

THE UNIVERSITY CORPORATION
Executive Committee
February 9, 2017

A meeting of The University Corporation Executive Committee was called to order by First Vice President, Ben Yaspelkis at 3:00 p.m. on Thursday, February 9, 2017 in University Hall Room 250, California State University, Northridge. A quorum was present.

MEMBERS PRESENT: Sevag Alexanian (via telephone), Michael Phillips, Ben Yaspelkis

MEMBERS ABSENT: Dianne F. Harrison, Michael Spagna

STAFF PRESENT: Heather Cairns, Elizabeth Corrigan, Rick Evans, Elizabeth Kioussis, Georg Jahn, Peter Kund, Linda Turner, Lih Wu

OTHERS PRESENT: Elizabeth Adams, Rich Barnett, Colin Donahue, Scott Perez, Andrew Phillips (via telephone), Ken Rosenthal, Whitney Scott

ITEM 1 APPROVAL OF SEPTEMBER 12, 2016 EXECUTIVE COMMITTEE MINUTES

MSP (Phillips/Alexanian): That the minutes of the September 12, 2016 Executive Committee meeting be approved as circulated.

ITEM 2 JUDGE JULIAN BECK INSTRUCTIONAL IMPROVEMENT GRANTS

Rick Evans introduced Dr. Elizabeth Adams, Associate Vice President for Student Success and Dr. Whitney Scott, Director of Faculty Development. Drs. Adams and Scott distributed an updated proposal for changes to the Beck guidelines. The changes include: 1) updated language referencing Faculty Development as the office currently administering the program; 2) ensuring that fringe benefits are included on stipends and release time awards; 3) allowing a portion of available funds to be used for programming; 4) allowing Faculty Development to annually choose the types of awards (stipends, release time, etc); and 5) ensuring that reassigned time awards reflect the current standard release time rate.

Dr. Scott stated that data suggests that projects benefit from wrap-around programming support, such as retreats, guest speakers, and ongoing faculty meetings. The programming component will provide support through the project period and in disseminating the work. Allowing Faculty Development to determine the type of awards to be distributed each year will provide flexibility to better manage available funds.

MSP (Alexanian/Phillips): That The University Corporation Executive Committee approve the changes to the Judge Julian Beck Instructional Improvement program, as outlined in the updated proposal. (Appendix A)

(Elizabeth Adams and Whitney Scott left.)

ITEM 3 NORTHERN TRUST

Portfolio Manager, Rich Barnett distributed a report on the portfolio. Mr. Barnett advised that the stock market has been moving up since last February; the pace has accelerated since the election. He noted that

all funds beat their benchmarks. The overall return was 8.5%. Michael Phillips asked for documentation on how Northern Trust determines allocations. Mr. Evans suggested a meeting to include Mr. Barnett, Dr. Phillips and Chief Financial Officer Lih Wu.

(Rich Barnett left.)

ITEM 4 SALE OF REAL ESTATE

Linda Turner, Associate Director of Real Estate reported that the sale of the Corporation's 10.2 acres of land in Moorpark was finalized in early January, 2017. The Corporation had purchased the land in 2005 for \$545,000 from the local school district for the university's future use. The property was set back from the road and the lack of an easement made it undevelopable. At the recommendation of the audit committee, in 2013 the Corporation wrote down the property to \$250,000. HRC Enterprises, owner of the surrounding land, purchased the Corporation's property for \$375,000. The Board approved the sale via unanimous written consent in December, 2016.

ITEM 5 INCIDENT REPORT

Ms. Turner reported that four men broke the fence surrounding the Corporation's property at 18301 Halsted Street and drove a recreational vehicle onto the property. The tenant in the adjoining property notified Ms. Turner. CSUN police arrested the men. Repairs to the fence totaled \$750.00.

ITEM 6 HOTEL PROJECT

Mr. Evans introduced real estate financial advisor, Andrew Phillips of Jones Lang LaSalle Americas, Inc. (JLL), who joined the meeting via telephone. Over the last two months, work has focused on clarifying the development proposal and negotiating the general terms of an agreement.

Colin Donahue, CSUN Vice President for Administration and Finance described the project as a hybrid select service business-class hotel, including 150 rooms, a small restaurant, and 3,000 sq. ft. of conferencing space to be situated on the 2.75-acre site currently occupied by the Orange Grove Bistro (OGB). A 65-year ground lease is the minimum required for the developer to obtain financing. Development costs are estimated at \$59.4 million.

Mr. Donahue continued that a key piece of the project is the restaurant, which will be of high-caliber, and serve three-meals-per-day. The campus needs a new facility to replace the OGB; this project will eliminate the deferred maintenance and the risk. Mr. Evans added that the project under discussion is a five-story hotel with the restaurant and conference space programmed for the first floor.

The hotel also includes 125 surface parking spaces. To maximize returns, a parking structure included in the original plan was eliminated. To handle overflow, the university will make available spaces in university parking and take the revenue; the university will work with attorneys on the details and to address potential issues.

Mr. Phillips of JLL summarized the proposals and counterproposals to date, including the financial terms under negotiation (base rent, contingent rent, residual cash flow, and cash flow at capital events). Mr. Donahue added that the goal is to achieve a fair return and provide a much needed amenity to the campus.

Mr. Evans advised that he hoped to have a draft Letter of Intent by the February 28, 2017 Board of Directors meeting, when he will request authority from the Board to sign initial documents.

ITEM 7 FINANCIAL STATEMENTS

Mr. Evans reviewed the net cash generated schedule. As of December 31, 2016, surplus from operations is below budget. Impaction and the reduced number of freshmen have had a negative effect on the CSUN Campus Store and food service operations. CFO, Lih Wu noted the increase in net assets on the balance sheet. Cash is lower due to a transfer into investments and debt service payments made in November 2016. The MBC Building reserve will be depleted this year due to the ongoing HVAC project.

ITEM 8 SUSTAINABLE FINANCIAL AND BUDGET PLANNING FOR THE CORPORATION'S FUTURE

The CFO prepared five-year financial scenarios taking into consideration various factors impacting the Corporation. Mr. Evans and Ms. Wu distributed background documents (Appendix B) and reviewed projections and contributing factors. Ms. Wu reported that most Corporation activities are solely cost reimbursement; only 37% of Corporation business produces surplus. Food services and the CSUN Campus Store are both on a downward trend. Faculty/staff housing rents are below market. The Matador Bookstore Complex (MBC) is managed and maintained by the Corporation and is comprised of an old, university-owned building and the newer addition, built by the Corporation. The Tseng College of Extended Learning has moved into its new facility, vacating most of the space it occupied in the MBC. University administration has determined that the university cannot pay rent for university property. Calling it a rent shift, Mr. Evans stated that some relief would come in the form of a reduction to the Corporation's annual commitment to the campus. The five-year projections show that without taking some action, by the third year the Corporation will be under water. Operating reserves of \$3 million are required by the California Education Code. All net cash from operations goes into reserves for allocation to specific projects. Projections show that without taking action, the Corporation will not be able to maintain its reserves.

Mr. Evans and Ms. Wu advised that various possible actions will be investigated. Several possible actions were discussed. For instance, many other CSU schools have tighter meal plan requirements and campus catering exclusivity. Dr. Phillips opined that faculty/staff housing units should be leased at market rates, arguing that it is unfair that only a few benefit.

Mr. Jahn distributed results of a survey on the use and distribution of recovered indirect costs. (Appendix C). The survey was distributed to all 23 CSU campuses; 19 campuses responded. The average used for post-award administration was 63% of recovered indirect costs. The Corporation uses 49% (includes direct cost of the department and allocations for accounting, human resources, other). Ms. Wu stated that streamlining post-award administration would require an initial investment.

Mr. Evans stated that no action has yet been taken or agreed upon; the Corporation is looking at every opportunity for savings. An update will be provided at the May meeting.

ITEM 9 RESEARCH AND SPONSORED PROGRAMS REPORT (AUGUST, SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER 2016)

Director of Sponsored Programs, Georg Jahn, reviewed the information. Indirect cost recovery exceeded budget by 2%; service fee income is \$10,000 below budget.

Scott Perez, Director, Office of Research and Sponsored Projects, reported that the university is keeping pace with last year on awards and proposal submissions have increased.

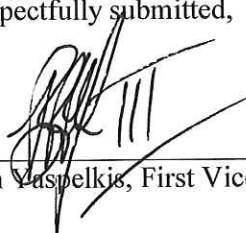
Mr. Evans announced that Mr. Perez has accepted a position at CSU Channel Islands. The Executive Committee thanked Mr. Perez for his 25 years of service.

ITEM 10 ANNOUNCEMENTS

There were no announcements.

There being no further business, the meeting adjourned at 5:00 p.m.

Respectfully submitted,



Ben Vaspelkij, First Vice President

Undergraduate Studies
Office of Faculty Development

To: Executive Committee of The University Corporation

From: Elizabeth Adams, Undergraduate Studies
Whitney Scott, Faculty Development

Date: January 27, 2017

Re: Proposal for Beck Grant distribution changes

Upon reviewing the current expenditure regulations, as stipulated for the Judge Julian Beck Instructional Improvement Endowment, the Office of Faculty Development, under the direction of Undergraduate Studies would like to offer recommendations to augment and further support faculty in their learning-centered teaching endeavors.

As you know, the original purpose of the Instructional Improvement Endowment (established by The University Corporation in 1976), as stipulated and updated in a 2003 memo to the then Executive Director (Tom McCarron) is to "provide for programs and projects that enhance instruction, improve the learning experience and support the development of innovative teaching methods. Proposals are solicited from the faculty and are reviewed and evaluated by the Advisory Board of the Center for Excellence in Learning and Teaching (CELT)."

As such, we request the following edits and changes be made to the current disbursement of monies through the Beck Endowment starting with the 2017-2018 awards. None the changes below deviate from the original spirit and goals set forth by The University Corporation.

1. **Proposed Change:** Language should be updated to reflect the correct office title (i.e., **Office of Faculty Development**) that is aiding the administration of this grant. *Rationale:* the CELT office no longer exists at CSUN.
2. **Proposed Change:** Each year Beck Endowment funds will be used to reimburse the cost of **fringe benefits** for each award. *Rationale:* It is appropriate that the Beck Endowment cover all costs associated with this award. It has become increasingly difficult for the faculty member's College and/or Faculty Development to cover these rising costs.
3. **Proposed Change:** Each year, a portion of the Beck Endowment will fund **Beck-related support programming** for award recipients via the Office of Faculty Development. *Rationale:* The Beck Endowment stipulates that it will support programs, in addition to projects that will enhance instruction; Faculty Development is well positioned to coordinate and deliver such programming.

Recent research in educational development indicates that teaching grants, like the Beck Grant can be instrumental in initially motivating faculty to engage in innovative teaching practices. However, in order for the teaching innovation to have a long-term impact through effective implementation and refinement, it is critical that a teaching grant program be

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coupled with the ongoing support of a teaching center (Chism, Holly & Harris, 2012; Cook & Kaplan, 2011; Yun, Baldi, & Sorcinelli, 2016) like our Office of Faculty Development. Otherwise, it's feasible that Beck grant recipients can get lost and isolated in the process of implementing their idea. It has also come to our attention that a grant recipient may not be fully educated on the core principles of a learning-centered teaching philosophy or even effectively implement the strategy, despite having a new teaching idea to try.

Furthermore, research in the Science of Teaching and Learning (SOTL), suggests that continuing support through structured, long-term programming is the most effective at ensuring that faculty interventions have the largest impact through careful measurement and self-assessment. If faculty are properly guided on the process of how to systematically assess the effectiveness and impact of their project, this could result in a number of positive outcomes for both the individual faculty member (e.g., publishing and presenting this research) and CSUN at large (e.g., seeking ways to scale evidence based teaching techniques across campus). However, most faculty benefit from formal guidance and support in this process.

The Beck Endowment monies have historically been used to support individual faculty projects; therefore, the Office of Faculty Development has been limited in what it can require of awardees or provide grant recipients. As such, the Office of Undergraduate Studies proposes that Faculty Development receive monies to provide robust and ongoing programming to effectively support Beck award recipients throughout the full implementation of their project. Such programming can include, but not limited, to these evidence-based faculty development program formats:

- a. **Retreat or Institute** (e.g., *Summer Beck Retreat; Summer Beck Institute*): an intensive retreat or institute would gather award recipients and allow Faculty Development experts to educate faculty on the components of learning-centered pedagogies including evidence-based teaching practices they may wish to implement. (roughly \$1000 for materials, food, presenter stipends).
- b. **Faculty Learning Community (FLC)** (e.g., *Beck FLC*): ongoing faculty meetings for award recipients throughout the academic year with the goals of: continued education and training of learning-centered teaching practices, dialogue space to refine implementation of new practices, and trainings on how to self-assess and measure impact of teaching changes with possibilities for faculty to publish and present findings at local and national teaching conferences and journals. A portion of this funding would be awarded to a former Beck recipient to travel to a teaching conference to disseminate their findings from their project. (roughly \$3000 for lead FLC facilitator, travel to disseminate findings, materials, resources, food).
- c. **Expert Leaders** (e.g., *Beck Learning-Centered Keynote Speaker; Beck Showcase event*): Showcases provide an opportunity for Beck award recipients

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to disseminate their hard work with others on campus and provide opportunities for discussions on how to scale and replicate evidence based practices already occurring on campus. Inviting a keynote speaker (similar to that of the Student Affairs Terry Piper Lecture Series) to visit CSUN to specifically discuss learning-centered teaching functions to validate and scale innovating teaching approaches by ensuring that the most cutting edge techniques are made available to the campus at large. Beck award recipients can participate in the selection of a keynote speaker based on their collective teaching interests and needs. (\$7,000 for an annual keynote speaker, materials and meals to support a faculty showcase).

4. **Proposed Change:** Permit Faculty Development the option to choose the type of award in the call for proposals. For instance, for the 2017-2018 call for proposals, Faculty Development would like to offer faculty stipends only and no course re-assignment award options. *Rationale:* This will provide the funding needed to offer faculty development program support.
5. **Proposed Change:** In cases that course re-assignment awards are made available through the call for proposals, language should be added to ensure that course reassignment award reflects the Provost's **updated standard release time rate**, as this rate can change yearly. *Rationale:* If previous release time rates are used, this causes funding shortages.

California State University, Northridge

Request for Proposals (RFP)

Faculty Development, Center for Innovative and Engaged Learning Opportunities
University Hall 215 (Mail Code: 8203)
Phone: (818) 677-5934

Judge Julian Beck
Learning-Centered Instructional Projects 2017-18
Proposal Due Date: Monday April 3rd, 2017, 4:00 p.m.
Information and Application

Information

1. What is learning-centered instruction?

Learning-centered instruction “emphasizes a variety of different method types that shift the role of instructors from givers of information to facilitators of student learning or creators of an environment for learning. In learning-centered teaching, the instructor focuses on what students are learning, how they are learning, and how they can use the learning.”¹

2. Why should I apply for a Beck Grant?

Faculty Development offers Beck Grants to provide CSUN faculty with support as they develop and implement projects that promote learning-centered instruction.

Those who receive Beck Grants will:

- Receive a \$3,000 stipend
- Learn about evidence-based learning-centered teaching practices in support of their proposed projects by attending a one-day Beck Grant Institute during the summer 2017.
- Participating in a Beck Faculty Learning Community that meets during the Fall 2017 and Spring 2018 semesters with the goals of: to build a community of faculty interested in teaching innovations; continued discussion about learning-centered teaching; to receive faculty peer support in refining and implementing an evidence-based strategy; and to learn how to self-assess the effectiveness and impact of the new teaching strategy. Opportunities for how to publish and present project results will be shared in this community as well.
- Present project findings at a campus-wide Teaching Showcase in Spring 2017 or early Fall 2018.

3. Who can receive a Beck Grant?

Those interested in learning more about how adopting learning-centered evidence-based teaching approaches can result with greater student learning and success at CSUN. Recipients must be willing to implement a specific teaching innovation during the academic year and collect assessment data on its impact.

Applicants are NOT required to know and describe the exact teaching idea or intervention in their application because ideas will evolve once Faculty Development provides the full

¹ Blumberg, Phyllis. 2009. *Developing Learner-Centered Teaching: A Practical Guide for Faculty*. John Wiley & Sons, Inc: Page 3 from Weimer, Maryellen. 2002. *Learner-Centered Teaching: Five Key Changes to Practice*. Jossey-Bass: Page XVI.

scope about this learning-centered teaching philosophy. However, applicants should indicate what kind of issue or problem they are interested in solving. Some of the common ways faculty modify their teaching include, but are not limited to:

- course redesign to improve student learning
- adopting more active-learning and experiential learning practices
- cultivating a more inclusive learning environment through the use of culturally sensitive and relevant teaching practices
- creating better assignments & assessments that promote student learning
- motivating students so they are more engaged and learning more deeply
- teaching students to learn-how-to-learn so they will be more self-disciplined
- helping students develop the professional development skills needed for graduate school and/or their careers
- finding ways to increase the number of students passing a particular course while maintaining high expectations for learning

4. What types of projects do NOT qualify for Beck Grant funding?

- Faculty working on projects that involve **service learning** are encouraged to consider applying for a Service Learning Grant through the CSUN Office of Community Engagement. Service-Learning projects will not be funded.
- Faculty working on projects that involve the use of **enhanced technology** in instruction are encouraged to access programs through the CSUN Faculty Technology Center. Technology-focused projects will not be funded (e.g., ebook development; MyCSUNtablets; online or hybrid course redesign).
- Projects requesting re-assigned time to plan a one-time event, conduct dissertation research, or receive technical skills training or travel will not be funded.

5. Who is eligible to apply?

All faculty and staff are eligible to submit project proposals, either individually or as a group. Projects proposed by teams of faculty and/or staff are encouraged. Individuals may receive Beck Grant funding more than once, but priority will be given to those who have not yet received Beck Grant funding.

6. What is the review process?

The Beck Grant Selection Committee, consisting of CSUN faculty from each of the nine colleges, the Oviatt Library, and a representative from Faculty Development recommends projects for funding to the University Corporation's Executive Committee according to the established guidelines and available funds.

7. What are the evaluation criteria?

- a. Proposal meets the formatting requirements.
- b. Project is connected to learning-centered instruction.
- c. Project describes an important problem to solve.
- d. Project outcomes have broad applicability. For example...
 - i. Project outcomes will be widely applicable across disciplines.
 - ii. Project outcomes will have larger impact in the department, college, or university.
- e. Project is sustainable. For example...
 - i. Project outcomes will have long-term benefits.
 - ii. Project or its benefits will continue beyond the Beck Grant funding period.
- f. Viable methods and/or tools for evaluation/assessment are discussed.

8. How are Beck Grant winners funded?

All awards will grant faculty with a \$3,000 stipend at the end of the 2017-2018 academic year.

The number of projects awarded depends upon the funds available through the Judge Julian Beck Endowment, which was established by the University Corporation in 1976.

9. What is required of me if my project is funded?

Beck Grant recipients will...

- a. Attend a one-day Beck Grant Institute during the summer.
 - i. August X, 2017, 9 am to 5 pm
- b. Participate in a Beck Faculty Learning Community that meets on the Fridays listed below during the Fall 2017 and Spring 2018 semesters.
 - i. *List dates & times here*
- c. Present findings at a campus-wide CSUN teaching showcase:
 - i. Spring 2017 Academic Innovations Showcase
 - ii. Fall 2018 Beck Teaching Showcase
- d. Complete a final project.
 - i. Projects must be implemented and evaluated during the 2017-18 academic year.
 - ii. Implementation over both the Fall and Spring semesters is encouraged, with Spring modifications based upon the Fall semester's student learning results.
- e. Submit a final report.
 - i. Due Monday, June 19, 2018 by 4 pm.
 - ii. Reports should include...
 1. Project title
 2. Project objective(s)
 3. Project description
 4. Evidence of project implementation
 5. Description of procedures used for measuring project objectives (include your evaluation tools)
 6. Project results
 7. What you learned about student learning from this project
 8. What you plan to implement in the future as a result of this project
- f. Disseminate the results of the final project to the Office of Faculty Development

- i. Materials due Monday, June 19, 2017 by 4 pm.
- ii. Results will be shared with the university community via the Faculty Development website. Materials should be submitted with the final report; these will be posted to a featured section of the website by the Faculty Development Directors. Note that this will not be merely a posting of the final report to the website, but rather the sharing of specific results, such as materials generated, student projects, teaching tips, or other information that would be useful to interested faculty/staff. This may take any format, but should be designed for online consumption. Some examples:
 1. a short video sharing teaching tips or implementation of the project
 2. a copy of the poster presented at the Spring showcase featuring the results of the project
 3. a photo slideshow of student projects
 4. a short description of the work with a link to the course webpage with materials for the course
 5. sharing of materials generated (e.g., grading rubric, pre-/post-test) with tips for using the materials

10. What is the timeline?

March 29, 2017	<u>One original</u> hard copy of application materials due to Faculty Development by 4 p.m. (University Hall 215/Mail Code: 8203)
Early-April 2017	Awards announced
May 2017	Beck Grant Winner's Coffee
August X, 2017	Beck Grant Institute, 9 am to 5 pm
Fall 2017- Spring 2018	Implement and evaluate project; Participate in FLC meetings on Fridays
June 19, 2018	Final written report and materials for website due to Faculty Development (facdev@csun.edu)

Application Requirements Checklist

A complete application meeting all the requirements listed below is required for consideration by the Beck Grant Selection Committee. Late applications will not be considered for funding.

1. Cover Page

Please complete and submit the cover page below.

2. Department Chair and College Dean Signatures

The signatures of both your Department Chair and College Dean are required on the cover page. If this proposal targets a course outside of your home department, you must also obtain the signature of that Department Chair.

3. Proposal Narrative Format

Make sure your narrative:

- is double-spaced
- is written in 12-point Times New Roman font
- is no more than three pages in length
- responds to each section of the Narrative Requirements (below) by number, letter and subtitle

NOTE: the Selection Committee will not read beyond three pages in reviewing your proposal narrative.

4. Proposal Narrative Requirements

All proposals must respond to each of the following sections:

- a. Describe the student learning problem or issue your project will address using a learning-centered approach. For a list of examples, refer to the call for proposals. Why is this an especially important issue to solve? (e.g., unique course characteristics; high student failure rates) .
- b. What data or cues are you using to determine there is a problem?
- c. If you solved this problem, what might be happening instead, beyond higher student grades? For instance, what data could you imagine collecting or monitoring to determine if your teaching idea had a positive impact?
- d. Have you already tried to solve this issue? If so, describe the various strategies you have already tried to solve this problem.
- e. Do you have any initial ideas you might want to try to solve this issue? (not required)
- f. Explain how the benefits of this award will be sustained and impactful at CSUN.

5. Additional Supporting Materials

- b. Signatures from support services as appropriate
- c. Your curriculum vitae, not to exceed two pages. Include terminal degree, current rank and position within the University, a summary of your professional experience and relevant teaching information. Only include scholarship (e.g., presentations, publications) connected to your proposed project idea.

6. Application Deadline

One original hard copy of the complete application must be received by Faculty Development (University Hall 215/Mail Code: 8203) no later than **4:00pm on Monday April 3, 2017**. Late applications may not be considered for funding. Applications which are incomplete, lack the required signatures or copies, or exceed the page limitations stated above may not be accepted.

Cover Page

Faculty Development

Judge Julian Beck
Learning-Centered Instructional Projects, 2017-18
Proposal Due Date: Tuesday, March x, 2017, 4:00pm

Project Director: _____
Name Title Department Mail Code

_____ E-mail Address Home Phone Office Phone

I have been awarded a Beck Grant previously.

_____ Yes. Please indicate the year of your previous award. _____
_____ No.

If funded, I, the Project Director, agree to the following requirements (please initial):

- _____ I will attend a one-day Beck Grant Institute during the summer.
- _____ I will participate in a Faculty Learning Community that meets during the Fall 2017 and Spring 2018 semesters.
- _____ I will submit materials for disseminating the results of my project via the Faculty Development website and a campus-wide showcase event by Fall 2018.
- _____ I will submit a final written report of my project by June 19, 2018.
- _____ I understand that failure to complete any of the above requirements will result in forfeiture of grant funds.

Project Title: _____

Signature(s):

Project Director (and Participants): _____

Department Chair: _____ College Dean: _____

Additional signature if required (see page 3, item 2): _____

Proposal Abstract: (Please use only the space provided below.)

Budget Request (Summary)

1. Full Faculty Stipend [\$3,000[Office1]]

2. Fringe Benefit Percentage: _____%

Please contact your College MAR via your Department Coordinator to determine your individual fringe benefit percentage rate for stipends. Each faculty member has a different % and this number will be used to determine your total award amount (i.e., stipend + fringe benefits).

4. Total \$ _____

Support Services

Please obtain the appropriate signatures for any support services required outside your department (e.g., Creative Media Services, Information Technology, Learning Resource Center).

I have read this proposal and agree to support the project in the manner described in the narrative. My support unit can perform the services described.

Signature	Title	Ext.
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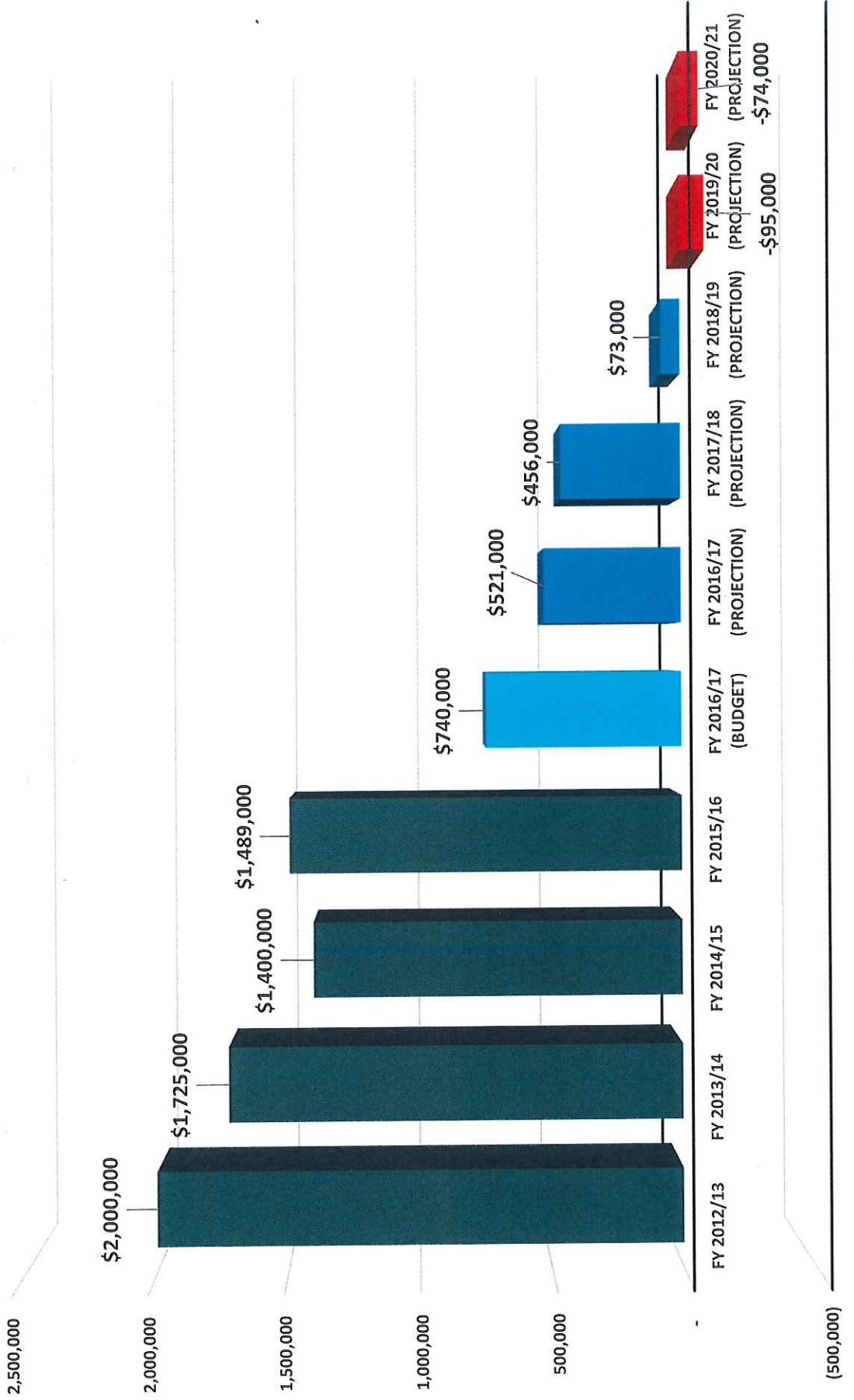
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Sources and Use of Surplus

	FY 2016/17 (Projection)	FY 2017/18 (Projection)	FY 2018/19 (Projection)	FY 2019/20 (Projection)	FY 2020/21 (Projection)
Surplus by Unit (before G&A Allocation)					
- Bookstore	1,385,000	1,306,000	1,233,000	1,175,000	1,120,000
- Food Service	989,000	1,024,000	951,000	973,000	813,000
- Real Estate	(264,000)	(366,000)	(363,000)	(394,000)	(390,000)
- Sponsored Programs (G&A Allocation)	1,287,000	1,326,000	1,365,000	1,404,000	1,443,000
- General & Administrative	(2,643,000)	(2,947,000)	(3,001,000)	(3,106,000)	(3,181,000)
Surplus from Operations	\$754,000	\$343,000	\$185,000	\$52,000	(\$195,000)
Post Retirement Medical	(500,000)	(530,000)	(562,000)	(596,000)	(632,000)
Surplus from Operations (after Post Retirement Medical)	\$254,000	(\$187,000)	(\$377,000)	(\$544,000)	(\$827,000)
Non-Cash Items					
- Add back: Depreciation	2,371,000	2,534,000	2,367,000	2,354,000	2,359,000
- Add back: Post Retirement Medical	500,000	530,000	562,000	596,000	632,000
- Remove: Revenue from Follet Payment (5 yrs)	(200,000)	(200,000)	(200,000)	(200,000)	(200,000)
Cash Generated from Operations	\$2,925,000	\$2,677,000	\$2,352,000	\$2,206,000	\$1,964,000
Cash Outflow					
- Capital Expenditures	(300,000)	(300,000)	(300,000)	(300,000)	(300,000)
- Debt Service	(853,000)	(894,000)	(950,000)	(973,000)	(710,000)
Net Cash Flow	\$1,771,000	\$1,483,000	\$1,102,000	\$933,000	\$954,000
Contribution to Campus (as is)	(1,250,000)	(1,028,000)	(1,028,000)	(1,028,000)	(1,028,000)
Net Cash to Replenish Reserves	\$522,000	\$455,000	\$74,000	(\$95,000)	(\$74,000)



Business Recap

Cost Reimbursement Only Business		% of Total revenue	FY 15-16 Revenue	Surplus Generating Business		% of Total revenue	FY 15-16 Revenue	FY 15-16 Surplus (Loss)
Grants & Contracts		59.7%	\$32,070,084	Campus Store	3.1%	\$1,658,727	1,064,156	
Licensing		0.2%	\$94,016	Food Services	32.7%	\$17,548,924	1,086,491	
Mgmt. of Matador Bookstore Complex		1.2%	\$664,541	Real Estates	2.1%	\$1,146,129	(304,076)	
Financial Services								
- Mgmt. of Endowments, Agency Funds & Investments		1.0%	\$557,303					
Total		62.1%	\$33,385,944	Total	37.9%	\$20,353,780	\$1,846,571	
FY 2015-16 Total Revenue				FY 2015-16 Total Surplus				
=====				=====				
\$53,739,724				Post Retirement Medical Plan (450,587)				
=====				=====				
				\$1,395,984				
				=====				



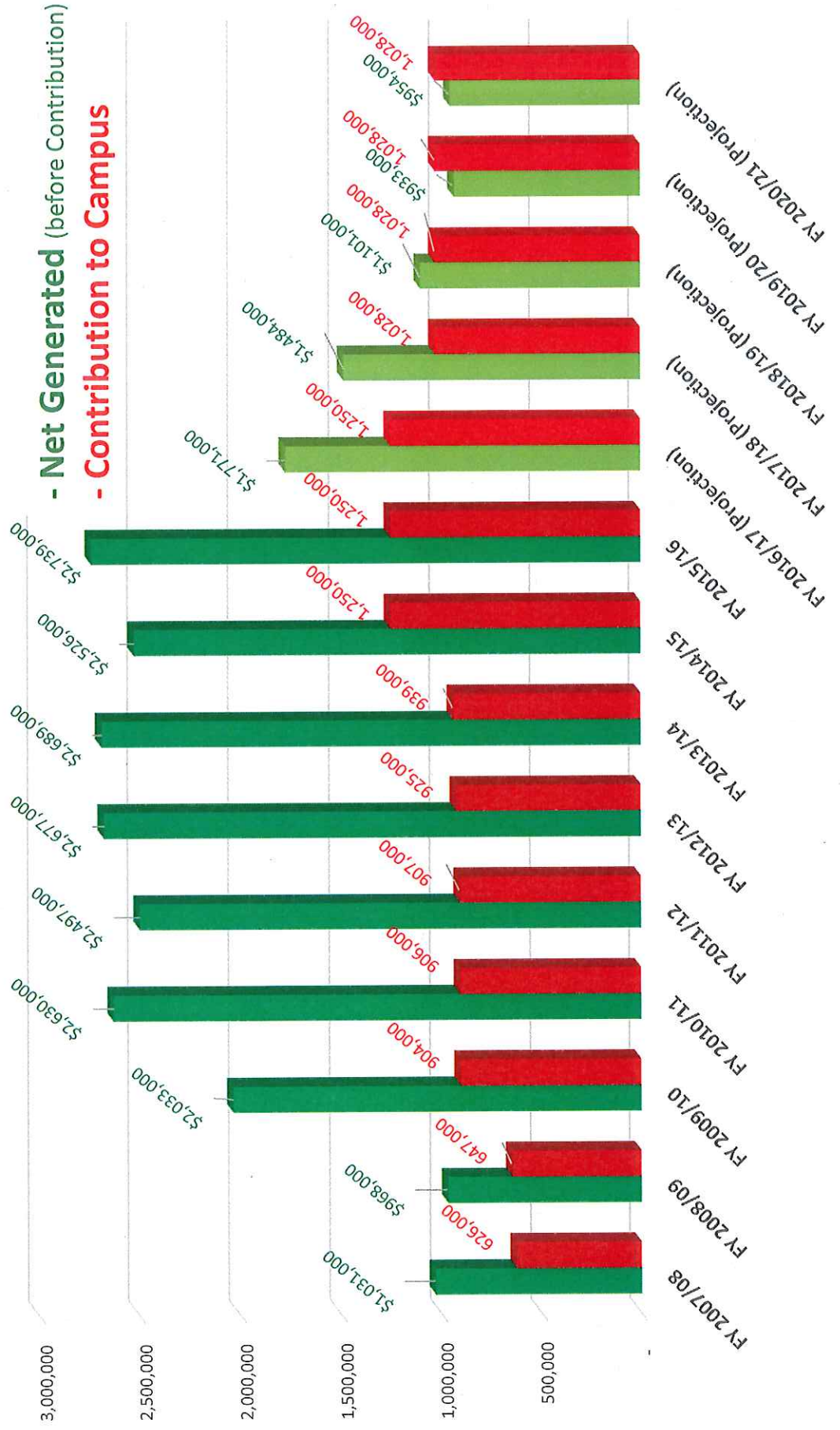
Surplus Generated – By Division (before G&A Allocations)





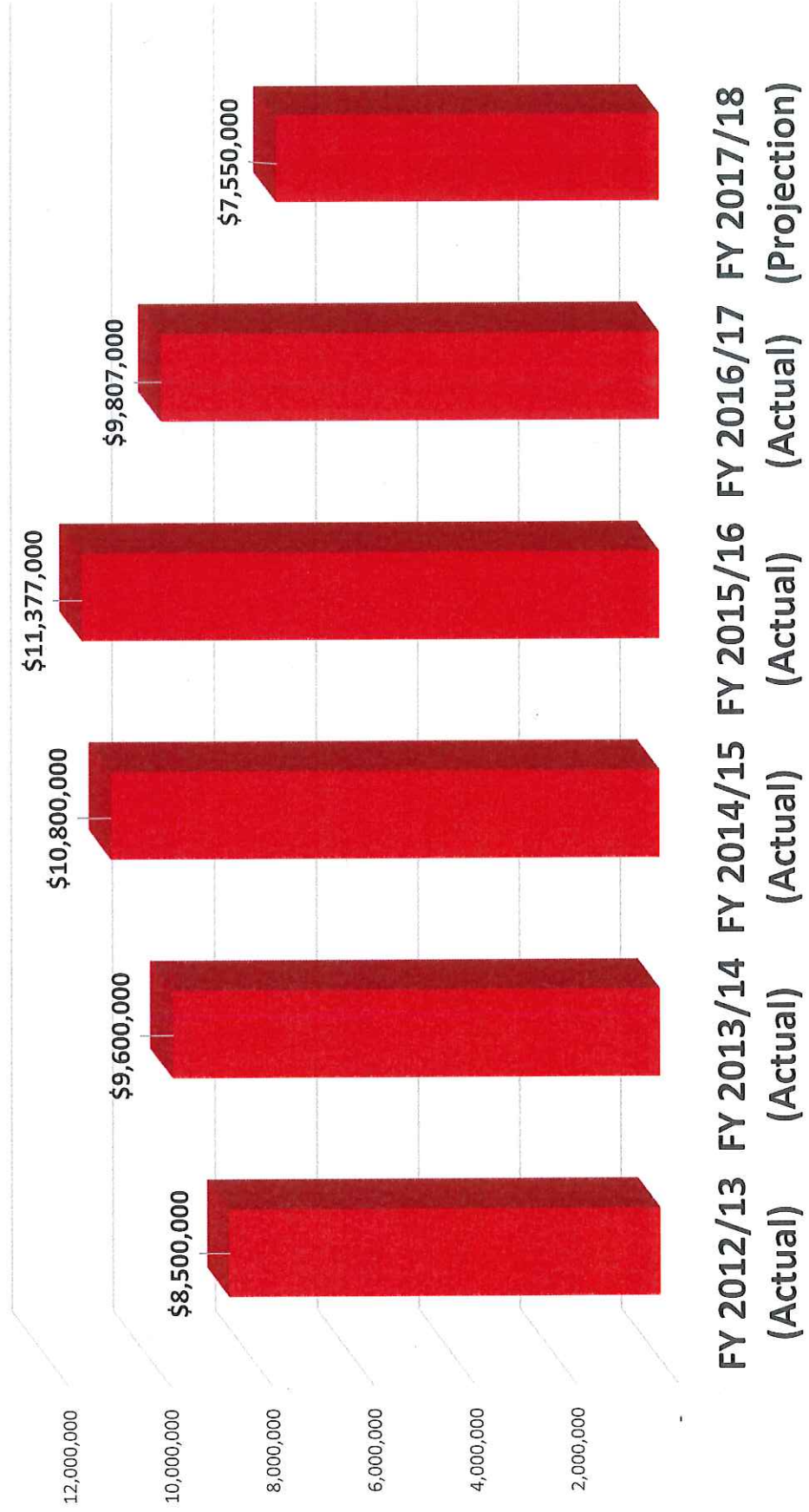
The University Corporation

Net Generated (before Contribution) vs. Contribution to Campus



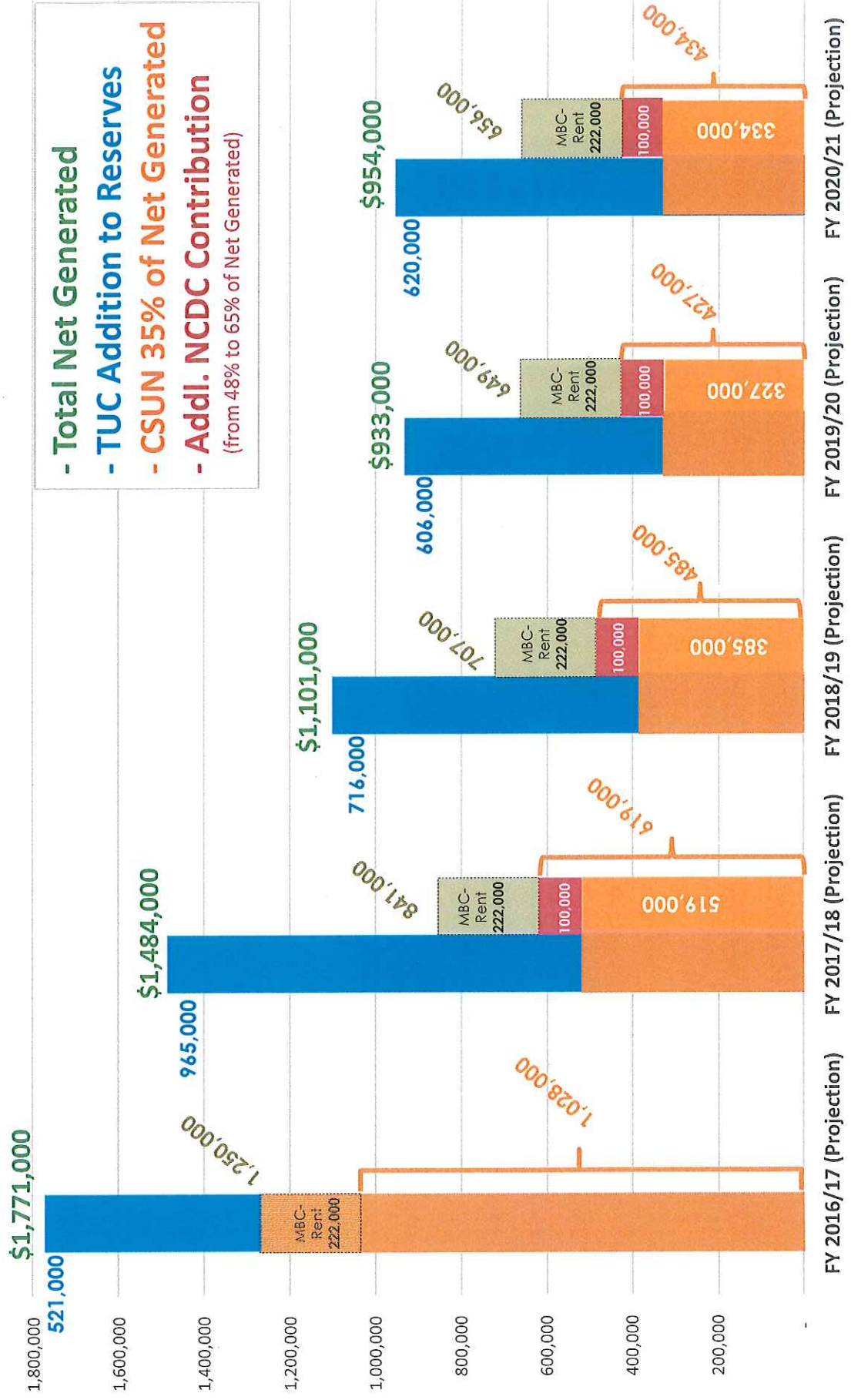


Reserves (Balance at Beginning of Fiscal Year)





Alternative Contribution to Campus (% of Total Net Generated) without impact of potential actions





The University Corporation

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CSU Campus Use & Distribution of Indirect Cost Recovered (ICR) - Externally Funded Research & Sponsored Programs

Sponsored Programs

Campus	Fiscal Year	* Total Recovered IDC		** IDC Used For		IDC Used For		IDC Returned to		IDC Used For	
		Recovered IDC	Admin.	POST- Award Operation	PRE-Award Operation	Univ./ Academic Affairs	Other Purposes	Univ./ Academic Affairs	Other Purposes	Univ./ Academic Affairs	Other Purposes
		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Bakersfield	2015/16	764,226	University	6,969	3%	11,615,81	5%	116,158	50%	97,573	42%
Channel Islands	2015/16	232,316	University								
Chico	2015/16	2,700,154	Auxiliary	746,882	83%	86,000	10%	69,123,18	8%	-	0%
Dominguez Hills	2015/16	902,005	Auxiliary	486,791	50%	486,791	50%	-	0%	-	0%
East Bay	2015/16	973,582	University	1,573,631	54%	-	50%	1,103,823	38%	227,344	8%
Fresno	2015/16	2,904,798	Auxiliary	971,739	50%	-	0%	477,397	24%	511,520	26%
Fullerton	2015/16	1,960,656	Auxiliary	978,474	47%	-	0%	1,006,637	48%	98,643	5%
Humboldt	2015/16	2,083,754	Auxiliary	2,613,093	70%	420,942	11%	691,676	19%	-	0%
Long Beach	2015/16	3,725,711	Auxiliary	1,239,032	65%	309,758	16%	369,812	19%	-	0%
Los Angeles	2015/16	1,918,602	Auxiliary								
Maritime Academy	2015/16	978,164	University								
Monterey Bay	2014/15	1,088,910	Auxiliary	855,979	79%	-	0%	232,932	21%	-	0%
Northridge	2015/16	3,998,149	Auxiliary	1,949,612	49%	154,799	4%	1,893,738	47%	-	0%
Pomona	2015/16	1,341,152	Auxiliary	547,499	41%	394,671	29%	398,982	30%	-	0%
Sacramento	2015/16	2,054,378	Auxiliary	1,232,627	60%	368,000	18%	453,751	22%	-	0%
San Bernardino	2015/16	2,684,433	Auxiliary	2,036,717	76%	-	0%	410,787	15%	236,929	9%
San Diego	2015/16	19,208,189	Auxiliary	13,719,079	71%	2,434,464	13%	3,054,646	16%	-	0%
San Francisco	2015/16	3,661,130	University								
San Jose	2015/16	7,814,318	Auxiliary	4,914,300	63%	1,295,174	17%	1,003,038	13%	601,806	8%
San Luis Obispo*	2015/16	3,533,422	Auxiliary	1,604,700	45%	531,097	15%	1,700,501	48%	-	0%
San Marcos	2015/16	1,130,018	Auxiliary	757,074	67%	92,820	15%	280,124	25%	-	0%
Sonoma	2015/16	1,150,700	University	830,000	72%	-	0%	320,700	28%	-	0%
Stanislaus	2015/16	238,046	University	147,285	62%	27,228	11%	63,533	27%	-	0%

* From October Survey of Indirect Costs recovered by funding source from 2011/12 through 2015/16 - posted on SharePoint:

** POST-Award Operation: please include all post-award operation costs covered by IDC, even if outsourced to campus or other (e.g.: Accounting, Human Resources, Risk Management, etc.)

<https://csyou.calstate.edu/groups/rsp/IDCrate/SitePages/Home.aspx>
[ICR Library](https://icr.library)



CSU Campus Use & Distribution of Indirect Cost Recovered (ICR)

Externally Funded Research & Sponsored Programs

Average: 63%
Median: 62%

