IDP)**

The purpose of this Portfolio is to provide opportunity for modest, additional risk adjusted returns on CSU funds not needed for immediate liquidity. The investment objectives for this Portfolio shall be safety of principal, liquidity and return. The Intermediate Duration Portfolio shall be comprised of investments authorized pursuant to California Government Code Sections 16330 or 16430.

##### **Total Return Portfolio (TRP)**

The purpose of this Portfolio is to provide opportunity for additional risk adjusted returns on CSU funds over a full market cycle. The investment objectives for this

Portfolio shall be to achieve a prudent total return within a moderate risk level. The Total Return Portfolio shall be comprised of investments authorized pursuant to California Government Code Sections 16330, or 16430 or California Education Code Sections 89724 or 89725.

The acceptable allocations for the Portfolios are as follows:

<b><u>Portfolio</u></b>	<b><u>Min – Target – Max</u></b>
Liquidity – Systemwide Investment Fund Trust (“SWIFT”)	<b>5% - 20% - 100%</b>
Intermediate Duration Portfolio (“IDP”)	<b>0% - 52% - 95%</b>
Total Return Portfolio (“TRP”)	<b>0% - 28% - 30%<sup>1</sup></b>

In addition, the CSU may invest any amount (from 0% to 100%), in any California State Treasury investment option, available now, or in the future, that the IAC and the Staff deem prudent, including, but not limited to:

- Surplus Money Investment Fund (SMIF)
- Local Agency Investment Fund (LAIF)

## **V. Roles and Responsibilities**

### **Board of Trustees**

The Board assumes fiduciary responsibility to conserve and protect the investment assets of the CSU, and by prudent management, to prevent exposure to undue and unnecessary risk. However, the Board also acknowledges investments are inherently risky with risk of loss and, as such, are viewed with a long-term time horizon.

As a fiduciary, the primary responsibilities of the Board are to:

1. Maintain and approve the MIP.

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<sup>1</sup> Percentage allocations to the TRP are subject to annual phase-in restrictions through June 30, 2020 per state law.

2. Ensure that CSU investments are prudently diversified in order to obtain the best possible return commensurate with the degree of risk that the CSU is willing to assume.
3. Report annually to the California state legislature and the California Department of Finance regarding the investment of CSU funds.

The Board shall have oversight responsibility for investment of the assets and has delegated investment authority to the Chancellor, the Chancellor's Staff, and the IAC.

#### **Chancellor and Chancellor's Staff**

As agents of the Board, the Chancellor, the Executive Vice Chancellor and Chief Financial Officer, the Assistant Vice Chancellor responsible for CSU investments, and their designees (the "Chancellor's Staff"), recognize the fiduciary responsibility of the Board to conserve and protect the investment assets of the CSU and, by prudent management, to prevent exposure to undue and unnecessary risk.

The Chancellor and the Chancellor's Staff are hereby authorized to establish policies and procedures to implement the provisions of this MIP, including, but not limited to, the following activities:

1. Overseeing and implementing general administrative and investment operations for the Portfolios.
2. Informing the IAC on the overall investments of the CSU and each of the Portfolios to assist the IAC in fulfilling its duties.
3. Developing and implementing policies that are suitable for achieving the strategic objectives for each Portfolio, including coordination with the IAC in developing and implementing policies for the TRP.
4. Selecting, contracting with, and monitoring third party service providers, including, but not limited to, investment advisors, investment managers, and custodians. For the TRP, such actions will be based on the recommendations of the IAC.
5. Directing the investment of funds, including the ordering of purchase and sale transactions to, from and between the Portfolios to meet investment objectives and strategic asset allocations.

6. Monitoring and reviewing the performance of the Portfolios to their stated objectives.
7. Reporting to the Board regarding the investment of CSU funds as requested, but no less than quarterly.
8. Controlling and accounting for all investment, record keeping, and administrative expenses associated with the Portfolios.
9. Identifying the need for updates, monitoring the Portfolios for legal and policy compliance, and acting on the recommendations of the IAC, as appropriate.
10. All other duties designated or delegated by the Board or the IAC.

### **Investment Advisory Committee**

As required by state law, the CSU has created an Investment Advisory Committee (the "IAC"), to provide investment advice and expertise to the Board, particularly with respect to the management of the TRP.

The IAC shall be an advisory body and shall make recommendations, as appropriate, to the Board for approval or to the Chancellor and the Chancellor's Staff for implementation. The IAC shall be responsible for overseeing all aspects of the TRP and is hereby authorized to recommend policies and procedures for the creation and implementation of the TRP, including, but not limited to, the following activities:

1. Understanding the overall investments of the CSU and each of the Portfolios as informed by the Chancellor's Staff, investment advisors and/or investment managers.
2. Developing and approving an IAC charter to establish guidelines for operations of the IAC.
3. Developing, approving, and overseeing the implementation of an investment policy statement for the TRP.
4. Reviewing and approving target asset allocations and ranges for the TRP.
5. Monitoring and reviewing the performance of the TRP to its stated objectives.
6. Prudently reviewing, selecting, monitoring, and replacing investment management firms engaged to manage the TRP's assets.

7. Monitoring and supervising all service vendors and fees for the TRP.
8. Any other investment or administrative duties deemed necessary to prudently oversee the investment program for the TRP.

### **Prudence, Ethics and Conflict of Interest**

All participants in the investment process shall act responsibly. The standard of prudence applied by the Board, the Chancellor, the Chancellor's Staff, and the IAC, as well as any external service providers, shall be the "prudent investor" rule. The "prudent investor" rule in part, states, "A trustee shall invest and manage trust assets as a prudent investor would, by considering the purposes, terms, distribution requirements, and other circumstances of the trust. In satisfying this standard, the trustee shall exercise reasonable care, skill and caution. A trustee's investment and management decisions respecting individual assets must be evaluated not in isolation but in the context of the trust portfolio as a whole and as part of an overall investment strategy having risk and return objectives reasonably suited to the trust."

Furthermore, all participants in the investment process shall use the same care, skill, prudence, and due diligence under the circumstances then prevailing that a prudent person acting in a like capacity and fully familiar with such matters would use in the conduct of an enterprise of like activities for like portfolios with like aims and in accordance and compliance and all other applicable laws, rules and regulations.

All investment personnel shall refrain from personal business activity which could create a conflict with proper execution of the investment program, or which could impair the ability to execute impartial investment decisions. All investment personnel shall disclose to the Chancellor's Staff or the IAC any material financial interests in financial institutions which conduct business within the jurisdiction and shall disclose any material financial investment positions which could be related in a conflicting manner to the performance of the Portfolios. All investment personnel shall report any potential conflicts of interest consistent with Government Code Section 87200. Further, the Chancellor shall report to the Board in writing any issues that could reflect any conflict in the performance of the Portfolios.

### **Document Acceptance of the Investment Policy Statement**

The Chancellor's Staff shall provide a copy of this MIP, and the relevant Portfolio investment policy, to each firm retained to provide investment services to the CSU and each such firm shall acknowledge in writing receipt of the document and accept its content.

## **VI. Environmental, Social and Governance Framework**

The Board acknowledges the importance of understanding the potential risks and value that environmental, social, and governance (“ESG”) factors may have on CSU investments. Therefore, the Board expects that the consideration of ESG factors shall be integrated into the investment decision processes of the CSU.

Approved:

The California State University Board of Trustees  
November 8, 2017

## **COMMITTEE ON FINANCE**

### **Planning for the 2020-2021 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 2020-2021 California State University Operating Budget. The CSU Board of Trustees will be provided preliminary assumptions for purposes of preparing the 2020-2021 budget request to the governor. The final budget request will be presented to the Board of Trustees for review and approval in November 2019.

#### **State Budget Overview**

As the 2019-2020 budget year begins, and the CSU looks ahead to the 2020-2021 fiscal year, California remains the fifth largest economy in the world with a gross domestic product (GDP) of almost \$3 trillion. However, this strong foundation is also facing increasing risks including slower economic growth, larger federal deficits, threat of natural disaster, and unexpected cost increases. The Department of Finance projects slower but continuous growth through 2022-2023, but also warns that a recession could result in a \$65 billion to \$70 billion revenue decline over three years. Similarly, the Legislative Analyst's Office projects slower, but continuous revenue growth over the coming years but also indicates that a moderate recession could amount to a decline in revenue of \$10 billion over three years, which would be \$46 billion below the current growth projections for the next three years.

Paying down liabilities and building a rainy-day fund have been top priorities for Governor Newsom's administration. Without an uptick in economic growth, California could make more modest new investments in the coming years, focusing more on one-time allocations and continued savings. In his first budget proposal, Governor Newsom emphasized three high-level priorities beyond fiscal resiliency, which include: effective government, affordability and opportunity, and

justice and dignity. These fiscal policy priorities could be present throughout his administration. With the potential for a more volatile economy for 2020-2021, it is difficult to estimate what the governor and legislature will choose to support with recurring new revenues in the next fiscal year.

### **Recent Funding of the CSU**

The 2019-2020 CSU Operating Budget Request of \$554 million was the largest in recent history. Governor Newsom's first budget, in partnership with the legislature, showed their commitment to the university when they provided \$332.9 million in new recurring funds. Combined with new tuition revenue from growth in enrollment, the CSU's budget grew by \$379 million to reach a total operating fund budget of \$7.1 billion for 2019-2020. Recent growth in the CSU operating budget is detailed in the chart below:

<b>Fiscal Year</b>	<b>Total Operating Fund Budget</b>	<b>% Growth</b>
<b>2015-16</b>	\$5,680,022,000	6.2%
<b>2016-17</b>	\$6,065,892,000	6.8%
<b>2017-18</b>	\$6,435,660,000	6.1%
<b>2018-19</b>	\$6,721,056,000	4.4%
<b>2019-20</b>	\$7,146,814,000	6.3%

### **New Investment from the State**

Over the last several weeks, Chancellor's Office staff have met with many stakeholder groups to solicit feedback on the potential contents of the 2020-2021 Operating Budget Request. Based on that feedback, the preliminary 2020-2021 budget plan would allow the CSU to both catch-up and provide another round of investment in Graduation Initiative 2025, grow full-time equivalent student (FTES) enrollment, cover mandatory cost obligations, and provide fair compensation for all employee groups. Additionally, progress could be made on infrastructure and deferred maintenance needs. These align with the Board of Trustees' long-standing priorities and the preliminary expenditure plan below reflects those priorities.

The 2020-2021 budget request will assume that the state continues to see positive state revenue growth for at least another 12 to 18 months, and will presume continued investment by the state in the CSU. To encourage that continued investment, the Chancellor's Office will initiate conversations this fall with the governor's administration to discuss possible elements of a multi-year plan or agreement between the state and the CSU.



If a recessionary event were to affect the state budget picture sooner rather than later, the CSU would explore and implement some combination of the following strategies:

- Use reserves designated for economic uncertainty on a one-time basis;
- Limit investment in new budget priorities;
- Redirect existing campus resources toward significant priorities;
- Explore new revenue sources; and
- Discuss a possible increase in tuition.

The Chancellor's Office would continue to engage with students, faculty, staff, campus executives, the state, and other CSU stakeholders to garner state support then explore alternatives for balancing budget priorities and necessary resources.

### **2020-2021 CSU Operating Budget—Preliminary Planning Approach**

It is very early in the budget development process and appropriate for the Board of Trustees to begin discussion of CSU priorities for the 2020-2021 Operating Budget Request. 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 Board of Trustees to provide input on fiscal policy priorities for 2020-2021.

These estimated incremental funding amounts or ranges provide an opportunity for discussion about priorities and would add to the 2019-2020 base budget of \$7.1 billion.

### **Preliminary Expenditure Plan - \$497 Million to \$620 Million**

#### *Graduation Initiative 2025 - \$105 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 equity 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 the six pillars of the initiative:

- Academic preparation
- Enrollment management
- Financial aid
- Data-driven decision making
- Administrative barriers
- Student engagement and well-being

Because the governor and legislature provided financial support in 2019-2020 for activities related to the student engagement and well-being pillar (e.g. student mental health, emergency student housing, and basic needs partnerships), it is worth noting that the CSU has addressed, and will continue to address, the well-being of all CSU students through these and many other related activities with Graduation Initiative 2025 funding. Over the course of this fourth 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 emphasis on student engagement and well-being. To properly support the initiative, an incremental recurring investment of \$105 million in 2020-2021 is necessary. This would fund the fourth year of a six-year, \$450 million investment plan in support of Graduation Initiative 2025, and make permanent the \$30 million of one-time funding included in the 2019-2020 state budget for Graduation Initiative 2025.

*Full-Time Equivalent Student Enrollment Growth – \$172 million to \$215 million*

The Public Policy Institute of California (PPIC) concluded 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. This fall, the CSU implemented the application redirection policy to give CSU eligible first-time full-time, upper-division transfer and Associate Degree for Transfer students the option to have their applications reviewed by other campuses. 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.

A range of four percent to five percent growth in full-time equivalent student (FTES) enrollment is estimated to add between \$172 million and \$215 million in new costs for between 14,900 and 18,700 additional FTES. Even though staff offer a range of enrollment growth here for the Board of Trustees' consideration, it is noted that an earlier analysis conducted by the Office of the Chancellor concluded that a five percent growth in FTES would be necessary in 2020-21 for CSU to help narrow California's projected degree gap. 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. Funding for this item comes from two sources; additional tuition revenue from new students and state general fund. For planning purposes, each one percent increase in enrollment would cost approximately \$43 million and would allow for growth of approximately 3,740 FTES.

*Employee Salary and Benefit Increases – \$150 million to \$200 million*

Most collective bargaining agreements expire at the end of 2019-2020 and discussions between bargaining units and the Office of the Chancellor will commence as early as this fall for successor agreements. Early estimates indicate that salary, health care premium, and pension cost increases for all employee groups will cost between \$150 million and \$200 million in 2020-2021. As CSU hires more faculty and staff in support of Graduation Initiative 2025 and enrollment growth, the cost to provide salary increases and cover benefit cost increases also grows. Staff will have more precise figures from campuses and complete its analysis by the November 2019 meeting, but for conservative planning purposes, this estimate is a reasonable starting point.

*Mandatory Costs – \$20 million*

Staff anticipate that mandatory cost increases for existing university commitments will be approximately \$20 million in 2020-2021. Mandatory costs 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.

*Facilities and Infrastructure Needs - \$50 million - \$80 million*

The systemwide academic facility improvement needs, including deferred maintenance totals approximately \$11.2 billion. The restructuring of the CSU's facilities and infrastructure debt and previous support from the state in one-time and recurring funds has enabled \$2.5 billion in new and revitalized facilities and a reduction in the deferred maintenance backlog. The 2019-2020 budget request of \$80 million for academic facilities and infrastructure was not funded, but \$239 million in one-time funding was provided by the state to help campuses with their deferred maintenance and infrastructure needs in the coming year.

Agenda Item 3 of the September 24-25, 2019 meeting of the Committee on Campus Planning, Buildings and Grounds includes the preliminary list for the 2020-2021 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 to \$80 million in recurring funds would finance approximately \$750 million to \$1.2 billion of needed facility and 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, CSU continues efforts in Sacramento to ensure an education facilities general obligation bond for the March 2020 primary election ballot. If approved by the governor and the voters, it could provide \$2 billion in funding for CSU academic facilities and infrastructure. Additional details are contained in Item 3 of the September 24-25, 2019 meeting of the Committee on Governmental Relations.

Requesting between \$50 million to \$80 million recurring to pay the annual debt service on projects and sponsorship of a general obligation bond voter initiative are two important fiscal strategies to help address facility and infrastructure needs. A third, complementary strategy would be to include a request between \$250 million and \$500 million in one-time funds from the state to further address the deferred maintenance backlog.

### **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 the state ranging from \$415 million to \$520 million.

### **Operating Fund Designated Reserves**

Designated reserves in CSU's operating fund are used in several ways to deal with non-recurring expenses by managing short-term obligations and commitments, providing funding for capital infrastructure repairs and maintenance, and helping to ensure that operating costs can be paid during times of economic and budgetary uncertainty. Reserve designations are determined and reported annually by the campuses and the system office and are published on CSU's financial transparency portal. Designated reserves are not used to fund recurring expenses, such as salary increases. The use of one-time monies to pay recurring, permanent expenses can lead to structural deficits where recurring resources are insufficient to pay for recurring costs.

As of June 30, 2019, designated reserves in the operating fund totaled \$1.7 billion and are held for short-term obligations, capital needs, and operations.

#### *Short Term Obligations*

Amounts held for short-term obligations are designated for payments for open contracts and purchase orders, near-term debt service payments, financial aid obligations, and programs that are in development. Reserves for short-term obligations totaled \$814 million at the end of last year and cover expected needs, which are typically paid in the following fiscal year.

### *Capital*

Capital reserves are designated for new projects and to repair current buildings, as well as planning costs and equipment acquisition associated with those buildings. Capital reserves fall well short of the expected need, which is at least ten percent of the cost of academic projects approved in the most recent five-year capital plan. Capital designated reserves totaled \$356 million and are approximately half of the amount required for academic projects approved by the Board of Trustees as part of the 2019-2020 through 2023-2024 five-year capital program.

### *Operations*

Reserves for operations are designated to provide a prudent reserve to sustain operations during periods of economic uncertainty such as short-term recessionary cycles or state budget fluctuations, and catastrophic events such as floods or earthquakes. Operating reserves are intended to be used in the future as one-time supplements to help manage the often-rapid decline in state resources, allowing time to appropriately adjust operating budgets to balance reductions and minimizing disruptions to students' education as much as possible. Designated reserves for operations set aside for economic uncertainty amount to \$468 million and are less than one month of operating expenses, well below the need to maintain three to six months of operating expenses. Designated reserves for catastrophic events accounted for an additional \$40 million of designated reserves for operations.

### **Conclusion**

This is an information item presenting a preliminary framework for the 2020-2021 CSU Operating Budget Request to the governor and the Department of Finance. Using feedback provided by the Board of Trustees at the September 2019 meeting, Chancellor's Office staff will present an updated and detailed operating budget recommendation for Board of Trustees' approval in November 2019.

## AGENDA

### COMMITTEE ON INSTITUTIONAL ADVANCEMENT

**Meeting:** 4:00 p.m., Tuesday, September 24, 2019  
Glenn S. Dumke Auditorium

Jean P. Firstenberg, Chair  
Wenda Fong, Vice Chair  
Larry L. Adamson  
Debra S. Farar  
Lillian Kimbell  
Thelma Meléndez de Santa Ana  
Hugo N. Morales

- Consent** 1. Approval of Minutes of the Meeting of July 23, 2019, *Action*
- Discussion** 2. Naming of The Lynda and Stewart Resnick Student Union – California State University, Fresno, *Action*
3. Naming of the Viasat Engineering Pavilion – California State University San Marcos, *Action*
4. 2019-2020 California State University Trustees’ Award for Outstanding Achievement, *Information*

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

**July 23, 2019**

**Members Present**

Jean P. Firstenberg, Chair  
Wenda Fong, Vice Chair  
Debra S. Farar  
Lillian Kimbell  
Hugo N. Morales  
Adam Day, Chairman of the Board  
Timothy P. White, Chancellor

Trustee Firstenberg called the meeting to order.

**Approval of Minutes**

The minutes of May 21, 2019, were approved as submitted.

Trustee Firstenberg recognized the CSU recipients of the 2019 Council for Advancement and Support of Education (CASE) Awards.

**Naming of the RND Amphitheater – California State University, Monterey Bay**

Garrett Ashley, vice chancellor for university relations and advancement, reported that the proposed naming recognizes the \$4 million irrevocable gift from Robert Nathan Danziger to support the College of Arts, Humanities, and Social Sciences collaboration with the Monterey Jazz Festival and an unrestricted fund to address areas of greatest need on campus.

CSU Monterey Bay President Eduardo M. Ochoa shared information regarding the donor, his relationship with the university and community, and the benefits provided by the gift.

The committee recommended approval by the board of the proposed resolution (RIA 07-19-07) that the Amphitheater in the Academic III building at California State University, Monterey Bay be named the RND Amphitheater.

### **Naming of the Provident Credit Union Event Center at San José State University**

Mr. Ashley reported that the proposed naming recognizes the \$8.1 million sponsorship agreement with Provident Credit Union. The naming request is for a period of 20 years. Funds from the annual payments will be used to make improvements and renovations to the Event Center. Highlights of the sponsorship agreement include signage at the facility and on nearby roadways; the opportunity to sponsor or participate in university events; and the opportunity to provide the campus with financial literacy awareness clinics.

San José State President Mary Papazian shared information regarding the credit union, their relationship with the university, and benefits provided by the agreement.

The committee recommended approval by the board of the proposed resolution (RIA 07-19-08) that the Event Center at San José State University be named Provident Credit Union Event Center at San José State University for a period not to exceed twenty years from the date of the agreement, and contingent upon receipt of the annual payment and fulfillment of the other terms as stipulated in the sponsorship agreement.

Trustee Firstenberg adjourned the meeting.



## **COMMITTEE ON INSTITUTIONAL ADVANCEMENT**

### **Naming of The Lynda and Stewart Resnick Student Union – California State University, Fresno**

#### **Presentation By**

Garrett P. Ashley  
Vice Chancellor  
University Relations and Advancement

Joseph I. Castro  
President  
California State University, Fresno

#### **Summary**

This item will consider naming the new student union at California State University, Fresno as The Lynda and Stewart Resnick Student Union.

This proposal, submitted by California State University, Fresno, meets the criteria and other conditions specified in the Board of Trustees Policy on Naming California State University Facilities and Properties, including approval by the system review panel and the campus academic senate.

#### **Background**

The proposed naming of the new student union at Fresno State recognizes the distinguished leadership of philanthropists and entrepreneurs Lynda and Stewart Resnick and their generous \$10 million investment for the design, construction, operation and maintenance of the facility. The pledge will be paid in equal installments over a ten-year period. A portion of the investment will be used to add a Wonderful Scholar Center within the student union.

This 84,000 square foot student union will be new construction, with an expected completion date of fall 2021. The facility will include dynamic and interchangeable meeting spaces, a new dining hall that will feature healthy eating options, a dedicated space for student organizations and a relaxing outdoor terrace that can be utilized year-round.

Lynda and Stewart Resnick are founders of The Wonderful Company, a \$4.6 billion global company that counts Wonderful Pistachios, Wonderful Halos, POM Wonderful, FIJI Water, JUSTIN Wines, Landmark Wines, JNSQ Wines and Teleflora among its iconic brands. The Resnicks have generously contributed to sustainability initiatives, the arts, community development, health and wellness programs, and educational efforts, with a focus on the Central Valley communities where their employees live and work.

In 1994, the Resnicks established Wonderful Education, with the clear mission to significantly increase the number of college degree-earning students in the Central Valley. Today, Wonderful Education operates three preschools and two public charter schools, reaching 117,000 students across 165 schools.

Nearly 100 percent of Wonderful College Prep Academy graduates go on to college, and 82 percent go to four-year universities. Perhaps the most remarkable statistic is that 90 percent of graduates are the first in their families to attend college. Students benefit from an environment that offers fully equipped science and technology labs, teaching kitchens, learning farms, music and art studios, state-of-the-art fitness and athletic facilities, and plenty of study spaces. These beautiful campuses serve 2,200 children from kindergarten through 12th grade and are the result of \$125 million in capital investment.

Agriculture is big business in the Central Valley—and it's changing rapidly. As the need for skilled workers grows, agriculture companies are increasingly looking for qualified college graduates to join their teams. That's why the signature career-focused early college model, Wonderful Agriculture Career Prep (Ag Prep), was created. Ag Prep encompasses eight public high schools, seven feeder middle schools and three community colleges, serving 2,200 students from grades 6 through 12. Ninety-three of the program's graduates presently attend Fresno State.

Ag Prep students are pioneering a new approach to high school and college education—by pursuing both at the same time. In addition to their core curriculum, high schoolers take courses taught by college professors, introducing them to such concepts as computer-aided design, hydroponics, plant machine operations, information technology, computer programming and plant science. At the same time, they get real-world experience in agriculture businesses, including paid internships. And on the day of their high school graduation, they receive an associate of science degree.

The Resnicks also fund scholarships that send hundreds of students to college each year, awarding 2,350 college scholarships and incentives and 2,000 teacher grants to date. Their demonstrated commitment to education has made its mark on California State University, Fresno. Of these scholarship recipients, 205 are presently attending Fresno State.

### **Recommended Action**

The following resolution is recommended for approval:

**RESOLVED**, by the Board of Trustees of the California State University, that the new student union at California State University, Fresno be named as The Lynda and Stewart Resnick Student Union.

## **COMMITTEE ON INSTITUTIONAL ADVANCEMENT**

### **Naming of the Viasat Engineering Pavilion – California State University San Marcos**

#### **Presentation By**

Garrett P. Ashley  
Vice Chancellor  
University Relations and Advancement

Ellen J. Neufeldt  
President  
California State University San Marcos

#### **Summary**

This item will consider naming the Foundation Classroom Buildings at California State University San Marcos (CSUSM) as the Viasat Engineering Pavilion.

This proposal, submitted by CSUSM, meets the criteria and other conditions specified in the Board of Trustees Policy on Naming California State University Facilities and Properties, including approval by the system review panel and the campus academic senate.

#### **Background**

The proposed naming of the facility recognizes commitments of \$1.5 million pledged in 2018 by Viasat and its employees, of which \$1 million has been received. The request is for a term of 20 years. All funds are committed to providing space renovation, equipment, instrumentation, faculty recruitment and student support for the current and proposed engineering degree programs at CSUSM.

Viasat's support for CSUSM is in line with the company's larger philanthropic priorities—science, technology, engineering and math. Viasat recognizes the growing need for a diverse engineering-educated workforce to meet future engineering needs in North San Diego County.

Viasat is a global leader in telecommunications and wireless connectivity. Based in Carlsbad, California—just a few miles from the CSUSM campus—Viasat is a publicly traded company and currently led by CEO Mark Dankberg.

Co-founded by Mark Dankberg in 1986, Viasat has become an industry leader in wireless connectivity, and Mr. Dankberg has held the position of Chairman of the Board and CEO since inception.

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Viasat and its employees demonstrate a commitment to philanthropy and excellence in the fields of science, technology, engineering and math, and conducts itself with integrity far beyond the daily operations of business.

Viasat is an active philanthropic partner in the San Diego region, also supporting UC San Diego and San Diego State University.

**Recommended Action**

**RESOLVED**, by the Board of Trustees of the California State University, that the Foundation Classroom Buildings at California State University San Marcos be named as the Viasat Engineering Pavilion for a period of 20 years.

**COMMITTEE ON INSTITUTIONAL ADVANCEMENT**

**2019-2020 California State University Trustees' Award for Outstanding Achievement**

**Presentation By**

Timothy P. White  
Chancellor

Ali C. Razi  
Trustee Emeritus

Wenda Fong  
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, over 360 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 \$15,000. Sixteen runners-up received \$3,000 scholarships. Travel for the scholars has been generously provided by Southwest Airlines and the reception is sponsored by TELACU and Cisco.

The recipients of the 2019-2020 CSU Trustees' Award for Outstanding Achievement are:

**Denisse Silva**  
California State University, Bakersfield  
*SchoolsFirst Federal Credit Union Scholar*

**Cory Tondreau**  
California State University, Chico  
*William Randolph Hearst Scholar*

**Tanay Pattani**  
California State University Channel Islands  
*William Randolph Hearst Scholar*

**Juan Venegas**  
California State University, Dominguez Hills  
*Trustee Rebecca D. and James Eisen Scholar*

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**Hickry Nguyen**

California State University, East Bay  
*William Randolph Hearst Scholar*

**Jennifer Phan**

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

**Amy Tram Vu**

California State University, Fullerton  
*Edison International Scholar*

**Lauren Werner**

Humboldt State University  
*Michael A. and Debe Lucki Scholar*

**Dale Lendrum**

California State University, Long Beach  
*Trustee Emeritus Murray L. Galinson Scholar*

**Isidro Sesmas II**

California State University, Los Angeles  
*Chancellor Emeritus Charles B. and Catherine Reed Scholar*

**Samuel Rodriguez**

California State University Maritime Academy  
*TELACU Scholar*

**Selena Velasquez**

California State University, Monterey Bay  
*William Randolph Hearst Scholar*

**Kenneth Hooks**

California State University, Northridge  
*Ron and Mitzi Barhorst Scholar*

**Laura Diaz**

California State Polytechnic University, Pomona  
*Trustee Peter and Coralyn Taylor Scholar*

**Emeseb Tabor**

California State University, Sacramento  
*Trustee Wenda Fong and Daniel Fetterly Scholar*

**Roberta Fox**

California State University, San Bernardino  
*William Randolph Hearst Scholar*

**Tyler Perez**

San Diego State University  
*Trustee Jack McGrory Scholar*

**Cheng Yu**

San Francisco State University  
*Trustee Emeritus Ali C. Razi Scholar*

**Simran Bhalla**

San José State University  
*Trustee Emerita Claudia H. Hampton,  
Trustee Emeritus William Hauck and Padget  
Kaiser Scholar*

**Nathaniel Morgan**

California Polytechnic State University, San  
Luis Obispo  
*Trustee Emeritus Kenneth Fong Scholar*

**Jeff Jaureguy**

California State University San Marcos  
*Sycuan Band of the Kumeyaay Nation Scholar*

**Anthony Daniel Tercero**

Sonoma State University  
*Wells Fargo Scholar*

**Angel Avalos**

California State University, Stanislaus  
*Santé Health System Scholar*

## AGENDA

### COMMITTEE ON COLLECTIVE BARGAINING

**Meeting:** 10:00 a.m., Tuesday, September 24, 2019  
Munitz Conference Room—Closed Session  
Government Code §3596(d)

8:00 a.m., Wednesday, September 25, 2019  
Glenn S. Dumke Auditorium —Open Session

Lateefah Simon, Chair  
Douglas Faigin, Vice Chair  
Debra S. Farar  
Lillian Kimbell  
Jack McGrory  
Christopher Steinhauser  
Peter J. Taylor

#### Open Session– Glenn S. Dumke Auditorium

- Consent**
1. Approval of Minutes of the Meeting of July 24, 2019, *Action*
  2. Adoption of Initial Proposals for a Successor Collective Bargaining Agreement with Bargaining Unit 6 (Skilled Crafts), Teamsters Local 2010, *Action*

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

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

**July 24, 2019**

**Members Present**

Lateefah Simon, Chair  
Douglas Faigin, Vice Chair  
Debra S. Farar  
Lillian Kimbell  
Jack McGrory  
Thelma Meléndez de Santa Ana  
Adam Day, Chairman of the Board  
Timothy P. White, Chancellor

Chair Simon called the Committee on Collective Bargaining to order.

**Public Speakers**

The Committee heard from 6 public speakers who spoke on various topics.

**Approval of Minutes**

The minutes of the March 19, 2019 meeting were approved as submitted.

**Presentation of Action Item**

**Ratification of the Successor Collective Bargaining Agreement with Bargaining Unit 14,  
American Language and Culture Program Instructors, CSU Monterey Bay**

Vice Chancellor Evelyn Nazario presented the Successor Collective Bargaining Agreement between the California State University and Bargaining Unit 14, American Language and Culture Program Instructors, CSU Monterey Bay represented by California State University Employees Union (CSUEU) SEIU Local 2579 for ratification.

**Action Item**



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The committee then unanimously approved the following action item:

1. Ratification of the Successor Collective Bargaining Agreement with Bargaining Unit 14, American Language and Culture Program Instructors, CSU Monterey Bay.

Chair Simon then adjourned the committee meeting.

## **COMMITTEE ON COLLECTIVE BARGAINING**

### **Adoption of Initial Proposals for a Successor Collective Bargaining Agreement with Bargaining Unit 6 (Skilled Crafts), Teamsters Local 2010**

#### **Presentation By**

Evelyn Nazario  
Vice Chancellor  
Human Resources

#### **Summary**

The initial proposals for a successor collective bargaining agreement between the California State University and Bargaining Unit 6 (Skilled Crafts), Teamsters Local 2010, will be presented to the Board of Trustees for adoption. The proposals are attached to this item.

#### **Recommended Action**

The following resolution is recommended for adoption:

**RESOLVED**, by the Board of Trustees of the California State University, that the initial proposals for a successor collective bargaining agreement between the California State University and Bargaining Unit 6 (Skilled Crafts), Teamsters Local 2010, is hereby adopted.



**The California State University's**  
**Initial Collective Bargaining**  
**Proposals**  
**Between**  
**The Board of Trustees**  
**Of**  
**The California State University**  
**And**  
**Teamsters Local 2010**  
**(Bargaining Unit 6)**

**September 2019**

**Bargaining Unit 6**  
**2020 Successor Agreement Negotiations**  
**California State University Bargaining Proposals**

**Article 1 – Recognition**

- Review classifications and propose amendments as appropriate.

**Article 4 – Contracting Out**

- Modify language to provide operational flexibility and efficiencies.

**Article 6 – Non-Discrimination**

- Review to align with current law and in conformity with Executive Orders.

**Article 7 – Union Rights**

- Review and amend existing language regarding union leave and release time.

**Article 9 – Grievance Procedure**

- Review process and propose amendments consistent with having grievances resolved in a timely manner.

**Article 10 – Appointment**

- Review and amend as appropriate provisions in relation to appointments.

**Article 14 – Corrective Action**

- Review and amend as appropriate provisions in relation to reprimands.

**Article 18 – Leaves of Absence with Pay**

- Review and amend provisions relating to leaves of absence with pay.

**Article 19 – Leaves of Absence without Pay**

- Review and amend provisions relating to leaves of absence without pay.

**Article 20 – Assignment/Reassignment**

- Modify temporary assignments and other associated language.

**Article 22 – Hours of Work**

- Modify language to increase operational efficiencies and flexibility in assignments.

**Article 23 – Overtime**

- Modify language to increase operational efficiencies.

**Article 24 – Salary**

- Propose a salary adjustment to all bargaining unit employees to be developed in bargaining.

**Article 25 – Benefits**

- Review Benefits article and propose amendments to be developed in bargaining as appropriate.

**Article 26 – Apprenticeship Program**

- Modify and revise to bring article in-line with current policies and regulations.

**Article 28 – Health & Safety**

- Review and amend as appropriate provisions in relation to health and safety.

**Article 32 – Duration and Implementation**

- Modify and revise the term of the contract and other associated language.

**Appendices and Side Letters**

- The CSU will review all Appendices and Side Letters, and make proposals to amend, retain, or delete as appropriate.

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



## **TEAMSTERS LOCAL 2010**

*An Affiliate of the International Brotherhood of Teamsters*

**Jason Rabinowitz**  
Secretary Treasurer and Principal Officer

September 4, 2019


Steve James  
CSU Office of the Chancellor  
401 Golden Shore  
Long Beach, CA

Title: Initial Sunshine Proposals for Teamsters Local 2010-Represented Unit 6 Employees

Dear Mr. James,

Below you will find Teamsters Local 2010's initial proposals for successor contract bargaining for Bargaining Unit 6. These proposals are made in accordance with California Government Code §3595 and Article 32 of the current Collective Bargaining Agreement (CBA) between the parties. These proposals shall commence negotiations for a successor agreement to the current CBA expiring June 30, 2020. Teamsters Local 2010 reserves the right to make additions to, modify, or delete these proposals and to introduce new proposals during negotiations.

Sincerely,



Jason Rabinowitz  
Secretary Treasurer / Principal Officer  
Teamsters Local 2010

**Attachment B**  
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Teamsters Local 2010's Initial Proposals for Unit 6 Successor Contract Negotiations  
September 4, 2019

**Article 1 - Recognition**

- Teamsters Local 2010 will propose updates to the list of recognized bargaining unit classes.
- Teamsters Local 2010 will propose a change to the process for reviewing recognized bargaining unit classes.

**Article 2 - Definitions**

- Teamsters Local 2010 will propose additional definitions of terms where relevant to the CBA.

**Article 4 - Contracting Out**

- Teamsters Local 2010 will propose language changes to ensure fairer processes around contracting out and other privatization of CSU facilities that undermine the bargaining unit and its work as recognized under the CBA.

**Article 6 - Non-Discrimination**

- Teamsters Local 2010 will propose amendments to ensure a fair process to address instances of workplace discrimination.
- Teamsters Local 2010 will propose new language to ensure fair and respectful treatment in the workplace.

**Article 7 - Union Rights**

- Teamsters Local 2010 will propose language to ensure that Unit 6 members' rights to engage in union activity is adequately protected.

**Article 8 - Concerted Activities**

- Teamsters Local 2010 will propose changes to clarify the language around concerted activities.

**Article 9 – Grievance Procedure**

- Teamsters Local 2010 will propose changes and improvements to the grievance procedure to provide for fair and efficient resolution of disputes.

**Article 10 - Appointment**

- Teamsters Local 2010 will propose modifications to address the use of temporary employees.
- Teamsters Local 2010 will propose modifications to the interview and hiring process.

**Article 11 - Probationary Period**

- Teamsters Local 2010 will propose language to ensure that employees serve reasonable probationary periods.

**Article 12 - Evaluation**

- Teamsters Local 2010 will propose changes to existing language to ensure a fair evaluation process.

**Article 13 - Personnel File**

- Teamsters Local 2010 will propose changes to bring Article in line with proposed changes in Article 14.

**Article 14 - Corrective Action**

- Teamsters Local 2010 will propose amendments to provisions on letters of reprimand and retention of these records.
- Teamsters Local 2010 will propose clarifying existing language on discipline.

**Article 15 - Employee Rights**

- Teamsters Local 2010 will propose making current language clear with regards to our members' access to Union representation and protections under existing law.

**Article 16 - Vacation**

- Teamsters Local 2010 will propose amendments to better reflect our members' years of service.
- Teamsters Local 2010 will propose new language around emergency vacation.

**Article 18 - Leaves of Absence With Pay**

- Teamsters Local 2010 will propose allowing our members to use their accrued time as needed.
- Teamsters Local 2010 will propose establishing a clear definition for reporting under this Article.

**Article 20 - Assignment-Reassignment**

- Teamsters Local 2010 will propose changes to assignments/reassignments and to protect Bargaining Unit 6 work.



## **Attachment B**

CB - Agenda Item 2

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### **Article 22- Hours of Work**

- Teamsters Local 2010 will propose modifying the shift schedules.
- Teamsters Local 2010 will propose a fair and reasonable process for the assignment of alternate work schedules.
- Teamsters Local 2010 will propose changes in the use of voluntary training time.

### **Article 23 - Overtime**

- Teamsters Local 2010 will propose changes to overtime premium pay and expenses for Unit 6 employees.

### **Article 24 - Salary**

- Teamsters Local 2010 will propose fair compensation for the critical work our members do to ensure health, safety, and continued operations at the CSU.

### **Article 25 - Benefits**

- Teamsters Local 2010 will propose language to enhance access to and quality of member benefits.

### **Article 26 - Apprenticeship Programs**

- Teamsters Local 2010 will propose new language to provide a path for apprentices to earn career positions at the CSU upon completion of their program.

### **Article 28 - Health & Safety**

- Teamsters Local 2010 will propose expanding the ability of Unit 6 employees to attend health and safety trainings.
- Teamsters Local 2010 will propose new language on personal protective equipment.

### **Article 32 - Duration and Implementation**

- Teamsters Local 2010's proposal will be forthcoming.

### **Appendices and Side Letters**

- Will review and update appendices/side letters where appropriate.

## AGENDA

### COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL

**Meeting:** 8:30 a.m., Wednesday, September 25, 2019  
Glenn S. Dumke Auditorium

Debra S. Farar, Chair  
Christopher Steinhauser, Vice Chair  
Rebecca D. Eisen  
Juan F. Garcia  
Hugo N. Morales  
Romey Sabalius

- Consent** 1. Approval of Minutes of the Meeting of July 24, 2019, *Action*  
**Discussion** 2. Executive Compensation Study; Policy Implications, *Information*

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

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

**July 24, 2019**

**Members Present**

Debra S. Farar, Chair  
Rebecca D. Eisen  
Juan F. Garcia  
Hugo N. Morales  
Romey Sabalius  
Adam Day, Chairman of the Board  
Timothy P. White, Chancellor

Trustee Farar called the meeting to order.

**Public Comment**

The committee heard from four individuals during the public comment period who spoke on various topics.

**Approval of Minutes**

The minutes of the May 22, 2019 meeting were approved as submitted.

**Approval of Recommended Revision of Title 5, California Code of Regulations, Article 4.2, Catastrophic Leave Donation Program**

Ms. Evelyn Nazario, Vice Chancellor for Human Resources, presented for action the recommended revision to Section 42930 of Article 4.2 of Title 5 which addresses the Catastrophic Leave Donation Program. The revision to Title 5 is proposed to expand the current Catastrophic Leave Donation Program to allow employees who accrue vacation or sick leave credits to voluntarily donate either of those credits to another employee within the CSU system in the event of a natural disaster/state of emergency.

U&FP

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Vice Chancellor Nazario stated that as previously mentioned at the May Board of Trustees meeting, the systemwide catastrophic leave donation program will be administered centrally at the Chancellor's Office for consistency and efficiency purposes. This will also provide additional support to the impacted campuses in regards to administering the program. Vice Chancellor Nazario reported that the revision was noticed for the 45 day public hearing on Title 5 revisions and that they did not receive any written comments relevant to the proposed revision.

The committee recommended approval of the proposed resolution. (RUF 07-19-07)

### **Compensation for Executives**

Recommendations for the fiscal year 2019-2020 executive compensation was presented by Chancellor Timothy White for all executives; except, Trustee Jack McGrory for the vice chancellor and chief audit officer; and Chair Day for the chancellor. The recommended action was approved by the committee. (RUF 07-19-08)

Trustee Farar adjourned the committee meeting.

**COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL**

**Executive Compensation Study; Policy Implications**

**Presentation By**

Timothy P. White  
Chancellor

Evelyn Nazario  
Vice Chancellor  
Human Resources

Sibson Consulting

**Summary**

An overview of a comprehensive total remuneration study for CSU presidents will be presented, and implications for policy consideration will be addressed.

**Background**

At the July 2018 meeting, results of an executive compensation study were presented by Sibson Consulting (a third-party consultant engaged by the CSU). The study pertained to base salary compensation for all 23 campus presidents.

Based on the results of the compensation study, information was presented to establish new executive compensation practices at the CSU. Following the presentation, members of the board requested additional information pertaining to total compensation. No action was taken.

At the request of the board, the executive compensation study was expanded to include total remuneration. Total remuneration includes base pay, incentives, housing, retirement and other deferred compensation, taxable benefits such as auto allowance, and non-taxable benefits such as health insurance.

The purpose of this item is to provide the board with additional information pertaining to total presidential remuneration and how the CSU's presidents benchmark against comparators.

## AGENDA

### COMMITTEE ON COMMITTEES

**Meeting:** 9:40 a.m., Wednesday, September 25, 2019  
Glenn S. Dumke Auditorium

Jane W. Carney, Chair  
Wenda Fong, Vice Chair  
Jack McGrory  
Hugo Morales

**Consent**

1. Approval of Minutes of the Meeting of May 1, 2019, *Action*
2. Amendments to Board of Trustees' Standing Committee Assignments for 2019-2020, *Action*

**MINUTES OF THE MEETING OF  
COMMITTEE ON COMMITTEES**

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

**May 1, 2019**

**Members Present**

Jane W. Carney, Chair  
Wenda Fong  
Emily Hinton  
Jack McGrory  
Hugo Morales

**Call to Order**

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

**Approval of Minutes**

The minutes of May 1, 2018 were approved by roll call as submitted.

**Discussion**

Trustee Carney presented the proposed 2019-2020 nominations for chairs, vice chairs and committee membership. Trustee Hinton inquired about student trustees serving as committee chairs and stated that she hoped there would be opportunity in the future for that consideration. Following discussion, there was a motion and a second to approve the proposed 2019-2020 committee assignments. The votes were taken by roll call. The committee unanimously passed the resolution.

Trustee Carney presented the nominations for Trustee Adam Day as chair and Trustee Lillian Kimbell as vice chair. There was a motion and a second. The votes were taken by roll call. The committee unanimously passed the resolution.

The resolutions were presented for Board approval at the May 20-22, 2019 meeting for the 2019-2020 board leadership (RCOC 05-19-01) and standing committee assignments (RCOC 05-19-02).

Trustee Carney adjourned the Committee on Committees.

**COMMITTEE ON COMMITTEES**

**Amendments to Board of Trustees' Standing Committee Assignments for 2019-2020**

**Presentation By**

Jane W. Carney  
Chair, Committee on Committees

**Summary**

Due to the appointment of Trustee Jeffrey R. Krinsk on August 9, 2019, the Committee on Committees recommends amendments to the Standing Committees for 2019-2020 as noted below.

The following resolution is recommended for approval:

**RESOLVED**, By the Board of Trustees of The California State University, on recommendation by the Committee on Committees that the following amendments be made to the Standing Committees for 2019-2020:

**AUDIT**

Jack McGrory, Chair  
Hugo N. Morales, Vice Chair  
Silas H. Abrego  
Jane W. Carney  
Douglas Faigin  
Jean P. Firstenberg  
Wenda Fong  
Lateefah Simon

**CAMPUS PLANNING, BUILDINGS  
AND GROUNDS**

Rebecca D. Eisen, Chair  
Romey Sabalius, Vice Chair  
Larry L. Adamson  
Jane W. Carney  
Wenda Fong  
*Jeffrey R. Krinsk*  
Jack McGrory  
Thelma Meléndez de Santa Ana  
Peter J. Taylor

**COLLECTIVE BARGAINING**

Lateefah Simon, Chair  
Douglas Faigin, Vice Chair  
Debra S. Farar  
Lillian Kimbell  
Jack McGrory  
Christopher Steinhauser  
Peter J. Taylor

**EDUCATIONAL POLICY**

Peter J. Taylor, Chair  
Jane W. Carney, Vice Chair  
Silas H. Abrego  
Rebecca D. Eisen  
Douglas Faigin  
Debra S. Farar  
Wenda Fong  
Juan F. Garcia  
Lillian Kimbell  
Thelma Meléndez de Santa Ana  
Romey Sabalius  
Christopher Steinhauser



CoC

Agenda Item 1

September 24-25, 2019

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**FINANCE**

Lillian Kimbell, Chair  
Jack McGrory, Vice Chair  
Larry L. Adamson  
Jane W. Carney  
Rebecca D. Eisen  
Juan F. Garcia  
Hugo N. Morales  
Romey Sabalius  
Lateefah Simon  
Peter J. Taylor

**GOVERNMENTAL RELATIONS**

Silas H. Abrego, Chair  
Juan F. Garcia, Vice Chair  
Douglas Faigin  
Debra S. Farar  
Jean P. Firstenberg  
*Jeffrey R. Krinsk*  
Jack McGrory  
Romey Sabalius

**INSTITUTIONAL ADVANCEMENT**

Jean P. Firstenberg, Chair  
Wenda Fong, Vice Chair  
Larry L. Adamson  
Debra S. Farar  
Lillian Kimbell  
*Jeffrey R. Krinsk*  
Thelma Meléndez de Santa Ana  
Hugo N. Morales

**ORGANIZATION AND RULES**

Thelma Meléndez de Santa Ana, Chair  
Jean P. Firstenberg, Vice Chair  
Silas H. Abrego  
Larry L. Adamson  
Douglas Faigin  
*Jeffrey R. Krinsk*  
Lateefah Simon  
Christopher Steinhauser

**UNIVERSITY AND FACULTY  
PERSONNEL**

Debra S. Farar, Chair  
Christopher Steinhauser, Vice Chair  
Rebecca D. Eisen  
Juan F. Garcia  
Hugo N. Morales  
Romey Sabalius

## AGENDA

### COMMITTEE ON AUDIT

**Meeting:** 9:45 a.m., Wednesday, September 25, 2019  
Glenn S. Dumke Auditorium

Jack McGrory, Chair  
Hugo N. Morales, Vice Chair  
Silas H. Abrego  
Jane W. Carney  
Douglas Faigin  
Jean P. Firstenberg  
Wenda Fong  
Lateefah Simon

- Consent**
1. Approval of Minutes of the Meeting of July 23, 2019, *Action*
  2. Status Report on Current and Follow-up Internal Audit Assignments, *Information*
- Discussion**
3. Status Report on the California State Auditor Report on Accounts Outside the State Treasury and Campus Parking Programs, *Information*
  4. Status Report on Consideration of Opportunities for Continued Program Enhancement of the Institutional Control Environment, *Information*

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

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

**July 23, 2019**

**Members Present**

Jack McGrory, Chair  
Hugo N. Morales, Vice Chair  
Silas Abrego  
Jane W. Carney  
Douglas Faigin  
Jean P. Firstenberg  
Wenda Fong  
Lateefah Simon  
Adam Day, Chairman of the Board

Trustee Jack McGrory called the meeting to order.

**Public Comments**

The committee heard from six speakers primarily commenting on California State Auditor Report 2018-127 Regarding Financial Accounts Invested Outside the State Treasury and Campus Parking Programs.

**Approval of Minutes**

The minutes of May 21, 2019, were approved as submitted.

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

With the concurrence of the committee, Trustee McGrory presented agenda item 2 as a consent information item.

### **Quality Assessment Review of The California State University System Internal Audit Program**

Mr. Larry Mandel, vice chancellor and chief audit officer, introduced the item explaining that The Institute of Internal Auditors' International Standards for the Professional Practice of Internal Auditing requires that internal audit functions obtain quality assessment reviews every five years to assess conformance with IIA Standards and the IIA Code of Ethics and to appraise the quality of operations. Mr. Mandel shared that a Quality Assessment Review (QAR) team comprised of three higher education audit executives visited the Chancellor's Office in January 2019 to conduct the review.

Mr. Mandel introduced Kimberly F. Turner, chief audit executive of the Texas Tech University System, who led the review. Ms. Turner presented information to the committee on the scope and methodology of the review, the overall opinion as to conformance with standards, strengths of the CSU's internal audit function, and opportunities for continued program enhancement of the institutional control environment. Trustee Kimbell inquired with Ms. Turner about the status of consideration of the various opportunities for continued program enhancement. Mr. Mandel clarified that management will discuss and decide which to go forward with. Trustee McGrory stated that a status report ought to come back to the committee at a future meeting and Chancellor White noted that an analysis of the suggestions will be conducted. Trustee Hugo Morales inquired as to whether the review team received access to all requested documents and personnel and Ms. Turner confirmed that all requested items were provided.

### **Status of California State Auditor Report 2018-127 Regarding Financial Accounts Invested Outside the State Treasury and Campus Parking Programs**

Chancellor White provided introductory remarks regarding the audit report, emphasizing that work groups have been formed to implement the audit recommendations and that CSU leadership values recommendations from objective audits conducted by the system's own audit division, from the state auditor, and from bona fide outside firms. Chancellor White indicated that in the case of this particular audit report, the nature of the CSU's designated reserve funds were mischaracterized.

Mr. Mandel summarized the audit report noting that the audit was conducted by the state auditor at the direction of the Joint Legislative Audit Committee and included four campuses and the Office of the Chancellor. With regard to parking and alternative transportation programs, the audit report affirmed that CSU revenues were appropriately spent, and that CSU earnings were disbursed correctly. However, the number of parking spaces built during the 10-year period did not keep pace with enrollment growth at the four campuses and alternative transportation programs were not always fully explored. Regarding monies invested by the CSU in state trust accounts, the audit report found that CSU policies and practices appropriately safeguard the accounts, but CSU's reserve policy did not specify recommended minimum levels of reserves. In addition, although the CSU provided publications and presentations with financial information about reserves, net assets, and investment balances, the audit report's assessment was that two particular examples did not provide information about \$1.5 billion in designated reserves maintained in state trust accounts.

Mr. Mandel introduced Mr. Brad Wells, associate vice chancellor, who provided additional information on financial transparency and designated reserves. There are three categories for designated reserves—short-term obligations, capital outlay, and operations. In September 2017, trustees discussed the need for campuses to strive to increase designated reserves over time to enhance financial resiliency in anticipation of future fiscal challenges. Mr. Wells highlighted a number of public reports that include information about reserves, net assets, and investment balances. Additionally, Mr. Wells referenced a Public Policy Institute of California report entitled *Reserves Provide Financial Stability* which highlights the CSU's prudent saving strategy as key to preserving student access in the face of the next recession.

Mr. Mandel provided information on the timeline for required status reports to the state auditor during the period in which the audit recommendations are being implemented, noting that the recommendations are anticipated to be implemented within one year. Following the presentation, the trustees discussed the report and shared a number of viewpoints and considerations relating to the characterization of the report, governance of the university's reserves, reporting transparency, and the need to revisit suggestions related to campus parking programs.

Trustee McGrory 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 2019 audit plan and follow-up on past assignments. For the 2019 year, assignments were made to develop and execute individual campus audit plans; conduct audits of Information Technology (IT), Sponsored Programs and Construction; use continuous auditing techniques; provide advisory services and investigation reviews; and continue implementation activities for the redesign of Audit and Advisory Services. Follow-up on current and past assignments was also being conducted on approximately 39 completed campus reviews. Attachment A summarizes the audit assignments in tabular form.

## AUDITS

### General Audits

The organizational redesign for Audit and Advisory Services provides for individual campus audit plans that are better aligned with campus and auxiliary organization risks and systemwide goals and strategies. Risk assessments and initial audit plans have been completed for all campuses. Audit plans include a Health and Safety audit at each campus as a follow-up to the health and safety audits performed by the California State Auditor in 2018. Thirteen campus reports have been completed, fieldwork is being conducted at five campuses, report writing is being completed for six campuses, and four 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 Accessible Technology 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. Two campus reports have been completed, fieldwork is being completed at one campus, report writing is being completed for three campuses, and two 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 reviews emphasize review of operational, administrative, and financial controls to determine whether processes and expenditures are in accordance with 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 and fieldwork is being conducted at one campus.

### 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, but are not limited to approval of project design, budget and funding; administration of the bid and award process; the closeout process; and overall project accounting and reporting. Two campus reports have been completed, fieldwork is being conducted at one campus, 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, acts as a liaison for the system throughout the audit process, and offers assistance to campuses undergoing such audits.

## CONTINUOUS AUDITING TECHNIQUES

The initial audit plan indicated that continuous auditing techniques would be used to review credit card data for the 12 campuses not reviewed in 2018 to identify potential risks and to evaluate compliance with policies and procedures. 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 performs individual campus risk assessments, using management interviews, surveys, audit history, and other factors to score an audit universe of topics in order to determine the topics of highest risk to each campus and the system. Periodically, other audit topics are selected for review due to their high profile nature in order to assure the board that appropriate policies and procedures are in place to mitigate risk to the system.

### 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 9/20/2019)

Campus	Audit Topic	Audit Plan Year	Audit Status	Follow-up on Current and Past Audit Assignments	
				*Recs	**Mo.
Bakersfield	Sponsored Programs - Post Award	2018	AC	4/5	7
	Information Security	2018	AC	6/6	-
	Const. - Humanities Office Bldg. & Humanities Classrooms	2019	AC	4/4	-
Channel Islands	Health and Safety	2019	AI		
	University Auxiliary Services	2018	AC	8/8	-
Chico	Health and Safety	2019	FW		
	Centers and Institutes	2018	AC	3/5	6
	Health and Safety	2019	AI		
Dominguez Hills	Housing and Residential Services	2019	RW		
	International Activities	2018	AC	8/9	11
	Health and Safety	2019	RW		
East Bay	Educational Foundation	2019	AC	2/3	6
	Health and Safety	2019	RW		
Fresno	Information Security	2019	AC	0/10	1
	Health and Safety	2019	AI		
Fullerton	Sponsored Programs	2019	AC	4/4	-
	Health and Safety	2019	AC	0/9	2
	Associated Students, Inc.	2019	RW		
Humboldt	Health and Safety	2019	AC	1/17	3
Long Beach	The Forty-Niner Shops, Inc.	2018	AC	14/18	6
	Information Security	2019	AC	0/4	3
	Health and Safety	2019	AC	0/15	1
	Emergency Management	2019	RW		
Los Angeles	Health and Safety	2019	AC	10/10	-
	Const. - Rongxiang Xu Bioscience Inn. Cntr.	2019	FW		
Maritime Academy	Foundation	2019	FW		
	Health and Safety	2019	AC	0/7	3
Monterey Bay	University Corporation	2019	AC	4/9	3
	Sponsored Programs - Post Award	2019	AC	1/4	3
Northridge	Health and Safety	2019	AC	1/11	3
Pomona	Const. - Student Services Building	2019	AI		
	Professional & Continuing Education	2019	RW		
Sacramento	Sponsored Programs - Post Award	2018	AC	2/3	16 <sup>1</sup>
	Associated Students of CSU, Sacramento	2018	AC	7/10	7 <sup>2</sup>
	Cashiering	2019	AC	0/7	5
	Emergency Management	2019	AC	0/7	1

**Status Report on Current and Past  
Audit Assignments  
(as of 9/20/2019)**

Campus	Audit Topic	Audit Plan Year	Audit Status	Follow-up on Current and Past Audit Assignments	
				*Recs	**Mo.
San Bernardino	Health and Safety	2019	AC	9/17	4
	Information Security	2019	RW		
San Diego	Decentralized Computing	2018	AC	6/11	9 <sup>3</sup>
	The Campanile Foundation	2019	AC	4/4	-
	Health and Safety	2019	AC	0/6	1
	Sponsored Programs - Pre Award	2019	AC	0/1	1
San Francisco	Student Organizations	2018	AC	4/7	9
	Health and Safety	2019	AC	0/11	5
	Information Security	2019	FW		
	Emergency Management	2019	FW		
San Jose	The Student Union of San Jose State Univ.	2018	AC	6/7	7
	Health and Safety	2019	AC	3/12	4
	Const. - Spartan Golf Complex, Phase I	2019	AC	0/5	2
	Information Security	2019	RW		
	Facilities Management	2019	FW		
San Luis Obispo	Health and Safety	2019	AC	0/9	5
	Sponsored Programs	2019	FW		
San Marcos	Health and Safety	2019	AC	0/9	1
	IT Disaster Recovery	2019	RW		
Sonoma	Sonoma State Enterprises	2018	AC	5/5	-
Stanislaus	Information Security	2018	AC	9/9	-
	Health and Safety	2019	AC	0/11	1
	Foundation	2019	AI		
Chancellor's Office	Emergency Management	2018	AC	3/4	12
	Accessible Technology	2019	AC	0/7	3
Systemwide	Student Organizations	2017	AC	0/1	18 <sup>4</sup>

**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.

<sup>1</sup> Approved extended completion date of 12/31/19.

<sup>2</sup> Approved extended completion date of 10/1/19.

<sup>3</sup> Approved extended completion date of 8/31/19.

<sup>4</sup> Approved extended completion date of 12/31/18.

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

## **COMMITTEE ON AUDIT**

### **Status Report on the California State Auditor Report on Accounts Outside the State Treasury and Campus Parking Programs**

#### **Presentation By**

Larry Mandel  
Vice Chancellor and Chief Audit Officer

#### **Summary**

In June 2019, the California State Auditor (State Auditor) issued its report on the California State University's (CSU's) financial accounts invested outside the state treasury and campus parking programs. The State Auditor requires follow-up responses 60 days, six months, and one year after the report is issued. The CSU has committed to implementing all eight recommendations in the report.

The 60-day response was submitted to the State Auditor on August 19, 2019, and is included as Attachment A. The CSU asserted full implementation of one of the eight recommendations. While the State Auditor confirmed that the two examples provided in support of the CSU's assertion were exactly what they were looking for, they want to see more repetition. Additional examples will be provided to the State Auditor as they become available. Work on the remaining seven is currently in process.

In addition, Chancellor Timothy P. White, other CSU executives, and trustees attended a hearing of the Joint Legislative Audit Committee on August 12, 2019, to discuss the report. Chancellor White affirmed that audits are a strategic tool to strengthen the CSU as an institution and legislators appreciated the system's commitment to implementing all of the audit report recommendations. Chancellor White and Trustee Jack McGrory were able to dispel any notion that the CSU hid or concealed funds from stakeholders; a point the State Auditor also made in her own testimony. In addition, Chancellor White clarified aspects of the audit report that were misleading and Trustee McGrory emphasized the essential fiscal practice of maintaining adequate reserves and agreed that the CSU should revisit the reserve policy using guidance provided in the audit report.

The six-month response is due to the State Auditor in December 2019.

## **60-Day Responses to CSA Audit #2018-127 Parking Programs and Outside Accounts Due August 19, 2019**

Note: The audit report included 10 total recommendations. Recommendation numbers 1 and 4 were made to the Legislature.

### **Report Recommendation #2:**

To improve CSU's financial transparency with students and other stakeholders, the Chancellor's Office, with the approval of the trustees, should revise CSU policy by October 2019 to require that it publish information about CSU's discretionary surplus. At a minimum, the Chancellor's Office should do the following:

- Identify the full amount of discretionary surplus that CSU has accumulated to date in its outside investment account that is attributable to its operating fund or other funds that hold tuition revenue, an estimate of the portion of the surplus amounts that came from tuition, and the dollar amount to date that CSU is obligated to spend to pay for goods and services it has already received or expenses that are tied to existing contracts.
- Report this information to the trustees when it presents them with a summary of CSU's reserves, at least annually.
- Ensure that this information is easily accessible on CSU's website and publicly available to all stakeholders, along with the information CSU provides about tuition rates and policies.

**Not fully implemented.**<sup>1</sup> The Chancellor's Office is drafting policy updates to implement the recommendation. We anticipate being able to update our policy and website by October 2019 and make a report to the trustees at the November 2019 meeting.

**Estimated completion date:** November 2019

### **Report Recommendation #3:**

To improve CSU's financial transparency with students and other stakeholders, the Chancellor's Office, with the approval of the trustees, should revise CSU policy by October 2019 to require that it publish information about CSU's discretionary surplus. At a minimum, the Chancellor's Office should do the following:

- Revise its reserve policy to establish and justify a minimum sufficient level of reserve for economic uncertainty and require the Chancellor's Office to provide additional oversight to ensure that CSU maintains that level. This oversight should include monitoring, approving, and notifying the trustees of any uses of the reserve for economic uncertainty.

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<sup>1</sup> The State Auditor's website, where we upload these responses, provides three status options: fully implemented, not fully implemented, or will not implement.

**Not fully implemented.** The Chancellor's Office is drafting policy updates to implement the recommendation.

**Estimated completion date:** October 2019

### **Report Recommendation #5:**

To ensure that campuses thoroughly investigate and consider alternate transportation strategies, the Chancellor's Office should immediately enforce its policy and require campuses to submit the following information when they request to build new parking facilities:

- Up-to-date master plans and transportation management plans that include as key components their plans for implementing alternate transportation strategies.
- Information on whether and to what extent their alternate transportation strategies have decreased parking demand and evidence that projected parking demand justifies building a new parking facility.

**Fully implemented.** In July 2019, Chancellor's Office representatives met with campus parking directors to discuss the implementation of the audit recommendations. In addition, the CSU's division of Capital Planning, Design and Construction (CPDC) has taken steps to ensure more meticulous implementation of CSU policy. For example, for a proposed parking structure at the Fullerton campus, CPDC notified campus representatives of the additional information they needed to provide in order to proceed with the process. Further, for a proposed parking structure at the Dominguez Hills campus, CPDC sent a detailed memo to the campus interim vice president outlining additional issues the campus must address before proceeding further with the project.

**Month of full implementation:** July 2019

### **Report Recommendation #6:**

The Chancellor's Office should update its policy by October 2019 to require campuses to submit the following information when requesting to build a new parking facility:

- The total annual cost to implement each alternate transportation strategy compared to the annual cost of constructing, operating, and maintaining a new parking facility.
- The cost per student served by those strategies compared to the cost per student of constructing, operating, and maintaining a new parking facility.
- The number of students served by each of those strategies compared to the number of students served by the new facility.

- Information, including participation data, on how the campuses have implemented alternate transportation strategies during the last three years.

**Not fully implemented.** The Chancellor's Office has drafted and communicated for review policy updates to implement the recommendation with the primarily affected campus staff and their management. Comments on the policy were solicited to ensure the feasibility of the specific requirements in the drafted policy. Final adoption of the policy is expected in October 2019.

**Estimated completion date:** October 2019

### **Report Recommendation #7**

The Chancellor's Office should not approve any request to build a new parking facility unless the requesting campus has submitted this information (recommendations 5 and 6) and the Chancellor's Office has reviewed and approved it.

**Not fully implemented.** The Chancellor's Office is already requiring the information outlined in recommendation 5 and has used those experiences to draft and circulate updated policy in response to recommendation 6. Once the draft policy and programs have been reviewed and accepted, we will formalize all of the new requirements for requests to build a parking facility.

**Estimated completion date:** January 2020

### **Report Recommendation #8:**

To ensure that campuses' alternate transportation committees are consistent systemwide, the Chancellor's Office should adopt systemwide policies, by October 2019, to detail the following:

- The frequency of required meetings. The policy should require meetings at least biennially.
- The composition of committee members. The policy should require that the committees include student representatives.
- The committees' responsibilities. These responsibilities should include the assessment of alternate transportation programs based on participation data and recommendations in the campuses' transportation studies.

**Not fully implemented.** The Chancellor's Office is drafting policy updates to implement the recommendation and will notify campuses of the new requirements once the policies are in place.

**Estimated completion date:** October 2019

### **Report Recommendation #9:**

The Chancellor's Office should also require that, by October 2019, the campuses publish the names of the alternate transportation committee members, the committee meeting minutes, and the committee meeting schedule on their parking and transportation services websites.

**Not fully implemented.** The Chancellor's Office is drafting policy updates to implement the recommendation and will notify campuses of the new requirements once the policies are in place.

**Estimated completion date:** October 2019

### **Report Recommendation #10:**

To ensure that campuses have a stable source of funding for investing in alternate transportation programs, the Chancellor's Office should update its policy by October 2019 to require campuses to include in their master plans or transportation management plans the potential revenue streams they will explore to secure a stable source for funding these programs. Examples of such revenue streams could include parking fees that they have reprioritized for alternate transportation, a stand-alone student transportation fee, local government partnerships or grants, or surplus parking revenue.

**Not fully implemented.** The Chancellor's Office is drafting policy updates to implement the recommendation and will notify campuses of the new requirements once the policies are in place.

**Estimated completion date:** October 2019

## COMMITTEE ON AUDIT

### **Status Report on Consideration of Opportunities for Continued Program Enhancement of the Institutional Control Environment**

#### **Presentation By**

Larry Mandel  
Vice Chancellor and Chief Audit Officer

#### **Summary**

At the July 2019 meeting of the Committee on Audit, the Report on the Results of Quality Assessment Review (QAR) of the California State University System Internal Audit Program was presented. While the primary objective of the QAR was to provide reasonable assurance that the internal auditing program at the California State University System complied with the *International Professional Practices Framework* promulgated by the Institute of Internal Auditors, observations and recommendations for continued program enhancement related to the institutional control environment were also noted. The review team was cognizant of the control environment at the institution because of the effect it can have on audit work. While the review team did not detect weaknesses in the control environment, the following opportunities were presented for consideration by senior leadership to further enhance the institution's efforts to set a strong tone at the top related to compliance and ethical behavior.

#### Code of Ethics

##### *Opportunity for Consideration:*

While some individual departments and divisions, including Audit and Advisory Services, have adopted or subscribe to codes of ethics specific to their offices, the CSU does not have a systemwide code of ethics. A code of ethics helps define baseline expectations for behavior and promote an environment that supports ethical decision making, respect for all persons, and other desirable notions. A code of ethics would provide overarching support for existing policies related to human resources, financial matters, academic integrity, and the like, and we encourage the development of one.

##### *Status:*

Although it is correct that the CSU does not have a single overarching policy or statement on ethics, there are an extensive set of ethics-related laws the CSU must follow, as well as several



policies that have been enacted that govern the ethical conduct of employees in the CSU. Examples of existing laws governing the CSU include the Political Reform Act and statutory conflict of interest laws, federal laws mandating annual lobbying disclosure reports, state laws governing government contracting and procurement, and the Public Records Act and Bagley-Keene Open Meetings Act, both of which help ensure transparency and ethical behavior. In addition to legal mandates, the CSU has many ethics-related policies, such as the CSU Conflict of Interest Code, the CSU Outside Employment Policy (which protects against conflicts of time and effort), the Code of Conduct for the Board of Trustees, and many campus-specific ethics-related policies, such as Sacramento State's Honor Code.

It is not clear whether the reviewer was aware of these existing requirements and standards, but it is noteworthy that the Quality Assessment Review report does not find that the absence of a single systemwide code causes the CSU audit function to be out of compliance with national standards. Nonetheless, in addition to the existing statutory and policy framework, the CSU senior leadership is considering adopting a systemwide statement on ethical values and expectations.

#### Whistleblower Hotline

##### *Opportunity for Consideration:*

Currently, employees or others that suspect or know about fraud or other wrongdoing do not have a way to report it anonymously at CSU. The university has a whistleblower protection policy and a policy on reporting fiscal improprieties. Both of these policies list several offices and the California State Auditor as potential reporting sites; however, no internal anonymous reporting mechanism is provided.

We recommend the institution consider implementing a third party whistleblower hotline. Whistleblower hotlines provide a mechanism for complaints, anonymous or otherwise, to be made through one central communication channel. A third party hotline could also provide complainants with greater assurance that their identity (whether or not it is disclosed to the third party hotline) will be protected and limit the possibility of retaliation.

##### *Status:*

While the CSU does not have a systemwide reporting hotline to receive whistleblower complaints/allegations of improper governmental activity, both systemwide policies and procedures and the California State Auditor's (CSA's) Whistleblower Hotline provide mechanisms for complaints, anonymous or otherwise.

In September 2018, the chancellor issued Executive Order (EO) 1115, *Complaint Procedures for Protected Disclosure of Improper Governmental Activities and/or Significant Threats to Health or Safety*. This EO revised the procedures for making protected disclosures (whistleblower complaints) and, among other things, allowed third-party and anonymous complaints. The procedure is available to anyone (employees, students, and third parties) wishing to make a verbal or written complaint and applies systemwide to all campuses and the Chancellor's Office. The identity of complainants is protected. The EO process is accessible and widely used and Systemwide Human Resources is the office responsible for overseeing and administering the whistleblower policy. It is the campuses' responsibility to adopt and implement the procedures set out in the EO instead of establishing their own procedures.

Additionally, the state auditor maintains a whistleblower hotline where complaints pertaining to the CSU may be made. State agencies, including the CSU, are also required to inform employees about the CSA's Whistleblower Hotline. This occurs through posting of a notice from the CSA and an annual email notification. The California Government Code requires state agencies to post the CSA notice in locations where other employee notices are maintained. Complainants may file with the CSA via their toll-free hotline, online complaint form, or by mail.

Senior leadership is conducting an assessment of the costs and benefits associated with implementing an internal third-party whistleblower hotline in addition to the state auditor's whistleblower hotline.

### Institutional Compliance Function

#### *Opportunity for Consideration:*

Compliance efforts at CSU are currently decentralized to many responsible offices such as athletics, research, human resources, and the like on each campus. While some institutions operate successfully in exactly such a decentralized environment, CSU's magnitude and complexity increases its compliance risk posture. Compliance efforts at CSU may be further improved through development of a systemwide compliance function. While we do not advocate one office taking responsibility for all compliance efforts, a leading practice we recommend is to designate an institutional compliance officer to support coordination, communication, training, and risk monitoring across the campuses.

#### *Status:*

The CSU has a robust decentralized compliance function in which each disparate area of compliance is managed by specialized subject-matter experts. The compliance function for the system is dispersed throughout the various divisions at the Office of the Chancellor. For

example, Business and Finance has oversight of Clery compliance and Systemwide Human Resources has oversight of compliance areas such as Title IX and Whistleblower and Equal Employment Opportunity. Additionally, the systemwide internal audit function periodically audits most major compliance functions throughout the system.

Senior leadership is considering performing a gap analysis to determine if there are any significant compliance areas that do not have adequate systemwide coverage in addition to the campus compliance responsibility. Additionally, such a gap analysis could further ensure that critical risks are being properly managed by the appropriate individuals.

#### Prosecution for Wrongdoing

##### *Opportunity for Consideration:*

CSU operates 23 institutions throughout the state of California. Decisions of whether to refer cases involving employees suspected of criminal wrongdoing for prosecution are currently impacted by whether the jurisdiction is likely to take the case, which may result in the appearance of uneven treatment of individuals. We recommend development of a systemwide policy with guidelines for referring cases for prosecution so similar cases will be handled the same regardless of jurisdiction.

##### *Status:*

The Committee on Audit and Board of Trustees approved a resolution at the May 2019 meeting containing guidelines and requirements for referring cases for prosecution.

**TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY**

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

**September 25, 2019**

***Presiding: Adam Day, Chairman***

**10:30 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—Michael Wiafe***

**Report of the California State University Alumni Council: *President—Michelle Power***

**Consent**

- Action** 1. Approval of Minutes of the Meeting of July 24, 2019  
**Action** 2. Approval of Committee Resolutions as follows:

**Committee on Governmental Relations**

3. AB 48: Public Preschool, K-12, and College Health and Safety Bond Act of 2020

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

2. California State University, Dominguez Hills Master Plan Revision

**Joint Committees on Finance and Campus Planning, Buildings and Grounds**

2. Approval of Various Actions Related to a Hotel Development Project at California State University, Northridge  
3. Approval of Various Actions Related to a New Student Union Project at California State University, Fresno

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

**Committee on Institutional Advancement**

2. Naming of The Lynda and Stewart Resnick Student Union – California State University, Fresno
3. Naming of the Viasat Engineering Pavilion – California State University San Marcos

**Committee on Committees**

2. Amendments to Board of Trustees’ Standing Committee Assignments for 2019-2020

\*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, 2019**

**Trustees Present**

Adam Day, Chairman  
Lillian Kimbell, Vice Chair  
Silas H. Abrego  
Larry L. Adamson  
Jane W. Carney  
Rebecca D. Eisen  
Doug Faigin  
Debra Farar  
Jean Picker Firstenberg  
Wenda Fong  
Juan F. Garcia  
Jack McGrory  
Thelma Meléndez de Santa Ana  
Hugo Morales  
Romey Sabalius  
Lateefah Simon  
Timothy P. White, Chancellor  
Lieutenant Governor Kounalakis

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 Blischke, President, CSU Emeritus and Retired Faculty and Staff Association (ERFSA); Aaron Castaneda, ASI President (CSULA); Jessy Rosales, Community Organizer, Youth Testify; Ejmin Hakobian; Austin Chen, student, CSU Fullerton; Gary Hytrek, Department of Geography, CSULB; Ra'Jhon Sykes, CSUMB Alumni ; Juana Garcia, student, CSULB; Kevin Wehr, CFA Vice President, Sacramento; Sergio Roldan, Chair Bargaining Unit 5 (CSUEU); Gina Voight, Sonoma Chapter President (CSUEU); Martin Brenner, Vice Chair Bargaining Unit 9 (CSUEU); Neil Jacklin, President (CSUEU).

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### **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-2019.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-24-2019.aspx>

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

CSU Academic Senate Chair, Catherine Nelson's complete report can be viewed online at the following link:  
<https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/Pages/ASCSU-Chairs-Report.aspx>

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

CSSA President Michael Wiafe'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's President Michelle Power's complete report can be viewed at the following link:  
<https://www2.calstate.edu/impact-of-the-csu/alumni/council/board-of-trustee-reports>

### **Board of Trustees**

The minutes of the meeting of May 22, 2019 were approved as submitted.

Prior to the approval of the consent agenda Trustee Juan Garcia requested that Item 4, Admission Application Fee Proposal and Title 5 Revision, from the Committee on Finance, be removed from the consent agenda for separate discussion. Chairman Day asked to move all the remaining consent agenda items for approval. There was a second.

The Board of Trustees approved the following resolutions:

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

**California State University, Long Beach Housing Expansion Phase 1 – Parkside North  
(RCPBG 07-19-04)**

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

1. The Board of Trustees finds that the 2008 Master Plan Update EIR, prepared in accordance with the requirements of the California Environmental Quality Act, was certified by the Board of Trustees in May 2008.
2. The project before the Board of Trustees is consistent with the previously certified Master Plan Update Final EIR.
3. With implementation of the mitigation measures set forth in the 2008 Master Plan Update Final EIR previously approved by the Board of Trustees, the proposed project will not have any new or substantially more severe impacts upon the environment beyond those described in the 2008 Master Plan Update EIR and the project will benefit the CSU.
4. The schematic plans for the California State University, Long Beach Housing Expansion, Phase 1 – Parkside North project are approved at a project cost of \$104,287,000 at CCCI 6840.
5. The chancellor or his designee is requested under the Delegation of Authority granted by the Board of Trustees to file the Notice of Determination for the project.

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**Committee on Finance**

**Approval to Issue Systemwide Revenue Bonds for a Housing Project at California State University, Long Beach and Recreation Center Expansion at San Diego State University  
(RFIN 07-19-04)**

Orrick, Herrington & Sutcliffe LLP, as bond counsel, prepared resolutions presented in Agenda Item 3 on the Committee on Finance at the July 23-24, 2019 Board of Trustees' meeting that authorize interim and permanent financing for the projects described in the agenda item. The proposed resolutions were distributed at the meeting and will achieve the following:



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1. Authorize the sale and issuance of the Trustees of the California State University Systemwide Revenue Bonds, and/or the sale and issuance of related Systemwide Revenue Bond Anticipation Notes, and/or the issuance of related debt instruments, including shorter term debt, variable rate debt, floating rate loans placed directly with banks, or fixed rate loans placed directly with banks, in an aggregate amount not-to-exceed \$175,125,000 and certain actions relating thereto.
2. Provide a delegation to the chancellor; the executive vice chancellor and chief financial officer; the assistant vice chancellor, Financial Services; and the assistant vice chancellor, Financing, Treasury, and Risk Management; and their designees to take any and all necessary actions to execute documents for the sale and issuance of the bond anticipation notes, the revenue bonds, and the related debt instruments.

**Admission Application Fee Proposal and Title 5 Revision  
(RFIN 07-19-05)**

**RESOLVED**, that the Board of Trustees of the California State University acknowledges the application fee has been \$55 since 1989; and be it further

**RESOLVED**, that the Board of Trustees understands that the application fee revenue does not fully support the cost of processing the more than 1,000,000 applications submitted to the California State University each year; and be it further

**RESOLVED**, that the Board of Trustees acknowledges the improvements to the application experience made possible by Cal State Apply and encourages the CSU to continue to improve the Cal State Apply process for both applicants and the California State University campuses; and be it further

**RESOLVED**, that the Board of Trustees approve the proposed revision to Title 5, and be it further

**RESOLVED**, that the Board of Trustees approve a \$15 increase to the application fee, effective for the Fall 2020 application cycle, making the new application fee \$70.

**Committee on Institutional Advancement**

**Naming of the RND Amphitheater - California State University, Monterey Bay (RIA 07-19-07)**

**RESOLVED**, by the Board of Trustees of the California State University, that the Amphitheater in the Academic III building at California State University, Monterey Bay be named the RND Amphitheater.

**Naming of the Provident Credit Union Event Center at San José State University (RIA 07-19-08)**

**RESOLVED**, by the Board of Trustees of the California State University, that the Event Center at San José State University be named Provident Credit Union Event Center at San José State University for a period not to exceed twenty years from the date of the agreement, and contingent upon receipt of the annual payment and fulfillment of the other terms as stipulated in the sponsorship agreement.

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**Committee on University and Faculty Personnel**

**Approval of Recommended Revision of Title 5, California Code of Regulations, Article 4.2, Catastrophic Leave Donation Program (RUF 07-19-07)**

**RESOLVED**, by the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code, that the board hereby amends its regulations in Section 42930, Article 4.2, Subchapter 7, Chapter 1, Division 5 of Title 5 of the California Code of Regulations as follows:

**Title 5, California Code of Regulations  
Division 5 – Board of Trustees of the California State Universities  
Chapter 1 – California State University  
Subchapter 7 – Employees  
Article 4.2 – Catastrophic Leave Donation Program**

**§ 42930. Purpose.**

An employee who accrues vacation or sick leave credits may voluntarily donate either of those credits to another employee on the same campus, or, for employees in the Office of the Chancellor, to another employee in the Office of the Chancellor, for catastrophic leave for catastrophic illness or injury. An employee who accrues vacation or sick leave credits

may voluntarily donate either of those credits to another employee within the California State University system to be used for catastrophic leave in the event of a natural disaster/state of emergency. To qualify for catastrophic leave for catastrophic illness or injury, the recipient employee shall have exhausted all accrued leave credits due to catastrophic illness or injury as defined in this Article. “Accrued leave credits” include credits for sick leave, vacation, personal holiday and compensating time off. To qualify for catastrophic leave for a natural disaster/state of emergency, the recipient employee whose principal residence has been affected by a declared natural disaster/state of emergency, as defined in Section 42931, shall have exhausted all accrued personal holiday credits and compensating time off, and have a balance of forty (40) hours or less in each accrued vacation credits and accrued sick leave credits.

The president of each campus, subject to the approval of the Chancellor, has the authority to make exceptions to the prescribed policy for the purpose of responding to other catastrophic occurrences of comparable impact and/or to expand the benefits of the prescribed policy when compelling and unusual circumstances exist.

Note: Authority cited: Sections 89030 and 89500, Education Code. Reference: Section 89500, Education Code.

**§ 42931. Definition of Catastrophic Illness or Injury and Catastrophic Leave for a Natural Disaster/State of Emergency.**

A catastrophic illness or injury is one which has totally incapacitated the employee from work. Catastrophic illness or injury may also include an incapacitated member of the employee’s family, if this results in the employee’s being required to take time off for an extended period of time in order to care for the family member and the employee has exhausted all of accrued vacation credits and all accrued sick leave credits which may be used for family care. Only donated vacation credits may be used for such family care catastrophic leave.

Catastrophic leave for a natural disaster/state of emergency is leave for an employee whose principal residence is located in a county where a state of emergency has been declared by the Governor, is unable to work due to the effect of the natural disaster/state of emergency on the recipient employee’s principal residence, and who faces financial hardship because the employee has exhausted all accrued personal holiday credits and compensating time off, and has a balance of forty (40) hours or less in each accrued vacation credits and sick leave credits.

Note: Authority cited: Sections 89030 and 89500, Education Code. Reference: Section 89500, Education Code.

**§ 42932. Participation and Eligibility.**

An employee, the employee’s representative or the employee’s family member shall request participation and provide appropriate verification of illness or injury as determined

by the employee's appointing authority. The appointing authority shall determine eligibility to receive donations of vacation and sick leave credits based upon the definitions provided in this Article. An incapacitated employee may elect to defer a request to participate during a period of Industrial Disability Leave eligibility.

Note: Authority cited: Sections 89030 and 89500, Education Code. Reference: Section 89500, Education Code.

**§ 42933. Donation.**

(a) Only vacation and sick leave credits may be donated in increments of one hour or more. For catastrophic illness or injury, employees may donate a maximum of forty (40) hours of accrued leave credits per fiscal calendar year in increments of one hour or more. For catastrophic leave for a natural disaster/state of emergency, there is no maximum limit that an employee can donate as long as the employee maintains a balance of forty (40) hours of vacation leave credits and forty (40) hours of sick leave credits per calendar year. Donations are irrevocable. Donated leave credits may be used to supplement Industrial Disability leave, Nonindustrial Disability Insurance or Temporary Disability payments upon the application for these benefit(s) by an eligible employee. The total amount of leave credits donated and used may not exceed an amount sufficient to ensure the continuance of the employee's regular monthly rate of compensation.

(b) The total donated leave credits an employee can receive shall normally not exceed an amount necessary to continue the employee for three calendar months calculated from the first day of catastrophic leave. The appointing authority may approve up to an additional three-month period in exceptional cases. The leave credits shall not be deemed donated until actually transferred by the appointing authority's recordkeeper to the record of the employee receiving leave credits. Such transfer shall be accomplished at the end of a pay period, and credits shall be transferred in the order of the dates actually pledged.

(c) For employees whose appointments have not been renewed, donated time may not be used beyond the employee's appointment expiration date in effect at the beginning of the disability for catastrophic leave for illness or injury or the date the employee begins catastrophic leave for a natural disaster/state of emergency.

(d) Unused donated leave credits may not be used to receive service credit following a service or disability retirement.

Note: Authority cited: Sections 89030 and 89500, Education Code. Reference: Section 89500, Education Code.

And, be it further

**RESOLVED**, that the Board of Trustees has determined that the adoption of the proposed revisions will not impose a cost or savings on any state agency; and will not impose a cost or savings on any local agency or school district that is required

to be reimbursed under Section 17561 of the Government Code; will not result in any nondiscretionary cost or savings to local agencies; will not result in any cost or savings in federal funding to the state; and will not impose a mandate on local agencies or school districts;

And, be it further

**RESOLVED**, that the Board of Trustees delegates to the Chancellor of the California State University authority to further adopt, amend, or repeal this revision pursuant to the Administrative Procedure Act if further adoption, amendment, or repeal is required and is nonsubstantial or solely grammatical in nature, or sufficiently related to the original text that the public was adequately placed on notice that the change could result from the originally proposed regulatory action.

**Compensation for Executives  
(RUF 07-19-08)**

**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 23-24, 2019 meeting of the Board of Trustees shall receive the annual base salaries cited in the tables effective July 1, 2019.

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**Committee on Committees**

**Amendment to Board of Trustees' Committee Assignments for 2019-2020  
(RCOC 07-19-03)**

**RESOLVED**, By the Board of Trustees of The California State University, on recommendation by the Committee on Committees that the following amendments be made to the Standing Committees for 2019-2020:

**AUDIT**

Jack McGrory, Chair  
Hugo N. Morales, Vice Chair  
Silas H. Abrego  
Jane W. Carney  
Douglas Faigin  
Jean P. Firstenberg  
Wenda Fong  
Lateefah Simon

**CAMPUS PLANNING,  
BUILDINGS AND GROUNDS**

Rebecca D. Eisen, Chair  
Romey Sabalius, Vice Chair  
*Larry L. Adamson*  
Jane W. Carney  
Wenda Fong  
Jack McGrory  
Thelma Meléndez de Santa Ana  
Peter J. Taylor

**COLLECTIVE BARGAINING**

Lateefah Simon, Chair  
Douglas Faigin, Vice Chair  
Debra S. Farar  
Lillian Kimbell  
Jack McGrory  
~~Thelma Meléndez de Santa Ana~~  
Christopher Steinhauser  
Peter J. Taylor

**EDUCATIONAL POLICY**

Peter J. Taylor, Chair  
Jane W. Carney, Vice Chair  
Silas H. Abrego  
Rebecca D. Eisen  
Douglas Faigin  
Debra S. Farar  
Wenda Fong  
Juan F. Garcia  
Lillian Kimbell  
Thelma Meléndez de Santa Ana  
Romey Sabalius  
Christopher Steinhauser

**FINANCE**

Lillian Kimbell, Chair  
Jack McGrory, Vice Chair  
*Larry L. Adamson*  
Rebecca D. Eisen  
Jane W. Carney  
Juan F. Garcia  
Hugo N. Morales  
Romey Sabalius  
Lateefah Simon  
Peter J. Taylor

**GOVERNMENTAL RELATIONS**

Silas H. Abrego, Chair  
Juan F. Garcia, Vice Chair  
Douglas Faigin  
Debra S. Farar  
Jean P. Firstenberg  
Jack McGrory  
Romey Sabalius

**INSTITUTIONAL ADVANCEMENT**

Jean P. Firstenberg, Chair  
Wenda Fong, Vice Chair  
*Larry L. Adamson*  
Debra S. Farar  
Lillian Kimbell  
*Thelma Meléndez de Santa Ana*  
Hugo N. Morales

**ORGANIZATION AND RULES**

Thelma Meléndez de Santa Ana, Chair  
Jean P. Firstenberg, Vice Chair  
Silas H. Abrego  
*Larry L. Adamson*  
Douglas Faigin  
Lateefah Simon  
Christopher Steinhauser

**UNIVERSITY AND FACULTY  
PERSONNEL**

Debra S. Farar, Chair  
Christopher Steinhauser, Vice Chair  
Rebecca D. Eisen  
Juan F. Garcia  
Hugo N. Morales  
Romey Sabalius

BoT  
Agenda Item 1  
September 24-25, 2019

Prior to approval of the consent agenda, Trustee Garcia requested that Item 4, Admission Application Fee Proposal and Title 5 Revision, from the Committee on Finance, be removed from the consent agenda for separate discussion. Trustee Garcia moved to amend staff recommendation's to eliminate the \$15 increase to the application fee but retain the proposed change to Title 5. Following discussion there was a second. Chairman Day called for a vote. There were 6 votes in favor and 12 opposed. The motion did not pass. Following discussion amongst trustees to consider an incremental increase of \$5 per year over three years, Trustee Garcia then moved to amend Chairman Day's motion to approve staff's recommendation to note an incremental fee of \$5 per year over three years. There was a second on Trustee Garcia's motion to amend. Chairman Day called for a vote. There were 3 votes in favor, 13 votes opposed, and 2 abstentions (Lieutenant Governor Kounalakis and Trustee Abrego). The motion did not pass. Chairman Day moved to pass staff's original recommendation as presented and approved in committee. There was a second. Chairman Day called for a vote. There were 12 votes in favor (Trustees Adamson, Carney, Day, Eisen, Faigin, Farar, Firstenberg, Kimbell, McGrory, Sabalius, Simon, and Chancellor White) and 6 votes opposed (Trustees Abrego, Fong, Garcia, Melendez, Morales and Lieutenant Governor Kounalakis). The motion passed.

The following resolution was approved.

**Admission Application Fee Proposal and Title 5 Revision  
(RFIN 07-19-05)**

**RESOLVED**, that the Board of Trustees of the California State University acknowledges the application fee has been \$55 since 1989; and be it further

**RESOLVED**, that the Board of Trustees understands that the application fee revenue does not fully support the cost of processing the more than 1,000,000 applications submitted to the California State University each year; and be it further

**RESOLVED**, that the Board of Trustees acknowledges the improvements to the application experience made possible by Cal State Apply and encourages the CSU to continue to improve the Cal State Apply process for both applicants and the California State University campuses; and be it further

**RESOLVED**, that the Board of Trustees approve the proposed revision to Title 5, and be it further

**RESOLVED**, that the Board of Trustees approve a \$15 increase to the application fee, effective for the Fall 2020 application cycle, making the new application fee \$70.