

1994-95
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, April 6, 1995
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

1. Report on March 9-10, 1995, CSU Academic Senate Meeting - CSU Senator Erwin Kelly
2. Spring 1995 Schedule of Meetings (tentative):
 - April 27 (also 1995-96 Nominations)
 - May 4, 11 (also 1995-96 Elections), 18, 25

CONSENT CALENDAR

²⁴⁷
AS 95-18/UARTP, Ex. UNIVERSITY ARTP POLICY

To meet the President's concerns about several of the amendments of University ARTP policy adopted by the faculty in a referendum last Spring, the Academic Senate recommends revision of the several amendments as shown in Attachment A.

²⁸
AS 95-19/GPPC, Ex. DOUBLE LISTING OF COURSES

The Academic Senate recommends the following:

Double listing of courses is herein defined as allowing a 100-level course to be counted toward the degree at either the 100-level or the 200-level.

Departments shall be permitted to double-list courses under the following conditions and restrictions:

1. The double listing is a temporary measure, necessary because the department cannot offer its normal complement of 200-level courses for one of the following reasons:
 - a. lack of faculty due to sabbatical absences, retirements or resignations without replacement, illness, OR

- b. to fulfill obligations to graduate students completing a degree in a program which is in a temporary state of transition, or is being discontinued.
- 2. The course offered will have special requirements for work done by graduate students. The work required of graduate students should be substantially that which would have been required in a regular 200-level course.
- 3. No student may use the units for both undergraduate and graduate level credit.
- 4. The department has a regular Master's program.
- 5. Students in the Master's degree program are still required to have a minimum of half their degree units in regular (non double-listed) graduate level courses.

Departments wishing to double-list courses must gain the agreement of the school dean and the Associate Vice President for Research and Graduate Studies. Permission shall be granted for one semester at a time. The department's application for permission must specify:

- 1. the circumstances justifying the double-listing,
- 2. a description of the difference between the assignments for undergraduates and graduate students in the class, and
- 3. a description of the measures which the department plans to take in order to avoid the necessity for further double-listing. (Measures might include future hiring plans, prospects for interdisciplinary offerings to substitute for the missing 200-level course, and prospects for using distance learning technology.)

The Associate Vice President for Research and Graduate Studies shall annually report to the Curriculum Policies Committee on 1) the number of applications for double-listing, 2) the number of such applications granted, and 3) the actual and potential impact of any double-listing on CSUS graduate programs.

²⁸
AS 95-20/FisA, CC, Ex. PROGRAM CHANGES--UNDERGRADUATE

The Academic Senate recommends approval of the following program change proposal:

B.S. in Engineering Technology-Construction Management [FisA, 2/21/95; CC, 2/27/95, Ex., 3/21/95]:

To change total units requirement for the degree, due to the addition of the English 20 University requirement, as follows:

- 1) change course sequence: CM 40 before CM 30 and CM 235 before CM 136;
- 2) renumber CM 131 to 140 (also course name change) and CM 132 to 150;
- 3) delete CM 134, Engineering Applications in Construction, integrating content into CM 130 and CM 140; and
- 4) require ECON 1A (Introduction to Macroeconomics) or ECON 1B (Introduction to Microeconomic Analysis) in place of ENR 140 (Engineering Economics).

REGULAR AGENDA

Agreed ²⁵
AS 95-17/Flr. MINUTES

Approval of the Minutes of the meeting of March 16 (#13) and March ²³~~20~~ (#14), 1995.

Agreed ²⁹
AS 95-21/Ex. ^{File} PLURALISM--CSUS STRATEGIC PLAN GOAL (response to AS 94-50B)

The Academic Senate recommends adoption of the statement of position and ~~concomitant~~
~~policy~~ recommendations (Attachment B). The position statement and ~~policy~~
recommendations are in accordance with the CSUS Strategic Plan goal of Pluralism.

Agreed ³⁰
AS 95-22/Ex. EDUCATIONAL EQUITY AND FACULTY DIVERSITY, PRINCIPLES OF

The CSU, Sacramento Academic Senate endorses AS-2274-95, "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University" (Attachment C) adopted by the CSU Academic Senate at its meeting of March 9-10, 1995.

LANGUAGE APPROVED BY REFERENDUM:

5.05 Criteria for Retention, Tenure, and Promotion

B. Purpose of Evaluation for Retention, Tenure or Promotion

Evaluation is the act of ascertaining in each faculty unit employee seeking retention, tenure or promotion the presence to an acceptable extent of certain qualities and capacities. Generally speaking, these are: 1. breadth and depth of knowledge, 2. invention or creativity, and 3. an ability to investigate primary sources of understanding, to make and defend judgments and to articulate or otherwise present and apply them in an appropriate context.

E. No requirement not clearly and specifically stated and described in the discussion of Competent Teaching Performance, Scholarly or Creative Achievements, Contributions to the University or Contributions to the Community in a unit's ARTP document shall be applied to a faculty unit employee seeking retention, tenure or promotion.

RECOMMENDED REVISIONS TO REFERENDUM LANGUAGE:

9.01 In General

C. Evaluation is the act of ascertaining in each faculty unit employee seeking retention, tenure or promotion the presence to an acceptable extent of certain qualities and capacities. As they relate to competent teaching performance and scholarly or creative achievements, these are, generally speaking: 1. breadth and depth of knowledge, 2. invention or creativity, and 3. an ability to investigate primary sources of understanding, to make and defend judgments and to articulate or otherwise present and apply them in an appropriate context. (Please see Sections 5.05.E and 5.05.F of this document.)

5.05 Criteria for Retention, Tenure and Promotion

A. ... (Referendum language approved by President.)

B. Evaluators may not impose as a requirement in any RTP action anything not expressly identified as such in the appropriate primary or secondary unit document. Nothing in this subsection shall be construed to restrict the right to submit material to the file, and, therefore, to have such material considered at all levels of review.

AC. ...

BD. ...

CE. Competent Teaching Performance
(Please see Section 9.01.C of this document.)

...

DF. Scholarly or Creative Achievements
(Please see Section 9.01.C of this document.)

...

EG. ...

FH. ...

GI. ..

LANGUAGE APPROVED BY REFERENDUM:

6.06 Probationary Appointments

G. Each primary unit shall make clear to each applicant for a probationary appointment at the time of interview the performance requirements for retention, tenure and promotion specified in the currently approved ARTP document of the unit, the secondary unit which evaluates the faculty unit employees in the primary unit, and the University.

RECOMMENDED REVISIONS TO REFERENDUM LANGUAGE:

6.06 Probationary Appointments

E. At the time of interview on campus, each primary unit shall give to each applicant for a probationary appointment the written criteria for retention, tenure, and promotion specified in the currently approved ARTP documents of the primary unit, the appropriate secondary unit, and the University. (Note: Copying the pertinent parts of the several documents mentioned above and giving the copy to the applicant satisfies the requirement of this subsection.)

EF.

FG.

March 28, 1995

Report of ad hoc Committee on Pluralism

(Juanita Barrena, Edilberto Cajucom, Isabel Hernandez-Serna, Lila Jacobs, Harold Murai, Sylvia Navari, David Raske, Cirenio Rodriguez, Otis Scott, Don Taylor)

Charge (established by AS 94-50B): to develop a Senate position and policies as needed related to the Strategic Plan goal of pluralism that include, but are not restricted to: consideration of faculty/discipline based efforts and university support systems to improve retention and graduation of students from underrepresented groups; and activities/programs that foster a strong sense of mutual understanding and appreciation for diversity.

Position Statement:

CSUS, as an educational institution, is committed to the goal of "pluralism" as stated in the Strategic Plan of CSUS. In support of the goal, CSUS supports programs dedicated to the achievement of "Educational Equity", and recognizes that such programs are integral and necessary to the accomplishment of the educational mission of a University committed to the values and principles underlying the goal of "pluralism". However, in order for CSUS to truly achieve the goal of pluralism, responsibility for Educational Equity cannot be relegated solely to special and categorical programs, but must be held by all and reflected throughout the administrative and academic procedures and programs of the university.

Policy Recommendations

To realize/actualize the intent of the Position Statement, the Academic Senate recommends that processes be initiated wherein:

1. CSUS develop institutional goals and measures by which it can hold itself/academic units accountable for achieving and sustaining identifiable benchmarks of Educational Equity.
2. CSUS recognize through regular institutional support those programs that routinely and regularly assist the university in achieving its goal of Educational Equity.
3. CSUS create a supportive environment and incentives for departments/instructional programs which encourage, assist, and achieve its goal of Educational Equity.
4. CSUS create a supportive environment and incentives that encourage the efforts of individual faculty members in assisting the university in achieving its goal of Educational Equity.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2274-95/Floor
(Barrena, Spear, Young, Dinielli)
March 9-10, 1995

Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University

RESOLVED: That the Academic Senate of the California State University adopt the attached position paper titled, "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University", and affirm the principles contained in the position paper as follows:

1. The CSU should encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate education.
2. The CSU should actively seek to enroll a student body that is academically qualified and reflects the cultural, racial, ethnic, economic, geographic, and social diversity of the State.
3. The CSU should make particular efforts to provide access to education and the opportunity for educational success to those who have been and are currently underrepresented in higher education.
4. The CSU should seek to recruit and retain a faculty of the highest quality which increasingly reflects the ethnic and cultural diversity of the State.
5. Educational Equity Programs and Faculty Diversity Programs in the CSU should actively seek and support qualified students and faculty who might otherwise not have the opportunity to be a part of the CSU.
6. Educational Equity Programs and Faculty Diversity Programs in the CSU should attempt to address problems of access and barriers to employment faced by persons from groups who have been and are currently underrepresented in higher education; and be it further

RESOLVED: That the Academic Senate CSU request that the Chancellor and the Board of Trustees affirm and endorse the position paper, and continue to implement the principles embodied in, "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University"; and be it further

RESOLVED: That the Academic Senate CSU assist the Chancellor in identifying faculty whose testimony may lead to a better understanding of the purpose, nature, and value of Educational Equity Programs and Faculty Diversity Programs in the CSU.

POSITION PAPER

Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University

The mission of the California State University is to "encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study" (CSU Mission Statement). In support of this mission, the CSU "seeks out individuals with collegiate promise who face cultural, geographical, physical, educational, or personal barriers to assist them in advancing to the highest educational level they can reach" (CSU Mission Statement). This mission was reaffirmed in the 1989 report "California Faces...California's Future..." and subsequent statutes based on this report (primarily AB 617) in relation to California's changing demographics. In recognition of the fact that California is becoming a State with a new multicultural majority, and that the State's future depends upon ensuring that students are prepared for an international, multicultural society, the CSU has in place a number of programs that make particular effort to address problems of access to the University and barriers to employment faced by persons from groups who have been and are currently underrepresented in higher education.

Programs in the CSU that address concerns about student access and educational success are commonly referred to in the CSU as "Educational Equity Programs". Examples include programs like "The Student Affirmative Action Program", California Academic Partnership Program", and the "Educational Opportunity Program". Programs that address concerns regarding the recruitment and retention of a diverse faculty are commonly referred to as "Faculty Diversity Programs". Faculty Diversity Programs include programs like the "Nondiscrimination and Affirmative Action

Programs in Employment" governed by EO 340, "The Forgivable Doctoral Loan Program", and "The Faculty Development Affirmative Action Program".

In the case of both Educational Equity and Faculty Diversity Programs the aim is to achieve and continuously maintain a diverse student body and faculty. The principle that guides Educational Equity Programs is embodied in Section 66205 of the Education Code as follows: to enroll a student body that meets high academic standards and reflects the cultural, racial, economic, geographic, and social diversity of the State. In the case of Faculty Diversity Programs, the guiding principle is articulated in CSU Board of Trustees Policy adopted in 1988 as follows: "to employ a faculty of the highest quality which increasingly reflects the ethnic and cultural diversity of the State". Educational Equity and Faculty Diversity Programs in the CSU are mainly of the "voluntary" type, do not set quotas, and do not establish "preference" solely on the basis of race or gender. Rather, they are programs that actively seek and support qualified students and faculty who might otherwise not have the opportunity to be a part of the CSU, and thereby benefit from and contribute to the CSU.

Over the past year, programs subsumed under the general title of "Affirmative Action Programs" have been the subject of intense public debate, and numerous legislative efforts that deal with matters related to such programs are underway (e.g., AB 211/SB 939, ACA 2/SCA 10, AB 1793, ACA 16). Although the Academic Senate of the CSU (ASCSU) does not choose at this time to take a position in support of, or in opposition to, specific pieces of proposed legislation, the ASCSU does consider it imperative at this time to assert its position on the principles that govern the Educational Equity Programs and Faculty Diversity Programs of the CSU and to reaffirm its commitment to the continuation of these programs.

Specifically, the ASCSU supports the following principles that guide Educational Equity and Faculty Diversity Programs in the CSU:

1. The CSU should encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate education.
2. The CSU should actively seek to enroll a student body that is academically qualified and reflects the cultural, racial/ethnic, economic, geographic, and social diversity of the State.
3. The CSU should make particular efforts to provide access to education and the opportunity for educational success to those who are historically and currently underrepresented in higher education.
4. The CSU should seek to recruit and retain a faculty of the highest quality which increasingly reflects the ethnic and cultural diversity of the State.
5. Educational Equity Programs and Faculty Diversity Programs in the CSU should actively seek and support qualified students and faculty who might otherwise not have the opportunity to be a part of the CSU.
6. Educational Equity Programs and Faculty Diversity Programs in the CSU should attempt to redress problems of access and barriers to employment faced by persons from groups who have been in the past and are currently underrepresented in higher education.

CFA Rejects Chancellor's "Final Offer"— Chapters Called to Action!

by Gerie Bledsoe,
CFA General Manager

cfa

The following is an excerpt from the CFA Bulletin which will be printed in full and distributed to the campus later this week.

The CFA Delegate Assembly, meeting in Los Angeles April 1-2, overwhelmingly rejected Chancellor Barry Munitz's "best and final offer" to settle the current contract negotiations. The delegates also expressed their full support and "deep appreciation" for the efforts of the CFA Bargaining Team in the negotiations which began last May. The delegates then called on CFA chapters to take all necessary actions immediately to help produce a fair contract settlement. This action followed a March 28 filing by the Chancellor's representatives of a "declaration of impasse" with the California Public Relations Board, asking for intervention by a state mediator, as the first step in a potentially lengthy impasse resolution procedure. "We were willing to continue normal negotiations," CFA President Pat Nicholson told the Assembly, "but we will certainly work with a state mediator to convince the Chancellor that his last offer is seriously flawed and that under these terms a settlement is not possible."

Sticking Points In Negotiations

Among the unacceptable positions the Chancellor is insisting on, Nicholson underscored the following regarding salary:

- Implementing a complicated "performance-based" salary system and pay schedule at the beginning of the next academic year.
- Allowing presidents to determine standards and criteria for a "performance-based" salary increase if the senate fails to recommend the same by October 15, 1995. Presidents could also make salary awards absent a recommendation by a faculty committee.
- Refusing unit members the right to file a grievance over a denial of salary increase for outstanding service following a favorable recommendation by a faculty committee.
- Negotiating the entire salary package each year, thereby denying unit members any normal expectation of even a small pay raise. "

Should Salaries Be Negotiated Each Year?

"The Chancellor's demand to negotiate the whole salary package each year is a serious

problem," says Dave DuFault, chair of the CFA Bargaining Team. "Newer faculty members and those who are not at top step are entitled to a salary increase each year—as long as they make satisfactory progress toward promotion and tenure. How else can they plan for the future?" The Governor has promised the CSU a two percent budget increase next year, followed by three years at four percent. "Surely the Chancellor can designate some of these funds for full or partial salary step increases," DuFault added. At present CFA is insisting on at least one full salary increment on the current schedule for all eligible unit members.

A Call For Action

CFA Assembly delegates also agreed unanimously to return to their campuses to rally their colleagues in support for CFA's bargaining team. "Faculty have to convince the Chancellor and Trustees that major changes in the salary schedule must be accompanied by concessions in other areas," said Tim Sampson, CFA Secretary and campaign strategist. "If the administration insists on forcing a merit scheme on the

faculty next year, the faculty are entitled to having their employment rights and benefits enhanced," stated President Nicholson. "If the CSU receives a larger state appropriation, we might be more creative at the bargaining table. But with the Chancellor stuck at a 1.2% general salary increase and the equivalent of only a 1/2 step increase on the current schedule, we simply cannot rationalize taking money out for merit pay. One way or the other, the Chancellor must find additional funds to pay for his plan and agree to other benefits appropriate to a major university," Nicholson concludes.

cfa

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(as of April 10)

CFA Bulletin

Sacramento Chapter

cfa

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April 6, 1995

FACULTY ALERT! This is the second in a series of weekly reports published by the CSU Sacramento Chapter of the California Faculty Association.

The California Faculty Association held the statewide Delegate Assembly this past weekend in Southern California. This bulletin includes a view of the current contract situation as seen through the eyes of CFA Sacramento Chapter President George Kostyrko. Excerpts from CFA General Manager Gerie Bledsoe's latest bargaining update have also been included. A CFA Bulletin from headquarters, which includes the full text of Bledsoe's update, will be issued to all faculty when returned by the printer this week.

cfa

A Message From George J. Kostyrko— Your CFA President

"To be or not to be, that is the question." This is precisely the predicament CFA finds itself in today.

The chancellor's office unilaterally has declared an impasse in the contract negotiations, hoping to "bust the union" and add a feather in the cap of presidential hopeful 'Wily' Wilson (he wants to emulate the Great Communicator who became president after being Governor of California). In what I perceive to be an unethical if not uncollegial approach, the administration (henceforth known as the "owners") put a new 34 step faculty salary schedule on the table to

replace the current 20 step one, with the proviso of achieving more than one teeny step by so called merit. This would come at the discretion of the president and could not be grieved. In effect, this procedure officially separates rank from pay. You know that defacto separation has already occurred when several past MSA's were not granted. During almost a year of previous negotiations, before the Chancellor's latest tactic, bargaining produced some substantial agreements. Now, the owners have made it clear that this is a "take it or leave it" offer and that any contract agreement must include their new salary schedule

and a merit system. CFA (henceforth known as the "players") can not accept that offer.

I understand that there is a funding problem for the CSU system and that the money allocated to fund salary increases for the faculty is much smaller than in the past. You also know that it costs \$30,000 per year to house a criminal and much less than that to educate the students who, with their parents and other citizens of the state of California, are the real owners of CSU. It is for this reason that we must contact our representatives and members of key legislative committees to request, or beg if necessary, an augmentation to the CSU budget of \$5 million, a minuscule percentage of the billion dollar CSU budget.

I ask you to actively participate and join me in reaching a fair settlement. "Keep those cards and letters coming" to Chancellor Munitz. E-Mail won't hurt either. The address information is provided elsewhere in this bulletin. Stay tuned to our weekly bulletins for further information as to how, when and where you can act to help yourself and other faculty.

Act Now To Protect And Enhance Your Rights And Benefits!

Write, fax, e-mail or call Chancellor Munitz or
Mr. R.J. Considine, Chair of the Board of Trustees—
400 Golden Shore, Long Beach, CA 90802-4275

Ph: (310)985-2500

Fax: (310)985-2808

joy_phillips@qm.calstate.edu

**Insist that Munitz exercise some
leadership to settle these negotiations!**

Call (310)410-1465 for the CFA Crisis Hot Line!

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CFA Delegate Assembly
Adopted April 2, 1995

WHEREAS, the Chancellor and CSU Trustees have insisted on a contract settlement that includes a position on salaries and other contract articles that the CFA cannot accept, and

WHEREAS, the CFA has offered the Chancellor a counter-proposal that holds promise of a mutually acceptable settlement;

THEREFORE, be it hereby resolved by the CFA Delegate Assembly that:

The CFA Bargaining Team reject the "best and final" offer in contract negotiations made by the Chancellor's representatives on March 17, 1995 as being contrary to the best interests of the University, its faculty and students, and

FURTHERMORE, that the CFA Bargaining Team is encouraged to seek a settlement based on the following concepts and considerations:

Salary

- 1) service-based salary adjustments, as proposed, should be guaranteed annually for the duration of the contract;
- 2) the standards and criteria for any performance-based salary increases should be effectively established by campus Senates within reasonable time limits;
- 3) any performance-based salary increase should be effectively based upon a recommendation by appropriate faculty committees;
- 4) a faculty member should have the right to file a grievance over a decision by the campus president not to award a performance-based salary increment that was recommended by the appropriate faculty committee;
- 5) any salary schedule adopted by the parties should specify minimum and maximum salaries by rank, and allow a faculty member to reach the top of the schedule within an appropriate period of time upon satisfying the standards and criteria for advancement and promotion;
- 6) a joint committee on faculty compensation should be authorized to recommend remedies to resolve any immediate problems or to improve the overall compensation system;

Other Issues

- 1) an opportunity should be provided for additional job security for lecturers without weakening the right of careful consideration;
- 2) there should be a significant increase in the notice period for layoff of tenured faculty for lack of funds or lack of work;
- 3) additional CSU resources should be allocated for supporting CFA chapters;
- 4) there should be a re-consideration of the salary status and professional development opportunities for counselors and other groups in the bargaining unit;
- 5) there should be a renewed effort to attain terms and conditions of employment that correspond to the reasonable needs of a diverse, professional workforce, e.g., appropriate amounts of paid maternity and bereavement leave; satisfactory vision and dental benefits, including options for domestic partners; and adequate funding of professional development programs, in particular.

FURTHERMORE, the Delegate Assembly expresses its full support of the CFA Bargaining Team and its deep appreciation for its efforts over these past eleven months of negotiations. The Delegate Assembly calls upon all CFA chapters to convene meetings of faculty members to discuss these issues and related questions, such as the future of the University and the faculty's role therein, and to adopt appropriate methods of demonstrating support for the CFA Bargaining Team's continued good faith attempt to gain a contract that advances the professional and economic interests of the CSU faculty.

THE CALIFORNIA STATE
UNIVERSITY
PROPOSED SALARY STRUCTURE

Appendix C

Collective Bargaining ID RO3
Instructional Faculty-Academic Year

		Current Schedule		Proposed Schedule				
		Steps	Rates	Rates	Steps			
A S S O C I A T E O F P R O F E S S O R S	A	6	32,712	32,712	1			
	S			33,480	2			
	S	7	34,236	34,236	3			
	I			35,052	4			
	S	8	35,868	35,868	5			
	T			36,720	6			
	P	9	37,560	37,560	7			
	R	10	39,360	38,460	8	R		
	O			39,360	9	A		
	A	11	41,184	40,272	10	N		
	S	E		41,184	11	G		
	S	S	12	43,164	42,180	12	E	
	O	S		43,164	43,164	13		
	C	R	13	45,216	44,196	14	F	
				45,216	45,216	15	O	
	P		14	47,376	46,296	16	R	
	R			47,376	47,376	17		
	O		15	49,632	48,504	18	A	
	F			49,632	49,632	19	L	
	E	P	16	52,044	50,844	20	L	
S	R		52,044	52,044	21			
S	O	17	54,516	53,280	22	R		
O	F		54,516	54,516	23	A		
R	E	18	57,156	55,836	24	N		
	S		57,156	57,156	25	K		
	S	19	59,916	58,536	26	S		
	O		59,916	59,916	27			
	R	20	62,784	61,356	28			
			62,784	62,784	29			
				64,260	30			
				65,772	31			
				67,320	32			
				68,904	33			
				70,524	34			

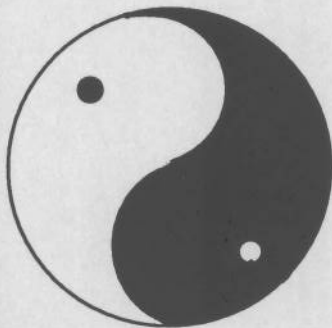
Health Fair '95

Tuesday, April 18

9 a.m. — 3 p.m.

University Union Redwood Room

- Sexual Health
- Stress Management
- Rape Prevention Education
- Body Fat Determination
- Cholesterol Testing
- Blood Pressure
- Cancer Awareness
- Drug Prevention
- Breast Self Exam
- Personal Safety
- Computer Lifestyle Assessment



Health-Live it!

Sponsored by CSUS Suzanne A. Snively Health Center, CSUS Division of Nursing, and Associated Students Inc.