

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:00 p.m., Tuesday, July 10, 2001
Glenn S. Dumke Conference Center

Debra S. Farar, Chair
William D. Campbell, Vice Chair
Roberta Achtenberg
Daniel N. Cartwright
Martha Fallgatter
Murray L. Galinson
Harold Goldwhite
Dee Dee Myers
Ralph R. Pesqueira

Consent Items

Approval of Minutes of Meeting of May 15, 2001

Discussion Items

1. Notable Accomplishments in California State University Teaching, Research, and Scholarship: MERLOT, *Information*
2. Proposed Revision of Title 5 Regulations – Summer Early Entrants, *Action*
3. Alcohol Policies and Prevention Programs Committee Final Report, *Action*
4. Student Participation in Policy Development, *Action*

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 11:30 a.m., Tuesday, May 15 2001

Closed Session: Munitz Conference Room

Dee Dee Myers, Chair
Debra S. Farar, Vice Chair
Roberta Achtenberg
William D. Campbell
Harold Goldwhite
Neel I. Murarka
Ralph R. Pesqueira

Governmental Code Section 3596[d] – Committee Members
Chair of the Board
Chancellor and Staff

Discussion Items

Review and Recommendation of Nominee for Honorary Degree (Government Code Section 11126[c])[5]

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

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

May 15, 2001

Members Present

Dee Dee Myers, Chair
Debra S. Farar, Vice Chair
Roberta Achtenberg
Laurence K. Gould, Jr., Chair of the Board
Harold Goldwhite
Neel I. Murarka
Ralph R. Pesqueira
Charles B. Reed, Chancellor
Kyriakos Tsakopoulos

Members Absent

William D. Campbell

Other Trustees Present

Daniel N. Cartwright
Martha C. Fallgatter
Murray L. Galinson
William Hauck
Frederick W. Pierce IV
Stanley T. Wang

Chancellor's Office Staff

David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Richard P. West, Executive Vice Chancellor and Chief Financial Officer
Jackie R. McClain, Vice Chancellor, Human Resources
Freda H. Otto, Administrator in Charge, University Advancement
Christine Helwick, General Counsel
Charles W. Lindahl, Associate Vice Chancellor, Academic Affairs

Chair Myers called the meeting to order on Tuesday, May 15 at 1:52 p.m.

Approval of Minutes

The minutes of March 21, 2001, were approved by consent as submitted.

Notable Accomplishments in CSU Teaching, Research, and Scholarship: CalStateTEACH

Chair Myers introduced the item, stating that CalStateTEACH graduated its first class in spring 2001. Chair Myers commented the program is designed for working teachers who need a flexible form of instruction using home-based study combined with a mix of print, internet, video, and audio materials supported by regular mentoring.

Chancellor Reed commented that the CalStateTEACH program was conceived in August 1998, when the magnitude of the teacher crisis became apparent. Chancellor Reed stated that at the time, 30,000 teachers with an emergency permit were teaching in elementary schools. CalStateTEACH was designed to assist those teachers to obtain certification. At the present time, over 1,000 emergency permit teachers are enrolled in the eighteen-month program. Chancellor Reed acknowledged the work of the faculty designing the program and introduced Jodi Servatius, Director, CalStateTEACH.

A video of the first CalStateTEACH graduation was shown, which included comments by the Director and graduates of the program. Both President Welty, CSU Fresno, and President Smith, CSU Monterey Bay, CalStateTEACH Advisory Council co-chairs, praised the CSU faculty and their dedication to the program.

The work of Jodi Servatius, Director, CalStateTEACH, Charles Lindahl, Associate Vice Chancellor, Academic Affairs, Dave Travis, Associate Director, Student Services, and Carol Barnes, Associate Director, Curriculum, was acknowledged. Trustee Goldwhite applauded the vision of Chancellor Reed, the outstanding program, and dedication of the faculty and staff. On behalf of the Board of Trustees, Chair Myers added that CalStateTEACH serves one of the greatest needs in California.

Proposed Revisions of Title 5 Regulations-Summer Early Entrants

Chair Myers explained that the proposed revisions to Title 5 would authorize campuses to allow students who have been admitted for a fall term to enroll in the summer term immediately preceding their term of admission. These students will be identified as summer early entrants and will not be regarded as matriculants until they enroll in the fall term for which they have been admitted.

Executive Vice Chancellor Spence commented that current policy provides no authorization for students admitted to a fall term to enroll in state-supported courses in the preceding summer.

Dr. Spence added that early entrance of fall admittees to summer terms will allow students to accelerate progress toward their degree, facilitate the early remediation of first-time freshmen, and encourage campuses to maximize student access. Trustee Cartwright questioned if courses taken in the summer term will count towards fulfilling the remediation requirement. Dr. Spence acknowledged that early entrance will assist students who need remediation by beginning the process earlier. Trustee Farar asked if the revised policy could begin Fall 2001. Dr. Spence affirmed it would if approved by the Board.

Alcohol Policies and Prevention Programs Committee Report

Chair Myers introduced this item stating that Chancellor Reed had appointed a committee of presidents, students, vice presidents of student affairs, faculty, staff, and alumni to review the CSU's alcohol policies and prevention programs and to recommend ways to address the problem of alcohol abuse by students. Working since December 2000, under the leadership of CSU Fresno President Welty, the committee has developed broad policies that would be appropriate and effective at CSU's 23 campuses.

President Welty noted that after discussions with state and national experts regarding alcohol-related problems, the committee developed the following points.

1. First and foremost, CSU presidents must make this issue a priority.
2. All campuses should develop comprehensive policies that are consistently enforced.
3. Prevention and education programs must be offered by a well-trained staff.
4. Students must be involved in policy planning and execution to a significant degree.
5. Treatment programs must be available for those students who need assistance.
6. Data must be gathered systematically to determine the nature and extent of the problem as well as the success of policies and programs.

President Welty stated that the committee also adopted ten principles to direct the development of all policies and programs at CSU campuses which included forming campus advisory councils, sponsoring conferences, and communicating policies to new students. The committee added general and specific recommendations for campuses when developing and subsequently enforcing alcohol-related policies. President Welty acknowledged the members of the committee who were present at the meeting.

Chair Myers asked about the social norms approach. Dr. Welty stated that there are many myths on a campus surrounding the use of alcohol and the social norms approach attempts to counter the myth with accurate information. President Esteban, CSU Chico, also noted that myths about alcohol need to be dispelled.

Trustee Pesqueira applauded the effort of the Committee to help ensure the safety of students and promote responsibility. Regarding the sale of alcohol and enforcement of state laws, Trustee Pesqueira questioned whether campuses are held to the same level of accountability as commercial enterprises. President Welty assured Trustee Pesqueira that accountability was the same. In addition, Trustee Pesqueira stressed the need for campuses to be pro-active. President Welty commented it is expected that student leaders would be involved in developing campus alcohol-related policies.

Trustee Galinson commended Chancellor Reed and the committee for addressing this problem, and stressed the importance of student anonymity in treatment programs. Chancellor Reed responded that CSU health centers respect confidentiality. Trustee Goldwhite asked if implementation of an alcohol-related policy was in the hands of the Chancellor. Chancellor Reed responded that at the July Board of Trustees meeting the recommendations and polices would be presented for adoption. Chancellor Reed thanked President Welty and the entire committee for their work. Dr. Reed pointed out that alcohol-related problems exist at all colleges and universities in the United States, and the CSU has developed the most comprehensive recommendations and policies in the country at the present time. Chancellor Reed also stressed that each campus implementing the recommendations will receive matching \$25,000 challenge grants from the chancellor's office to assist in funding programs.

Trustee Pesqueira commented that he would encourage an annual campus reporting of the program outcomes.

Adjournment

The meeting adjourned at 2:38 p.m.

COMMITTEE ON EDUCATIONAL POLICY

Notable Accomplishments in California State University Teaching, Research, and Scholarship: MERLOT

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

The World Wide Web offers a wealth of educational resources that can be used to improve classroom instruction. However, given the overwhelming number of possible sites and the inadequacy of most search engines (such as Yahoo), CSU professors who want to incorporate web resources into their courses have a difficult time finding the right materials to meet the needs of their students. To help solve this problem, the California State University developed “MERLOT” (the Multimedia Educational Resource for Learning and Online Teaching). It has grown to a worldwide cooperative involving over 1,300 other higher education institutions and over 300,000 faculty.

MERLOT (Multimedia Educational Resources for Learning and Online Teaching)

The number of professors who use online teaching materials in their courses grows daily. Yet, most faculty members have a hard time finding good web-based teaching content that is relevant to their discipline. The CSU’s new MERLOT project has been designed to both improve the quality of learning materials available and to help institutions avoid duplication of effort.

The Multimedia Educational Resource for Learning and Online Teaching (MERLOT) is a continually growing collection of online learning materials and support resources that help faculty enhance their instruction of students. MERLOT is also a community of people who strive to enrich the teaching and learning experience.

Innovating with technology in teaching is difficult because faculty have trouble finding high quality and relevant online teaching materials for their courses, wonder whether the materials will be appropriate for their students, feel alone in their efforts to use technology for teaching, become frustrated and overwhelmed with the time and workload demands of teaching with technology, and feel they may be reinventing the wheel.

Faculty who face these problems can now access www.merlot.org and join other faculty who are collectively building the MERLOT resource to meet their needs. MERLOT addresses each of the above problems by creating a free, web-based resource where faculty can easily find online teaching and learning materials, along with evaluations of the materials and guidance for using them.

The resources in MERLOT include links to on-line learning materials, sample assignments, which show how the materials could be used in the classroom, evaluations of the learning materials by other individual users and panels of faculty, and people who share common interests in teaching and learning.

Links to learning materials from a wide variety of disciplines are indexed on the MERLOT site. Most of the materials are modular (e.g., simulations, tutorials, references) and are designed to be integrated within the context of a larger course. Support resources attached to materials within MERLOT help faculty members identify learning materials that are high quality and pedagogically appropriate for their courses.

MERLOT currently supports 13 discipline communities that conduct peer reviews of MERLOT materials. This process is modeled on the peer review of scholarship. The MERLOT discipline communities established thus far include biology, business, chemistry, engineering, health sciences, history, information technology, mathematics, music, physics, psychology, teacher education, and world languages. The core of each discipline community is a team of 12 to 16 faculty members with the responsibility to develop evaluation standards, conduct peer reviews of learning materials within the discipline, and make connections with their professional organizations. Discipline teams are made up of faculty from MERLOT partner organizations.

While the MERLOT website is open to any individual user, MERLOT partners help support the peer review process and expand the collection of learning materials. Twenty-three organizations are formally participating in MERLOT activities during 2001-2002. Collectively, over 1,300 institutions, over 300,000 faculty, and over 6.5 million students are represented by these organizations.

MERLOT began in 1997 as an academic technology initiative of the California State University (CSU) System. CSU's Center for Distributed Learning (CDL) undertook the initial implementation by building upon the work of the NSF funded project, "Authoring Tools and An Educational Object Economy." In 1998 a State Higher Education Executive Officers (SHEEO)/American Productivity and Quality Center benchmarking study on faculty development and instructional technology selected the CDL as one of the nation's six best practices centers. Responding to interest from several groups, the CSU and SHEEO invited institutions and systems of higher education to form a cooperative effort to expand the MERLOT project.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revisions of Title 5 Regulations-Summer Early Entrants

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

This item presents and recommends adoption of revisions to Title 5, *California Code of Regulations* that will authorize campuses to allow students who have been admitted for a fall term to enroll in the summer term immediately preceding their term of admission. Students admitted under these provisions will be identified as summer early entrants and will not be regarded as matriculants until they enroll in the fall term for which they have been admitted.

Background

Five CSU campuses currently offer state-supported summer terms. Ten additional campuses will receive state funding to convert self-support summer sessions to state-support summer terms in 2001. The self-support summer terms on the remaining six campuses are scheduled for conversion in summer 2002 if appropriate state funding is received in the 2002-03 budget.

The majority of new CSU students are admitted for the fall term. Many of these students receive their letter of admission several months before the beginning of the fall term. As instruction opportunities during state-supported summer terms increase, it becomes more likely that students admitted for the fall semester at an early date may wish to begin enrolling in state-funded courses at the CSU campus to which they have been admitted during the summer preceding the fall term of their formal admission.

Title 5, *California Code of Regulations* currently provides no authorization for students admitted to a fall term to enroll in state-supported courses in the preceding summer. However, current CSU policy encourages campuses to maximize student access and minimize student time to degree. The early entrance of fall admittees to summer terms will allow students to accelerate progress toward their degree or credential objectives. It will also facilitate the early remediation of first-time freshmen requiring assistance in mathematics and/or English.

Action

The following resolution is presented for approval:

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 Article 3 of Subchapter 3 of Chapter 1, Division 5 of Title 5 of the California Code of Regulations as follows:

§40700. Matriculation.

Any student enrolling in any ~~semester or quarter term~~, other than ~~summer session or~~ extension or as an auditor without credit, shall meet the standards for admission outlined in this subchapter.

NOTE: Authority cited: Sections ~~66600~~, 89030 and ~~89035~~, Education Code. Reference: Sections ~~66600~~ and 89030, Education Code.

§40701. Summer Early Entrant.

Any student admitted to a fall term may be enrolled in the immediately preceding summer term as a summer early entrant. Summer early entrant students will be regarded as matriculated when they enroll in the fall term for which they have been formally admitted.

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

And, be it further

RESOLVED, That the Board of Trustees has determined that the adoption of the proposed revision will not impose a cost or savings on any state agency; 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 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 the California State University authority to further adopt, amend, or repeal this revision if the 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.

COMMITTEE ON EDUCATIONAL POLICY

Alcohol Policies and Prevention Programs Committee Final Report

Presentation By

John D. Welty
President
California State University, Fresno

Summary

In November 2000, California State University Chancellor Charles B. Reed appointed a committee of presidents, students, vice presidents of student affairs, faculty, staff and alumni to review the CSU's alcohol policies and prevention programs following the alcohol-induced death of a student at California State University, Chico and incidents of alcohol poisoning at San Diego State University.

The committee began its work in December 2000. Chaired by California State University, Fresno President John Welty, the committee met a half-dozen times. Divided into six subcommittees, the members concentrated on broad policies that would be realistic and effective at CSU's 23 unique campuses, which range from a few predominantly residential institutions with a traditional 18-22 year-old student population, to the majority with large non-traditional, commuting students with an average age in the mid-to-late 20s.

Alcohol abuse is a threat to the health and academic success of CSU students, but prohibition of alcohol is not a realistic response to the problem. There is no single response to the issue that will "solve" the problem. Each campus should design programs that are appropriate for their institution and for their student subgroups. Additionally, the federal Drug-Free Schools and Campuses Act of 1989 requires all colleges and universities receiving federal funds to maintain alcohol and other drug prevention programs and to review their effectiveness at least every two years.

Background

The committee began its deliberations by meeting with state and national experts who gave presentations from legal, law enforcement, prevention, treatment and training perspectives.

After these discussions and subsequent meetings, the committee agreed on several points to guide its work:

- (1) Campus presidents must make the issue of student alcohol abuse a priority
- (2) All campuses should develop comprehensive policies that are consistently enforced
- (3) Prevention and education programs must be offered by well-trained staffs
- (4) Students must be involved in policy planning and execution to a significant degree
- (5) Treatment programs must be available for those students who need such assistance
- (6) Data must be gathered systematically to determine the success of policies and programs
- (7) A campus culture must be developed that encourages and supports healthy behavior.

The committee adopted the following principles to assist campuses in developing their policies and programs.

Guiding Principles

- Provide a safe and secure environment for all students
- Encourage student health and wellness in an environment supportive of learning
- Promote healthy choices for students
- Enforce laws and policies consistently as regards the use of alcohol
- Support safe, legal, responsible, moderate consumption of alcohol for those who choose to drink; do not punish responsible, legal behavior
- Encourage students to take responsibility for each other; Good Samaritan behavior should be supported and recognized, and students should be supplied with the tools to help others practice safe and responsible behavior
- Provide assistance, if appropriate, to those students who need support, treatment, and services
- Involve students in all steps of the process and program development
- Focus alcohol abuse prevention efforts on campus and community environments since the university is part of the surrounding community that influences students' behavior
- Use social norms principles and peer education as core components of an education and prevention program. (The Social Norms approach uses informational campaigns to correct widespread student misperception of peers' drinking. Peer educator programs, such as the BACCHUS and GAMMA Peer Education Network, use students to encourage their peers to develop responsible habits and attitudes regarding alcohol and related issues.)

The committee divided its work into six areas: (1) Policies; (2) Enforcement and Legal Issues; (3) Education and Prevention Programs; (4) Training, Intervention and Treatment; (5)

Assessment; and (6) Resources. Below are the recommendations from the committee and the six subcommittees that campuses and the system should follow to create and strengthen their alcohol-related policies and programs:

General Recommendations

1. The Chancellor should require campuses to develop comprehensive alcohol policies and programs that are consistent with each campus mission, have a commitment to holding individuals and student organizations accountable for their behavior and a commitment to offering effective education programs which are regularly assessed.
 - The following should be included in the policies: (a) a succinct philosophical statement unique to each individual campus; (b) a summary of federal, state and local laws; and (c) institutional regulations.
2. Each campus should actively apply its policies
 - Enforce existing “age 21” laws to help decrease alcohol consumption by minors
 - Enforce campus rules as well as state and local laws and regulations. For example, post the most relevant penal code sections on campus websites.
3. Each campus should communicate alcohol policies to new students and their parents before and when they arrive on campus.
 - Link all campus policies to CSU’s electronic admissions website, CSUMentor, so that alcohol policy information would be available about each CSU campus to all prospective students
 - Designate campus representative(s) who are charged with ensuring that all students, faculty, staff and administrators receive Drug-Free Schools and Campuses Act (DFSCA) policy information
 - Students should be made aware of the risks associated with illegal and irresponsible consumption of alcohol.
4. Each campus should create a university-wide alcohol advisory council, including community membership, which annually develops and reviews programs and goals, assesses the effectiveness of the campus program, and makes recommendations to the president. These councils should be under the direction of the Vice Presidents for Student Affairs.
 - Develop a CSU listserve of the chairs of each campus’ alcohol advisory council that would allow for information sharing
 - Arrange for the representatives to meet at and attend at least one alcohol education conference/workshop/seminar each year

- Consider the development of innovative and safe late-night and weekend programming alternatives on campus for students

 - Develop a collaboration/partnership among scholars, researchers, health and student affairs professionals to develop and implement research-driven programs to advance existing efforts to understand and change dangerous drinking behaviors and other issues affecting college students
 - Develop appropriate institutional controls regarding alcohol beverage industry funding and sponsorship of institutional and student-sponsored events
 - Adopt a policy that might state, “Alcoholic beverage trademarks or logos must be clearly subordinate to the sponsored event itself. Similarly, the name of an alcoholic-beverage manufacturer or product may not be connected to the name of the institutional event or facility, but may be promoted as a sponsor of the event”
 - Develop awards and other incentives to encourage student organizations and athletic programs to utilize other funding sources and positive promotional campaigns for events that are not alcohol related
 - Include in the councils’ campus representation from student affairs; student activities; Greek life; residential life; public safety; public affairs; faculty; campus alcohol educator; student health center; psychological services; student representatives (including athletes); foundation; dining services, or if appropriate, holder of university liquor license; community members, which may include alumni, local business owners, neighborhood bar owners, and residents
 - Work with faculty to consider infusing the curriculum with alcohol-related topics, such as having a marketing class develop a project aimed at new underage student program
 - Assess existing counseling/psychological services, campus wellness centers, peer education programs and health education programs and determine how best to provide enhanced alcohol-related services.
5. Each campus should gather data every two years to determine if its policies and programs are achieving the desired outcomes. Findings should be reported to the Chancellor and the Trustees.
- Assessment of program effectiveness can only be accomplished by employing the best available evaluation procedures and instruments. Several examples of national instruments can be provided to each campus council.
 - Include in their assessments the following characteristics:

Patterns of Student Alcohol Use
Consequences of Alcohol Use
Alcohol-Related Beliefs and Perceptions
Protective Behaviors
Environmental Influences
Effectiveness

6. The CSU should sponsor conferences in which campuses share best practices, policies and programs as well as feature state and national experts.
 - As a first step, sponsor the National Social Norms Conference with the BACCHUS and GAMMA Peer Education Network on July 18-20, 2001, in Anaheim, California
 - Support and appoint a team to attend CSU conferences on alcohol-related topics to learn the latest techniques and best practices to assist students.
7. State laws should be reviewed by the campus alcohol advisory councils and recommendations made to trustees and presidents for any changes that can enhance and support campus policies.
8. The campuses and the CSU Chancellor's Office should devote sufficient campus and system resources to ensure the effectiveness of programs and policies.
 - The Chancellor should provide up to \$25,000 Challenge Grants to each campus, with the campus required to match the amount and develop a plan to enhance existing activities using the grants created by the Chancellor. The campuses also should report to the Trustees and Chancellor annually what was accomplished with the funds.
 - The Chancellor should assist the campuses by providing a system grant writer to seek out opportunities and write proposals to secure private, corporate and foundation funding for additional alcohol-related program.
9. Partner with the community and law enforcement agencies to provide a safe off-campus environment, to enforce applicable legal sanctions, and to encourage legal and responsible behavior among students.
 - Reinforce legal and responsible student behavior
 - Inform students that being under the influence of alcohol is no excuse for inappropriate behavior, and reinforce that all sanctions will apply
 - Work with the off-campus community to enforce existing laws, decrease the use of alcohol in the promotion of businesses and events, reduce underage sales, curtail promotions that encourage binge drinking, and expand alcohol-free recreational options for young people.

10. Develop effective training, intervention and treatment programs that will work on all campuses.

- Institute annual orientation programs for organization advisers and for student officers that outline policies, expectations and information on alcohol use/abuse
- Include expectations of members, officers and advisers in the annual student organization registration documents that must be signed by both student organization officers and the faculty/staff adviser
- Develop alcohol and risk management education programs for student organization officers
- Develop a roster of faculty/staff with interests, expertise and who are available to provide in-class discussions/lectures or meet with groups of faculty, staff or students regarding alcohol use/abuse and related issues
- Train all those who regularly interact with students, such as faculty advisers, resident advisors, coaches, peers, faculty and student affairs professionals, to understand and identify alcohol-related problems and to link students with intervention services
- Include alcohol use and abuse information in the training of all campus peer advisers and residential staff
- Assess individual campus needs and determine what level of training should be developed and followed to meet those needs
- Adopt, at a minimum, a level one (basic) training program, which includes a campus-wide understanding of alcohol-related behaviors, new student and parent orientation sessions, and social norms training for selected campus officials
- Develop and implement level two and three training programs if the campus assessment process determines that there are significant numbers of higher-risk students groups (for example, Greeks, athletes and large residential populations) for which training should be mandated. Faculty and community resources should be involved at these levels
- Develop and maintain current community agency providers that can be of benefit to students.

The use and sometimes abuse of alcohol on university campuses is a national issue. How to deal with the issue is especially complicated on some California State University campuses where the majority of students are of drinking age. It is equally complicated at residential campuses with their younger populations. There is no easy solution or “one way” of doing things. In summary, what the Alcohol Policies and Prevention Programs Committee is recommending is (1) strong

presidential leadership that sets the campus tone; (2) a comprehensive review of existing campus policies; (3) creation of a campus advisory council dedicated to the issue; (4) development of realistic goals with an assessment component; and (5) enforcement of local and state laws. If these elements are in place, the Alcohol Policies and Prevention Programs Committee believes that the California State University will have moved forward in a positive way to address what is surely one of the major issues facing university campuses today.

The following resolution is presented for approval:

RESOLVED, By the Board of Trustees of the California State University, that the 23 campuses adopt and implement the recommendations of the Alcohol Policies and Prevention Programs Committee Final Report in Agenda Item 3 of the July 10-11, 2001, meeting of the Trustees' Committee on Educational Policy consistent with their individual campus missions, and that a report be made to the board every two years assessing the outcomes of their programs; and that. the Chancellor report at that time on the success of obtaining external funding for system and campus programs.

COMMITTEE ON EDUCATION POLICY

Student Participation in Policy Development

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

In 1998, the California State Student Association (CSSA) began discussion of the need for the California State University (CSU) to clarify the role of CSU students in the development of campus and systemwide policy affecting students. In 2001, CSSA passed a resolution calling on the CSU Chancellor and the Board of Trustees to adopt a policy ensuring student participation in policy development.

In response to this proposal, Chancellor Charles B. Reed appointed an advisory committee to develop recommendations regarding the participation of students in the development of campus and system policy. The Advisory Committee on Student Participation in Policy Development, chaired by Dr. David S. Spence, was composed of the following members:

Mr. Samuel Aborne, CSSA
Dr. Warren J. Baker, President, Cal Poly San Luis Obispo
Ms. Emily Foster, CSSA
Dr. Donald R. Gerth, President, CSU Sacramento
Dr. George Hibbard, Vice President for Student Affairs, CSU Bakersfield
Mr. Shaun Lumachi, CSSA Chair
Ms. Tamera Murphy, CSSA
Mr. Luis Portillo, CSSA, alternate
Mr. Douglas W. Robinson, Vice President for Student Affairs, CSU Long Beach
Dr. David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Mr. Todd Stephens, CSSA
Ms. Christy Zamani, Student Relations Liaison, Office of the Chancellor

The advisory committee met four times. Draft proposals were shared with the Executive Council and the CSSA Board of Directors for comments and feedback. Recommendations offered by these constituent groups are reflected in the following statement submitted for adoption by the CSU Board of Trustees.

The following proposed statement on Student Participation in Policy Development is supported by the presidents and the California State Student Association.

Policy Recommendation

CALIFORNIA STATE UNIVERSITY
ADVISORY COMMITTEE ON STUDENT PARTICIPATION IN POLICY DEVELOPMENT

STUDENT PARTICIPATION IN POLICY DEVELOPMENT

Recommendation

The Board of Trustees adopts the following proposal that emphasizes the role of student participation in policy development.

Rationale

The Cornerstones Report calls on students to demonstrate greater involvement in academic program development and assessment through regular surveying, identification of priorities and assessment of needs.

This document calls on the CSU system to make greater strides toward student participation in policy development in order to enhance institutional effectiveness and responsiveness to student needs.

Introduction

The opportunity for students to have an impact on the development of university policies and procedures that have or will have an effect on current and future students is vital to the well being and life of a university. This opportunity includes participation by students in developing recommendations to the Board of Trustees, the Chancellor, and/or the Campus Presidents.

Recommendations and positions developed by the campus representative student bodies will be given reasonable consideration by campus presidents.

Recommendations and positions developed by the systemwide representative student bodies will be given reasonable consideration by the Chancellor and the Board of Trustees.

Local Responsibility

Associated student body organizations established at each university, as provided by Education Code Section 89300, shall serve as the official representative body of the students of that campus. The presidents will provide these officially recognized associated student body organizations an opportunity to offer opinions and make

recommendations about campus policy and procedures that have or will have an effect upon students.

Nominations of student representatives to serve on campuswide governance committees, campuswide task forces, or other campuswide advisory groups will be made by the appropriate officially recognized associated student body organization. Appointments are made by the University President. Campus Associated Students boards of directors and their subcommittees will continue their selection procedure under their current process as directed by their bylaws. This is not meant to supersede any current power delegated to the officially recognized student body organization granted either by executive order or university policy.

Systemwide Responsibility

The California State Student Association (CSSA) has been established by the campus associated student body organizations so that students may have a formal and effective means for participating in the formulation of systemwide, state and national policies that have or may have an effect on students.

The California State Student Association, or its successor, is recognized as the official representative of the students of the California State University before the Board of Trustees and the Chancellor's Office.

The Board of Trustees and the Chancellor will provide CSSA an opportunity to offer opinions and make recommendations to the Board of Trustees and the Chancellor and/or the Campus Presidents with regard to university policies and procedures that have or will have an effect on students at the systemwide level.

Nominations of student representatives to serve on systemwide governance committees, systemwide task forces, or other systemwide advisory groups shall be made by the California State Student Association or its successor. The Chancellor makes appointments.

Action

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, that the Student Participation in Policy Development statement developed by the California State University Advisory Committee on Student Participation in Policy Development be approved.