

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 8:30 a.m., Wednesday, January 29, 2025
Glenn S. Dumke Conference Center

Diego Arambula, Chair
Darlene Yee-Melichar, Vice Chair
Raji Kaur Brar
Douglas Faigin
Wenda Fong
Mark Ghilarducci
Lillian Kimbell
Jonathan Molina Mancio
Sam Nejabat
Yammilette Rodriguez
Christopher Steinhauser

Consent 1. Approval of Minutes, *Action*
2. Strategic Enrollment Planning, *Information*

Discussion 3. Amendment to the Constitution of the Academic Senate of the California State University, *Information*
4. Year of Engagement: Reimagining Student Success, *Information*
5. Research, Scholarship and Creative Activities, *Information*
6. Intercollegiate Athletics, *Information*

**MINUTES OF THE MEETING OF THE
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

November 20, 2024

Members Present

Diego Arambula, Chair
Darlene Yee-Melichar, Vice Chair
Raji Kaur Brar
Douglas Faigin
Wenda Fong
Mark Ghilarducci
Sam Nejabat
Yammilette Rodriguez
Christopher Steinhauser

Mildred García, Chancellor
Jack B. Clarke, Jr., Chair of the Board

Trustee Arambula called the meeting to order.

Public Comment

All public comments took place at the beginning of the meeting's open session, prior to all committees.

Consent Agenda

The minutes of the September 25, 2024, meeting of the Committee on Educational Policy were approved as submitted.

Discussion Agenda

Item 2 – The CSU’s Commitment to Fostering Healthy Discourse and the Exchange of Ideas

Deputy Vice Chancellor of Academic and Student Affairs and Chief Student Affairs Officer Dilcie D. Perez began the presentation by providing an update on the status of the policy. Since being issued, the policy has remained in an interim status while Labor Relations staff continue the meet-and-confer process with collective bargaining units, and the policy has received multiple updates based on feedback from the community. Dr. Perez explained that the policy had recently been updated based on previously submitted feedback and that members of the community are welcome to continue submitting feedback to the policy workgroup. The revision clarifies the policy regarding the use of face coverings and ensures that the policy will not be utilized as a tactic by the university to contact, detain, question, request identification from, discipline or arrest any individual based on any protected status or immigration status.

Another condition of the policy required each university to identify an individual to serve as a Designated University Official, with the responsibility to provide oversight, implementation and enforcement of the policy. To exemplify this work, Vice President for Student Affairs and Enrollment Management at San Francisco State University Jamillah Moore shared the ways that San Francisco State supports freedom of expression, activism and education. Dr. Moore emphasized that the goal of these efforts is to create a culture focused on constructive engagement across the campus. Dr. Perez concluded the presentation with thanks to Dr. Moore, President Lynn Mahoney and the entire team at San Francisco State for their presentations. She also thanked all the universities for their commitment to freedom of speech and expression.

There were no questions or comments from the board following the presentation.

Item 3 – Graduation Initiative 2025 Data Reveal

Dr. Perez introduced the presentation of the annual report on the CSU’s progress toward Graduation Initiative 2025 goals. As a result of this systemwide work, enrollment and graduation rates have increased for students from all backgrounds, and students are earning their degrees sooner. Dr. Jennifer Baszile, associate vice chancellor for Student Success and Inclusive Excellence, prefaced the graduation rate data with a comparison of the six-year graduation rates of the CSU and similar public university systems. The contrast demonstrated the achievements of the CSU’s student success work and contextualized the effectiveness of those efforts. Dr. Baszile shared the graduation rates for four-year and six-year freshmen students, the graduation rates for two-year and four-year transfer students, and the equity gaps for Pell-eligible students and for students from historically underserved communities. Although the term “first-time, first-year students” is preferable to “freshmen” and the phrase “historically underserved students” is an aggregate representation of the data, these terms are being used in accordance with the categories that were used from the outset of Graduation Initiative 2025 to maximize continuity and clarity in reporting the results.

Following the presentation, Trustee Lopez inquired about the availability of data to inform why the six-year graduation rate has remained stagnant at the 61% to 63% range for the 2012 to 2018 time period through the 2018 to 2024 time period, as well as the availability of data about students who do not graduate in six years or who “stop out”. Trustee Yee-Melichar requested more information about how the CSU is implementing the Graduate365 tool and how to enhance its utility in supporting more students’ progression to graduation. Trustee Rodriguez pointed out recent increases in the Native American student population and graduation rate. She suggested exploring the promising practices that influenced those gains to potentially implement them at scale. Trustee McGrory asked about how the CSU tracks students who start at one campus and graduate from another, and whether those students are included in the reported graduation rates. Trustee Steinhauser advocated for student success programming curated to serve the Latinx student population across the system. Similarly, Trustee Gilbert-Laurie advocated for programming with an emphasis on supporting male student success.

Item 4 – Year of Engagement: Reimagining Student Success

Dr. Perez opened the presentation with an overview of the Year of Engagement’s goal to yield a new definition of student success and inform a holistic student success framework, including metrics, which is intended to guide the mission-critical work of the CSU system for the foreseeable future. The initial discovery phase of the Year of Engagement is concluding, and the focus is shifting to synthesizing the findings and developing a first draft of the new Student Success Framework. Deloitte’s Principal of Higher Education Practice Pete Fritz highlighted key insights from Deloitte’s conversations with the CSU Board of Trustees, as well as providing takeaways from the Graduation Initiative 2025 symposium and analysis of student stop-out data. The conversations with Trustees resulted in five actionable implications that will shape the development of the new Student Success Framework. Feedback from the symposium resulted in three primary areas of focus relevant to the Framework, including a shared definition of student success, approaches for building more equitable universities and the identification of metrics that would allow the CSU to measure its progress. Mr. Fritz noted several dichotomies that indicate where the Framework could effectively address impediments to student success outcomes. From a financial perspective, preliminary data analyses affirmed that students who don’t complete their degree programs lose the opportunity to earn higher lifetime earnings and revealed that student attrition also costs the CSU system in terms of lost revenue. Therefore, mitigating the attrition rate and improving outcomes for students would, in turn, improve outcomes for the CSU and for the state. Dr. Perez concluded the presentation with an overview of the next steps in drafting the Student Success Framework.

Following the presentation, Trustee Gilbert-Lurie requested talking points based on the data shared in the presentation to support advocacy, particularly for informing conversations regarding the purpose, worth and return on investment of a higher education. Trustee Yee-Melichar suggested using the Year of Engagement data to identify scalable practices to increase student success across the diverse communities that the CSU serves. Trustee Lopez noted that wage reforms and inflation should be considered when calculating potential returns on

investment and suggested identifying other success metrics besides increases in wages or revenues. Trustee Faigin echoed Trustee Lopez's remarks and promoted expanding the metrics used to quantify the value of a higher education to include benefits such as increased critical thinking skills, becoming productive citizens and expanding positive cultural exchanges.

Item 5 – The California Cradle-to-Career Data System and CSU Enrollment Planning

Deputy Vice Chancellor of Academic and Student Affairs and Chief Academic Officer Nathan Evans began the presentation by describing the CSU's enrollment patterns from the 2017-18 academic year to the present. In addition to data-informed decision-making and campus-based efforts, the CSU is working to maximize partnerships to address enrollment challenges and improve retention systemwide. The creation of the California Cradle-to-Career Data System (C2C) has allowed the CSU to analyze a high volume of statewide data to better inform policy, practice and student success outcomes. Executive Director of the California Cradle-to-Career Data System Mary Ann Bates provided an overview of C2C's areas of work, partnerships and the data analysis tools used to support C2C's purpose to foster evidence-based decision-making to help Californians build more equitable futures and empower individuals to reach their full potential.

Dr. April Grommo, assistant vice chancellor for Strategic Enrollment Management, provided an update on the CSU's strategic enrollment efforts, including an innovative direct admissions pilot program launched in partnership with the Riverside County Office of Education. The program offers CSU-eligible high school seniors at every public high school in Riverside County admission to 10 participating CSUs for the fall 2025 term. There are plans in the future to scale the pilot program statewide through a grant awarded by the Lumina Foundation as part of the Great Admissions Redesign Competition. Dr. Grommo introduced the newly formed CSU Strategic Enrollment Advisory Council, which is working with the Education Strategy Group, a nationally engaged strategic partner organization for educational planning, to develop a multiyear strategic enrollment plan for the CSU system. Dr. Evans concluded the report by thanking Trustee Steinhauser and CSU San Marcos President Ellen J. Neufeldt for their leadership of the new Strategic Enrollment Planning Advisory Council and expressed appreciation to all the partner organizations that are contributing to the CSU's strategic enrollment planning efforts.

Following the presentation, Trustee Lopez asked whether students are notified of their financial aid package when they receive their admission notice and whether or not financial aid data is also being shared with C2C. Trustee Rodriguez asked if data on subgroups that may or may not be included in the discovery phase are included in the work with C2C, such as students who are parents, those who receive WIC benefits, etc. Trustee Adamson suggested adding an alumni representative to the Strategic Enrollment Management Advisory Council if one has not already been appointed. Trustee Nejabat commented on the enrollment brochure campaign and suggested expanding the content to include information about college funding.

Trustee Arambula adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Strategic Enrollment Planning

Presentation By

Nathan S. Evans
Deputy Vice Chancellor, Academic and Student Affairs
Chief Academic Officer

April Grommo
Assistant Vice Chancellor, Strategic Enrollment Management

Summary

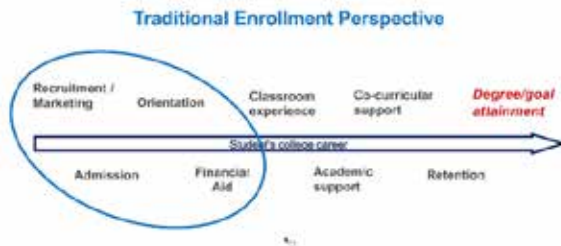
Along with colleges and universities across the nation, the California State University (CSU) continues to encounter a variety of challenges that impact student enrollment. They include, among others:

- Shifts in the public perception of the value of a college degree.
- Declining participation in higher education and the “demographic cliff.”
- The politicization of higher education policy.
- And continuing concerns regarding student readiness and well-being, post-pandemic.

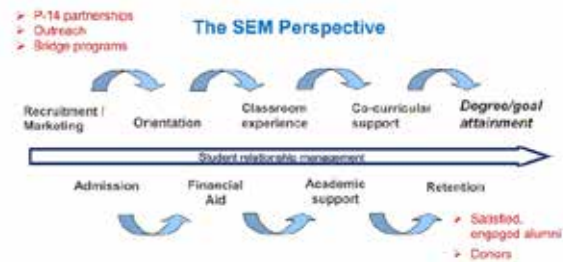
These challenges are exacerbated by budgetary constraints at both the state level and those stemming from enrollment declines and increasing institutional costs. The challenges are evident, but so is the opportunity that lies ahead for the CSU. This is a rare, transformational moment in which the CSU can reimagine its future not just this year or next, but into the following decade, and chart a bold and innovative path forward.

Historically, enrollment management at colleges and universities has primarily focused on marketing and recruiting new students. The CSU is taking a different and life-cycle approach and is committed to supporting students’ holistic experience—from early outreach through degree completion. Strategic Enrollment Management (SEM) is a concept and process that enables the fulfillment of institutional mission and students’ educational goals. The California State University Office of the Chancellor (CSUCO) requires a systemwide strategic enrollment management plan, sufficiently responsive to the growing complexities and demands generated by shifting demographics, the projected knowledge gap in California’s workforce and the lingering impacts of the pandemic.

Implications: Retention and Student Success



Implications: Retention and Student Success



The CSU is working with a full-service strategic planning firm with extensive expertise and experience in statewide or systemwide higher education strategic enrollment forecasting, modeling and planning. The selected firm is supporting the Chancellor’s Office in the development of a systemwide SEM model and plan. This plan will consider current best practices in SEM, as well as incorporating feedback and input gathered from various systemwide and external stakeholders. SEM efforts must take into consideration the system and campus characteristics and context. The systemwide efforts are in no way intended to supplant or contradict campus-based strategic enrollment planning efforts but to provide vision and support for those efforts. The SEM plan will also inform and shape academic planning by using and leveraging data.

Education Strategy Group

In May 2024, the CSUCO partnered with Education Strategy Group (ESG), a nationally engaged strategic partner organization for educational planning. ESG is also collaborating with The Burning Glass Institute, American Association of College Registrars and Admissions Officers (AACRAO) Consulting and Yes& to develop a unified and cohesive vision for the CSU’s SEM plan. Collectively, this group is referred to as the SEM Partner Collaborative.

CSU System SEM Collaborative



The SEM Partner Collaborative and SEM Advisory Council will assist in developing a model and plan that will include, but is not limited to:

1. Setting forth a statewide, systemwide strategic vision from which regional and campus strategic enrollment planning and academic programming can take place.
2. Developing recommendations related to the role and resources for a systemwide SEM organizational infrastructure based on the unique needs of the CSU.
3. Analysis and recommendations on the external environment contributing to current challenges and that could lead to future enrollment challenges.
4. Evaluation of the state and regional postsecondary attainment, capacity and higher education landscape in California and recommendations to best compete.
5. Supporting a rigorous review of CSU's existing policies and practices relative to strategic enrollment management and recommendations for potential revisions.
6. Assessing current outreach, recruitment, admissions and financial aid efforts through the lens of various perspective student populations.
7. Providing recommendations for engagement of K-12 schools, college access and promise programs, community-based organizations (CBOs), California Community Colleges, adult learners, PK-14 students, parents, donors, alumni and other community partners.
8. Providing recommendations and guidance to align marketing and public relations initiatives with enrollment goals.
9. Recommending long-term data strategies and operations to support the CSUCO and our 23 universities in all aspects of the enrollment planning.
10. Assessing and providing recommendations on data and processes to better align academic program development with regional and state employment projections and workforce needs, including data needed to evaluate future programs.

11. Completing an analysis and providing recommendations on opportunities for the creation of multi-campus development and delivery of academic programs, including online programs.
12. Incorporating current and future CSU efforts such as Graduation Initiative 2025 and Black Student Success into the SEM model and plan.
13. Providing recommendations on best practices for iterating, implementing and monitoring strategic enrollment management efforts, both tactical and strategic.
14. Recommendations for system and university resources that will be needed to sustain focused and disciplined SEM efforts.
15. Providing a detailed implementation outline.

SEM Partner Collaborative

The CSU's team of partners have already launched work on foundational elements of this project. Their milestones include:

- Understanding and connecting the strategic enrollment management project to other CSU initiatives underway.
- Developing the draft Theory of Change to articulate envisioned outcomes and to identify inputs, activities and intermediate outcomes. The Theory of Change provides a useful resource to ensure that discussions and decisions tie in with expected outcomes.
- Developing a plan for engaging stakeholders across the CSU system to inform recommendations.
- Completing desk research, initial data analysis and landscape mapping to identify best practices across other systems, and to provide examples of the kind of information that the CSUCO might consider.

CSU SEM Advisory Council

The newly formed CSU SEM Advisory Council will contribute ideas and perspectives to support the development and implementation of a comprehensive SEM plan for the entire CSU system. The advisory council—led by co-chairs CSU Trustee Christopher J. Steinhauser and California State University San Marcos President Ellen J. Neufeldt—consists of representatives from the CSU, K-12, nonprofits and community colleges. They are:

- Ellen Neufeldt, President, CSU San Marcos & Advisory Council Co-Chair, CSU
- Christopher Steinhauser, Trustee & Advisory Council Co-Chair, CSU
- Elizabeth "Betsy" Boyd, Professor, Chico State, College of Agriculture
- Lisa Cardoza, President, American River College
- Tyler Coari, Student, Cal State Student Association, Cal Poly San Luis Obispo
- Keith Curry, President, Compton College
- Michael Davies-Hughes, Superintendent, Humboldt County Office of Education

- Nathan Evans, Deputy Vice Chancellor, Academic and Student Affairs and Chief Academic Officer, California State University Chancellor's Office
- Christina Gonzales, Vice President for Student Affairs, Cal Poly Pomona
- April Grommo, Assistant Vice Chancellor for Strategic Enrollment Management, California State University Chancellor's Office
- Arwa Hammad, Student, Cal State LA
- Sacha Maria Joseph-Mathews, Vice President and Chief Diversity, Equity & Inclusion Officer, Stanislaus State
- Jill Leafstedt, Dean, Extended University, CSU Channel Islands
- Kenyatta Lovett, Principal, ESG
- Edward Mills, Vice President for Strategic Enrollment, Sonoma State
- Beth Steffel, Associate Professor, Art and Design, Cal State San Bernardino
- Amy Sueyoshi, Provost, San Francisco State
- Ashish Vaidya, President and CEO, Growing Inland Achievement

The council began meeting in July 2024. In her remarks to the advisory council, CSU Chancellor Mildred García reiterated their charge:

- Reviewing current enrollment trends, demographics and workforce data and projections across the nation, state and campuses to identify opportunities for the CSU to meet those realities.
- Identifying thematic barriers and opportunities systemwide that call for new strategies that optimize enrollment, retention, completion and economic mobility.
- Providing input and reflections on strategies and initiatives to attract and retain diverse student populations and address identified barriers to enrollment and retention.
- Reviewing campus and community leaders' feedback regarding the potential of the CSU system to improve its standing as a leading option for higher education and a primary driver of economic mobility.
- Recommending opportunities that can facilitate the strategic enrollment plan implementation at the system and university levels.

Harnessing the CSU's "Systemness"

Developing a systemwide strategic enrollment management plan will complement the CSU's broader long-term planning. Working with higher education consultant SOVA, the CSU kicked off a year-long effort to develop a three-year systemwide strategic plan, the first in more than a decade. This plan will offer a guiding framework for alignment across campus-level plans while allowing universities to address their unique needs and serve their communities. It will define the CSU's overarching vision—providing clarity and ensuring that all constituents and stakeholders understand the CSU's identity, values and strategic priorities, as well as how we intend to advance those priorities.

Supporting and woven throughout the overarching strategic plan will be the numerous initiatives the CSU has launched to harness the talents, strengths and most promising practices of our 23 universities—and to capitalize on our “systemness.” These current efforts include:

- The Graduation Initiative 2025 Year of Engagement;
- The Financial Aid Strategic Workgroup;
- The *Finish Strong* Community of Practice;
- The *Second Start* Community of Practice;
- PACE workforce initiatives;
- Information technology strategic planning; and
- Multi-University Collaborations.

Strategic enrollment planning will also be essential to this larger strategic planning effort. This is an opportunity:

- To lean into our mission, and to seek out spaces where there is still opportunity to grow, innovate, create efficiencies and target our resources for maximum success.
- To consider students who we’re not serving today, as well as those we do—and to meet them where they are in every way.
- To take a holistic view of student recruitment, retention, graduation and career success, including how we plan our academic programs, how we build relationships with employers and intersegmental partners, what’s happening with our state’s and nation’s demographics, and the changing marketplace of alternate educational opportunities that are becoming increasingly available to our potential students.
- To align with national conversations around degree attainment, the value of a college degree and the power of higher education to meet evolving workforce demands and ensure economic mobility for all.

Key Themes for Strategic Enrollment Planning

Trustee Steinhauser, Chancellor García and President Neufeldt provided four key themes that will guide to the advisory council and consultants in addressing all aspects of the plan.

1. The current approaches to enrollment management call for maximizing enrollment streams and prioritizing student populations critical to the long-term success of the CSU system. This means optimizing traditional student enrollment streams in collaboration with our K-12 and community college partners. And it also means developing effective strategies to meet the needs of adult and working learners by maximizing non-credit, online and other opportunities.
2. The positive impact and contribution of the CSU system are often unclear to many Californians. This requires the development of clear and compelling value statements to highlight the value of the CSU system as a primary driver and opportunity for economic mobility.

3. To take enrollment efforts to the next level, the CSUCO will need to expand support to its 23 universities in building capacity, expediting bureaucratic processes and coordinating resources.
4. To ensure that our universities are able to collectively make progress toward enrollment goals, our final plan must include well-structured building blocks for feasible and effective action.

Timeline for the SEM Plan

The CSU and ESG intend to complete the systemwide SEM plan by fall 2025. At the same time, ESG is proposing a complementary timeline for the recommendation development, review and approval process that includes three major milestones.

Throughout the first two quarters of 2025, ESG will complete all the foundational activities of the project that center on desk research, analysis and stakeholder feedback. These learnings will inform, guide and support the draft set of recommendations. At the same time, ESG will begin working with CSUCO leadership, the CSU SEM Advisory Council and other critical stakeholders to iterate and refine the list of recommendations that will be part of the final CSU SEM Plan.

1. By June 30, 2025: Share draft recommendations with the Leadership Team and Advisory Council Co-Chairs.
2. August 2025: Review, revise draft recommendations and prepare materials to present to Chancellor Garcia.
3. September 2025: Prepare a final presentation to the CSU Board of Trustees.

Conclusion

The CSU is developing a SEM plan to address current and challenges such as declining PK-12 and community college enrollment, shifting perceptions of higher education and budget constraints. The SEM plan aims to optimize enrollment opportunities, support diverse student populations and support the alignment of academic programs with workforce needs in California and throughout the nation. In collaboration with ESG, the plan will consider best practices, stakeholder input and data-driven strategies across the nation and around the world. Key components of the plan include developing a systemwide vision, assessing current enrollment efforts, engaging educational and community partners and refining outreach and recruitment strategies. The newly formed CSU SEM Advisory Council will guide the process, providing input on strategies to improve enrollment, retention and economic mobility.

Four guiding themes for the plan include maximizing enrollment streams, clarifying the value of CSU for economic mobility, expanding support for campuses and ensuring actionable progress toward enrollment goals. The final SEM plan, expected in fall 2025, will align with broader CSU initiatives and enhance its role as a leader in higher education and economic opportunity. The CSU will provide more detailed updates with the Board as work progresses toward this final plan.

COMMITTEE ON EDUCATIONAL POLICY

Amendment to the Constitution of the Academic Senate of the California State University

Presentation By

Nathan S. Evans
Deputy Vice Chancellor
Academic and Student Affairs

Elizabeth A. Boyd
Chair
Academic Senate of the CSU

Adam Swenson
Vice Chair
Academic Senate of the CSU

Summary

This information item describes a proposed amendment to the constitution of the Academic Senate of the California State University (ASCSU), which adds three designated lecturer faculty seats to the ASCSU. The rationale for this proposed amendment is to help improve the diversity and inclusiveness of the ASCSU and enable it to fulfill its mission of representing all faculty.

Background

The faculty of the California State University (CSU) exercises its rights and fulfills its responsibilities in the shared governance of the University through the ASCSU. As the official voice of the faculty in matters of systemwide concern, the ASCSU provides the means for the faculty to participate in University governance as recognized by [California law](#) created by the Higher Education Employer-Employee Relations Act (1978). Two senators from each campus and an additional member from each of the seven largest campuses, its immediate past chair, a representative from the Emeritus and Retired Faculty and Staff Association, and the CSU Chancellor presently comprise ASCSU membership.

Importance of Lecturer Faculty

Tenure-line and lecturer faculty experience the University differently.¹ Full-time employment for any faculty member is 15 units per semester. While tenure-line faculty are automatically released from three units of teaching for indirect instruction such as student advising/mentoring, research and service, a full-time lecturer teaches the full 15 units. Systemwide, lecturer faculty also teach a larger share of the lower-division and general education courses. A first-year student's schedule is likely predominated by courses taught by lecturer faculty; lecturers are often the frontline in retaining new students, recruiting new students to majors and minors, and helping students feel a sense of belonging during their transition to college.

Given the different experiences and perspectives of lecturer and tenure-line faculty, most campuses have created dedicated roles for lecturer faculty in their campus senates. Indeed, the importance of lecturer faculty participation in shared governance has been recognized in the most recent Unit 3 Collective Bargaining Agreement, which provides an avenue for release time to compensate lecturer faculty who choose to participate in service roles in addition to teaching.

The involvement of lecturer faculty in systemwide shared governance via ASCSU participation has been substantially more limited. This is, in part, due to the fact that each ASCSU senator represents their entire campus. The democratic principle that those represented choose their representatives entails that each campus must determine who is eligible to serve on the ASCSU.² On some campuses, most lecturer faculty are eligible to run for a seat on the ASCSU; on others, it is only the few lecturers with full-time contracts.

Consequences of Excluding Lecturer Faculty

The paucity of lecturer faculty serving on the ASCSU has several negative consequences for the ASCSU and its ability to represent all faculty to the Chancellor and the Board of Trustees. The following are two examples.

First, the limited representation of lecturer faculty adversely affects the demographics of the ASCSU. The ASCSU is less diverse and has a larger proportion of white members than does the

¹ The teaching faculty of the CSU is composed of lecturer and tenure-line faculty. Under the Collective Bargaining Agreement, tenure-line faculty, which includes faculty with tenure and newer probationary faculty, have three responsibilities: teaching, research and service, which includes participation in shared governance. Lecturer faculty are hired on renewable contracts of differing lengths to teach specific courses. While often thought of as temporary employees, it is possible that some lecturer faculty may have been continuously employed by the same campus for decades, and thus longer than a "permanent" tenure-line colleague.

² The Board of Trustees endorsed this principle in approving the ASCSU Constitution, which contains the provision that "Only those persons eligible to vote for campus representatives shall be able to serve as campus representatives. ... All members of the faculty at each campus shall be eligible to vote for campus representatives to serve in the Academic Senate. Each campus shall determine which members of the campus community are considered to be faculty." (ASCSU Constitution, Article II, Sections 2-3).

student body of the CSU. The ASCSU has been working for years, on several fronts, to remediate this disparity. Because the majority of faculty in the CSU who identify as Black and/or Hispanic/Latinx/Chicanx are lecturer faculty, one step toward a more inclusive ASCSU is ensuring the involvement of more lecturer faculty.

Second, the lack of lecturer faculty limits input provided to the Chancellor and the Board from the perspectives of the faculty members who teach most of the University's introductory courses, classes that are crucial for student retention in the critical first two years of college.

Proposed Amendments

Beginning almost a decade ago with the advocacy of ASCSU lecturer faculty, the ASCSU has considered several proposals to increase the representation of lecturer faculty while respecting democratic principles, budget constraints and the myriad technical details of lecturer faculty contracts under the Collective Bargaining Agreement.

Through the concerted efforts of the ASCSU's Justice, Equity, Diversity and Inclusion (JEDI) Committee, the ASCSU has arrived at a workable solution. In March 2024, the ASCSU approved [AS-3660-24/JEDI/FA](#), which amends the ASCSU Constitution to add three dedicated seats for lecturer faculty.

This proposal respects campus autonomy by essentially making the senators elected to the dedicated seats representatives-at-large, representing lecturer faculty across the system instead of solely their home campus. To accomplish this, each campus will annually elect a lecturer faculty member to represent the campus in a systemwide lecturer electorate. The lecturer electorate will then elect the ASCSU representatives from amongst its members.

Adding three senators may have budgetary implications, which depend on several factors. The ASCSU is working through the standard Division of Academic and Student Affairs budgeting process to develop strategies for how to allocate any additional costs within the existing ASCSU budget and given current budgetary realities. Administrative details will be finalized by Division of Academic and Student Affairs if the proposed amendments are approved.

Similarly, the proposed constitutional amendment and accompanying changes to the ASCSU Bylaws that set out the implementation details were developed in consultation with the California Faculty Association and colleagues in the Chancellor's Office to accommodate the technical contractual considerations.³

³ Changes to the ASCSU Bylaws do not require approval by the CSU Board of Trustees. The relevant changes were passed in [AS-3661-24](#) as a companion to the constitutional amendment. These changes are contingent upon approval of the constitutional amendment by the Board of Trustees.

[AS-3660-24/JEDI/FA](#) makes three proposed changes to Article II of the ASCSU Constitution. (Proposed new language is underlined; changes to existing language are presented in strikethrough).

- I. Amend Section 1 (b):
 - (b) The Academic Senate shall also include:
 - 1) the immediate past chair of the Academic Senate if not an elected member (who shall not be counted as a campus representative if not an elected member);
 - 2) the Chancellor or representative as an ex-officio non-voting member;
 - 3) one emerita/emeritus selected by the CSU Emeritus and Retired Faculty & Staff Association;
 - 4) three lecturer senators (who shall not be counted as campus representatives) elected pursuant to Article II, Section 6.

- II. Add new Section 6:

Section 6. Lecturer Senators

The lecturer senator electorate shall consist of one lecturer faculty member elected by and from the lecturer faculty on each campus, according to the rules established on each campus. Three lecturer senators shall be elected by and from the lecturer senator electorate. Lecturer senators shall serve staggered three-year terms, beginning June 1. Terms of members of the lecturer senator electorate, procedures for electing lecturer senators and alternates, procedures for the recall of lecturer senators and alternates by the electorate, and responsibilities of alternates shall be specified in the Bylaws. The Bylaws shall provide for the temporary replacement of a lecturer senator whenever the immediate past chair of the Academic Senate is both from the same campus as the lecturer senator and a member of the senate solely by virtue of being the immediate past chair. Lecturer senators and alternates replacing lecturer senators must hold a one-year (or longer) appointment and be full-time or part-time with a time base entitlement of at least 0.6. The use of the term "lecturer senator" in this article is for convenience and does not exclude non-lecturer non-tenure-track faculty.

- III. Renumber existing Sections 6 through 8 and amend renumbered Section 7 as follows:

Section ~~6~~7. Terms of Office

Campus representatives and lecturer senators shall serve a term of three years. The immediate past chair of the Academic Senate shall serve for one year.

ASCSU Constitutional Amendment Process

Amending the [ASCSU Constitution](#) is a three-step process. After an amendment is passed by the ASCSU, it must be ratified by campus faculty and then approved by the CSU Board of Trustees.

In fall 2024, CSU campus faculty conducted ratification votes on the proposed amendment using the process set out in [AS-3714-24/Exec](#) and [AS-3715-24/Exec](#). Twenty-two campuses reported official results.⁴ All reporting campuses (22) overwhelmingly supported the amendments, with votes in favor ranging from 78% to 96% and an overall 85% approval rate. These results meet the constitutional requirement that “Ratification shall require a majority of the total vote cast in a systemwide referendum, and a majority of the votes cast at each of a majority of the campuses.” (ASCSU Constitution, Article VII, Section 2).

Campuses have been asked to prepare to conduct elections for the lecturer electorate in anticipation of approval by the CSU Board of Trustees at the March 2025 meeting. Should the Board grant approval, the inaugural group of lecturer senators will take their seats in fall 2025. An item will be presented at the March 2025 meeting for Board action to adopt the amendment.

⁴ San Francisco State’s faculty voter turnout did not reach a quorum, as required by its bylaws, and thus San Francisco State did not report its results.

COMMITTEE ON EDUCATIONAL POLICY

Year of Engagement: Reimagining Student Success

Presentation By

Dilcie D. Perez
Deputy Vice Chancellor
Academic and Student Affairs

Pete Fritz
Lead Engagement Partner
Deloitte Consulting

Executive Summary: CSU Framework for Student Success

This document provides an overview of the CSU's ongoing Year of Engagement, with specific updates to the Board of Trustees on how the CSU will articulate student success and the six core commitments that will form our systemwide Framework for Student Success. This document provides the basis for an informed discussion during the January 2025 board meeting. Based on that conversation and further stakeholder engagement, the Division of Academic and Student Affairs (ASA) will then complete the Framework by identifying 1) specific objectives to underpin these commitments, 2) practices that can be scaled across the CSU to realize these commitments and 3) metrics to track the effectiveness of these practices. This executive summary provides a high-level view of our findings and what will be discussed in the January 2025 board meeting, with a more comprehensive account of our work to date included below.

Over the past eight months, we have conducted extensive stakeholder engagement, alongside internal and external research, to understand what is required for students to succeed at the CSU, to recognize which approaches have—and have not—worked in previous initiatives and to glean insights on how the CSU can approach student success in the future. In that process, several elements have become apparent:

- To serve the new modern learner, the definition of student success must not stop at graduation. For the CSU to declare “success,” we must ensure that our graduates are successful in securing their first jobs or other significant graduate opportunities. (<https://www.latimes.com/california/story/2024-10-29/csu-shift-to-career-focus-for-student-success>)

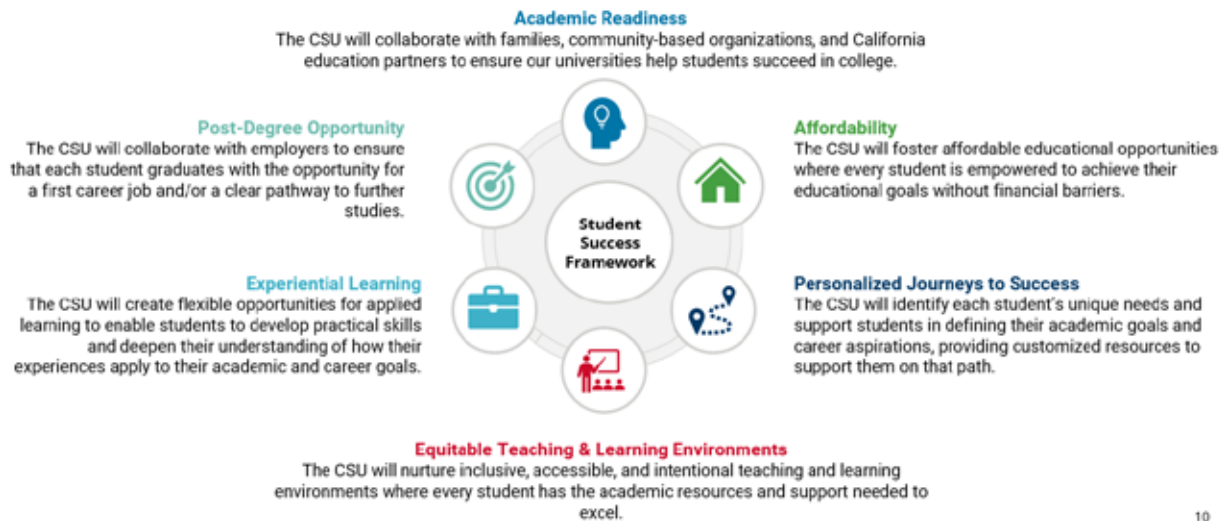
- We have known for decades what is required to enable graduates to be prepared for the next step—be it a career or additional schooling—yet higher education writ large has failed to create the conditions for universal student success. The CSU's path forward must challenge long-standing norms and embrace emerging tools to change this paradigm.
- Delivering on the six CSU commitments (outlined in the following document) will have a measurable positive impact not only on our students, who represent the most diverse community of learners in the United States, but also on the state's economic future and on the fiscal sustainability of the CSU.
- Achieving our shared aspiration of enabling each student to succeed will require a systemwide effort, in which we leverage the opportunity for systemwide solutions, think critically and make difficult decisions about how we align our resources and begin the work of evolving our culture to match the needs of today's modern learner.

The elements of the Framework described in this document are the result of both extensive discovery conducted over the past several months across the system, as well as consultation with national experts on student success. This outreach included surveys sent to more than one million recipients, 23 university discovery sessions, conversations with each appointed Trustee and focus groups with more than 200 students, as well as participation from more than 700 additional stakeholders through focus groups, interviews and workshops. Additionally, the Discovery Phase involved quantitative and qualitative data analyses from internal and external sources, as well as a workshop at the 2024 Graduation Initiative 2025 (GI 2025) Symposium to identify core strengths and challenges and to inform the Student Success Framework.

As the Discovery Phase has come to completion, the activities revealed several key findings that will serve as a foundation for the Student Success Framework moving forward. Five key lessons emerged from the Discovery Phase that will shape the future of student success at the CSU:

1. Stakeholders across the system highlighted the need for the CSU to redefine student success, encompassing successful transfers, graduate school participation and career growth.
2. The CSU has an opportunity to use its size as an advantage to share effective practices, pilot and deploy emerging solutions, and innovate at a scale currently unmatched across higher education.
3. Evolving teaching and learning practices are foundational to driving student success. Faculty underscored that the highest opportunity for impact on student success is academic support.
4. The CSU must create systems and practices to use data to personalize student support systems and to meet the new modern learner where they are.
5. While support resources are currently available to all students, these resources are not accessed universally. The CSU must reduce barriers to access services and articulate the value of those services.

The Student Success Framework will ultimately consist of five main components that build on one another: Definition, Commitments, Objectives, Metrics and Practices. The Framework components, identified in the figure below and expanded upon later in this document, are not mutually exclusive; rather, they are designed to interact seamlessly and support one another.



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The Current Definition of Student Success

The CSU's current Definition of Student Success has four components:

- Student Success in the CSU is achieved through...
- Providing personalized and collective experiences within a supportive community that prioritizes flexible and impactful learning opportunities, self-discovery and holistic growth.
- Equipping students to achieve academic excellence, career success and economic mobility through accessible, inclusive, and experiential learning environments.
- Developing curricular and co-curricular pathways for each student to graduate and excel in their career and/or further study and preparing them to thrive as engaged leaders and members of society.
- Fostering lifelong relationships with students and graduates by cultivating meaningful experiences with their university, alumni and communities.

This definition was created through a comprehensive and inclusive process. Stakeholders emphasized the need for a definition that accommodates the needs of the modern learner and adopts a broader perspective on student success beyond graduation. The commitments were identified by synthesizing key themes from comprehensive stakeholder engagement and data analysis conducted during the Discovery Phase, within the context of national research and best practices. Both the definition and commitments went through multiple iterations with more than

80 CSU stakeholders, including groups such as the universities' Vice Presidents of Student Affairs, Provosts, the Executive Leadership Team, the Year of Engagement Steering Committee and the Year of Engagement Working Group.

Discovery Phase Report: The Year of Engagement: Reimagining Student Success

Discovery Phase: Overview

In order to identify what worked well for the CSU in past initiatives, and what the CSU can improve moving forward, the CSU and Deloitte have spent the past 10 months engaging with students, faculty, staff and alumni across the system, synthesizing key insights alongside qualitative and quantitative data from the Year of Engagement survey, CSU data assets and documentation, and other publicly available data sets. This involved historic levels of outreach to involve the entire community, asking stakeholders to reflect on student success opportunities for current and future students. Activities to date include sending surveys to more than one million recipients, 23 university discovery sessions, conversations with all appointed Trustees and focus groups with more than 200 students, as well as participation from more than 700 additional stakeholders through focus groups, interviews and workshops. Additionally, the Discovery Phase involved quantitative and qualitative data analyses from internal and external sources, as well as a workshop at the 2024 GI 2025 Symposium to identify core strengths and challenges and to inform the Student Success Framework.

1. Key Findings: Board of Trustees Conversations

- a. In October 2024, the Deloitte team met with all 20 appointed Trustees to discuss student success across CSU. These conversations highlighted that student success is the board's highest priority, with a key focus on equity and inclusion, and four key themes emerged to shape the Student Success Framework.
- a. Trustees emphasized the need for an equitable definition of student success, considering diverse student needs such as undocumented student rights and family involvement in academic advising. This priority was reinforced at the GI 2025 Symposium, where stakeholders drafted a systemwide definition of student success.
- b. Trustees stressed that collaboratively leveraging data-informed targets will be crucial for closing equity gaps and enhancing socioeconomic mobility. This approach will hold CSU accountable, strengthen its brand and attract investment from various partners.
- c. Trustees shared that engagement with alumni and communities is vital for addressing affordability and meeting regional economic demands. Alumni can support student needs through recruitment and campaigns, fostering a lifelong connection to CSU.
- d. Trustees highlighted how collaborations with intersegmental partners, such as expanding dual enrollment and streamlining graduate admissions, can differentiate CSU within California's higher education landscape.

2. Key Findings: Discovery Sessions

Deloitte conducted Discovery Sessions with leaders from each of the 23 universities to gain insights into student success initiatives, collaboration efforts and how a systemwide framework could address unique university needs. In all discussions, it was clear that breaking down siloes contributed positively to student success efforts. Key findings highlighted the importance of collaboration both within individual universities and across the CSU system, as well as with external partners, to advance student success. Cross-university initiatives and external partnerships were noted as essential in meeting student needs in a resource-constrained environment. Additionally, there were diverse preferences in funding models, with well-established funding for traditional student support programs, while many innovative initiatives relied on short-term grants and philanthropic support. There is a growing interest in new funding models that consider unique campus needs, promote equitable allocation of resources and support services, and allow for scalability of initiatives which have a demonstrable positive effect on student success.

The sessions also underscored the need to leverage “systemness,” which plays a crucial role in providing resources, setting strategic goals and facilitating collaboration across universities. While some universities with higher graduation rates were skeptical about a systemwide framework, it was acknowledged that the entire system could advance student success through collaborative sharing of expertise, guidance and support for initiatives, as well as strategic resource stewardship and allocation. Tracking post-graduation outcomes was identified as a key component of the new definition of student success, with metrics such as employment rates, salary levels and career progression being crucial for assessing program effectiveness and making data-driven decisions. Additionally, leveraging artificial intelligence (AI) and other emerging technologies was seen as a significant opportunity to enhance student support offerings while maintaining lower long-term costs. AI-driven advising platforms, early alert systems and predictive modeling can provide timely assistance to students, enabling staff to focus on more intensive support, thereby improving efficiency and effectiveness across the CSU system. These discussions of potential innovations to improve the efficacy and relevance of student service offerings were particularly salient given the student survey results highlighted below, which revealed a significant gap between student awareness of services and actual utilization of these services.

3. Key Findings: Survey

The Year of Engagement survey assessed the strengths, challenges and opportunities of the current student success ecosystem and asked faculty and staff to reflect on the effectiveness of GI 2025. Among other findings, the survey revealed that while students are aware of resources on campus, utilization of these resources remains low. For example, while 74% of student respondents reported that they knew how to find the resources they needed when faced with barriers to academic success, 48% of all respondents reported using academic advising rarely or never, and 71% reported using tutoring services rarely or never. This finding suggests that the CSU needs to better

understand the barriers that are preventing students from engaging in student support systems, which may include modes of support, timing, location or perceived value.

Effectiveness of Graduation Initiative 2025 Operational Priority Efforts

Faculty and staff reported that most effective GI 2025 efforts were related to student wellbeing and academic preparation, but there is still work to be done in the efforts to reduce administrative barriers.

Effectiveness Votes by GI 2025 Operational Priority¹

	Effective	Ineffective
Student Engagement	69%	31%
Academic Prep	67%	33%
Enrollment Mgmt.	52%	48%
Data-Based Decisions	45%	55%
Financial Support	43%	57%
Barrier Reduction	31%	69%

Key Insights

N = 3,797 out of 6,868

When asked to rank the effectiveness of their university's Graduation Initiative 2025 efforts, over half of staff and faculty noted their university effectively developed **wrap-around support** and **academic preparation** services.

Of the 6 operational priorities, staff and faculty found efforts around **barrier reduction** to be the least effective.

While many universities did deploy initiatives to reduce administrative barriers, this sentiment reveals previous efforts were insufficient and future efforts may require **systemwide deployment** for sustained impact.

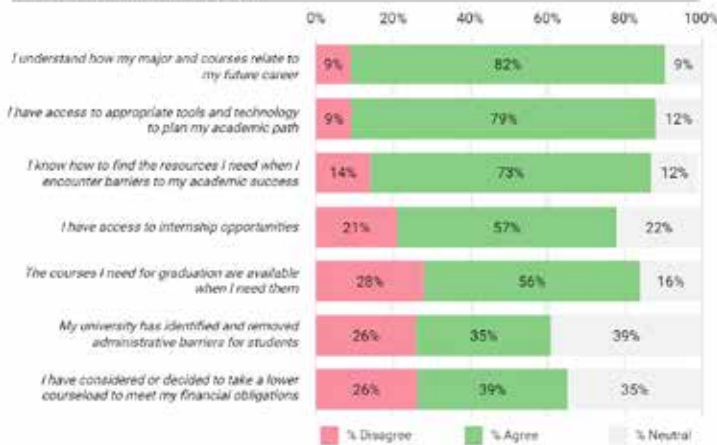
Source: Year of Engagement Survey, as of 1/8/25

¹Staff and Faculty were asked to rank their university's Graduation Initiative 2025 efforts in the 6 priority areas from most to least effective

Student Survey Resource Awareness Responses

Student survey responses highlighted that students aware of the support services their university offers, with 73% of students believing that they know how to find the resources they need when they encounter barriers to their academic success.

Student Sentiment Responses



Key Insights

N = 3,599 out of 6,850

Students noted awareness around **degree planning tools** and **resources** for when they encounter barriers to academic success.

Administrative barriers and affordability were top concerns for students, with only 35% believe that their university has removed administrative barriers for students and 39% considering taking a lower courseload to meet financial obligations.

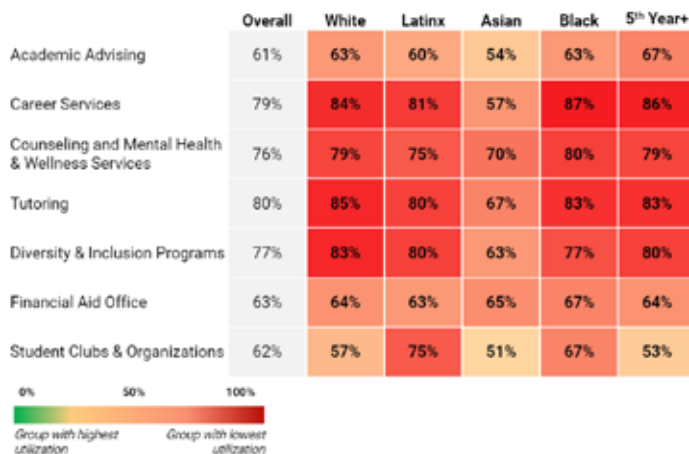
Source: Year of Engagement Survey, as of 1/8/25

¹Responses of "Strongly agree" or "Somewhat agree" were defined as "Agree." "Strongly disagree" and "Somewhat disagree" were defined as "Disagree"

Student Survey Resource Utilization Responses

While 73% of student respondents noted awareness of support resources, across the board, more than half of students noted low support service utilization, highlighting a disconnect between support service awareness and utilization.

Proportion of Undergraduates Reporting Low Support Service Utilization



Key Insights

N = 3,599 out of 6,850

DEI, Counseling, and Career Services were the lowest utilized supports across the board with **over 70%** of students noting they never or rarely use the service.

5th Year+ students noted the lowest support service utilization rates across advising, career services, and tutoring. This may indicate the impact of support services on timely degree progression, as well as a potential gap in **resource accessibility**.

Source: Year of Engagement Survey, as of 1/8/25
 *Responses of "Rarely (1-2 times / year)" or "Never" were defined as low utilization

The survey also uncovered mixed faculty and staff perceptions of the impact of GI 2025. While 53% of respondents rated the effectiveness of GI 2025 as very or somewhat effective, 35% were neutral and more than 10% viewed it as somewhat or very ineffective. When asked which priority has been the most effective in improving student success through GI 2025 activities, 32% of staff respondents ranked the development of wrap-around services as most effective, while 32% of staff respondents ranked administrative barrier reduction as least effective, highlighting that work still needs to be done in this area.

4. Key Findings: Data

Deloitte analyzed a breadth of qualitative and quantitative data to complement the findings gathered from the survey and discovery sessions. Data sources included the Integrated Postsecondary Education Data System (IPEDS), CSU internal documents and CSU Dashboards. The data analysis revealed key findings, notably around the composition of CSU faculty and staff. First, while the CSU has grown the number of faculty and staff from historically underrepresented backgrounds, there is still work to be done to align faculty and staff composition with student demographics. For instance, while a growing body of research shows that students of all ethnic backgrounds benefit from experiences with diverse faculty, the examination of disaggregated and racially and ethnically aligned student-to-faculty ratios revealed significant disparities, particularly with Hispanic/Latinx and Black students having higher ratios (meaning fewer faculty that reflect their race and ethnicity) as compared to White students. While new faculty hires show improvements in diversity, retention remains a challenge, particularly with high turnover rates among Black faculty.

Discovery Phase: Lessons Learned

The CSU's Year of Engagement has uncovered five key lessons learned throughout the Discovery Phase that will inform the Framework moving forward.

1. Redefine Student Success

Stakeholders across the system highlighted the need for the CSU to adopt a broader systemwide definition of student success. For example, Chancellor García has discussed connecting graduation to either a career or graduate school, redefining the "finish line" of student success. Similarly, when GI 2025 Symposium participants were asked to develop their own definition of student success, 74% noted that mobility and career success should be included in the CSU's definition of student success. University discovery session participants also highlighted the value of having a systemwide definition of student success, and many universities expressed the desire for the CSU to track post-graduation outcomes as part of the new definition of student success.

2. Use the Size and Diversity of the CSU as an Advantage

All 23 universities noted that "systemness" plays a crucial role in providing resources, setting strategic goals and facilitating collaboration across universities. While the entire system can advance student success through guidance, resource allocation and support for student success initiatives, discovery session participants shared that disparate technology systems prevent the effective use of data and predictive analytics, as the CSU has lacked a systemwide approach to many technology solutions.

3. Focus on Teaching and Learning as Part of the Solution

While GI 2025 did not address the classroom experience, stakeholders across the system noted the impact of the classroom environment on student success. For instance, 32% of faculty who responded to the Year of Engagement survey noted that academic support has the highest impact on student success. University discovery sessions also highlighted the need to engage faculty in student success work and to address the teaching and learning experience, and student survey data revealed instances of microaggressions in the classroom, underscoring the importance of creating an inclusive and supportive learning environment. Addressing these issues is crucial for fostering a positive academic experience and ensuring that all students have an equitable opportunity to succeed.

4. Use Data to Better Meet Students Where They Are

Faculty and staff emphasized the opportunity for the CSU to improve data-informed decision making, citing that the CSU has not consistently put meaningful, timely data in the hands of both decision-makers and those supporting students. University leaders also noted the importance of data and technology, as well as expressing a desire for greater analytics capabilities to derive actionable insights from the data.

5. Improve Student Resource Relevance and Utilization

Survey results showed that students are aware of resources but do not frequently utilize them. Low resource utilization may be due to ease of access, perceived value or quality of service. Additionally, discovery sessions highlighted the need for support services and resources to cater to students who are not on campus full-time or who have other responsibilities outside of academics.

Framework Structure

The Student Success Framework consists of five main components that build on one another. The components of this Framework are:

1. Definition

CSU stakeholders emphasized the need for a systemwide definition for student success. This definition should outline how the CSU defines student success and should set expectations for what the CSU will deliver to its students.

2. Commitments

These represent the structured priorities designed to support and achieve the CSU's expectations for student success, prioritizing critical areas that need attention and resources. Commitments provide a foundation for setting clear, measurable goals and implementing research-informed strategies to achieve those objectives.

3. Objectives

These represent clear, measurable outcomes within each commitment, guiding the CSU's practices and decision-making. Objectives are outcome-oriented, reflecting key themes from stakeholder engagement and institutional priorities, and provide a foundation for setting research-informed strategies and innovations.

4. Practices

These represent research-informed strategies designed to achieve objectives. Practices are grounded in evidence-based approaches and tailored to meet the specific needs and priorities identified within the CSU Framework.

5. Metrics

These represent what standards the CSU will use to measure progress toward the objectives. Stakeholders across the system highlighted the need for an expanded and consistent set of systemwide metrics to achieve the vision of student success.

Interaction of Framework Components

The framework components are designed to interact seamlessly with one another and are not mutually exclusive. For example, Objectives, which represent what we seek to accomplish, can span multiple Commitments, ensuring a comprehensive approach to achieving our goals, whereas Practices represent the research-informed strategies that focus on how we will accomplish those Objectives. This interconnectedness allows Practices to map to multiple Objectives, fostering a cohesive and integrated effort towards realizing the Definition of Student Success for the CSU.

Definition of Student Success

The Definition of Student Success was created through a comprehensive and inclusive process. Stakeholders throughout the Discovery Phase emphasized the need for a definition student success that accommodates the needs of the modern learner, adopts a broader perspective on student success beyond graduation and boldly reimagines how the CSU serves its students. The definition is rooted in the feedback from students and their families, focusing on students' desire to graduate with better job prospects than they would have without a college degree.

Key concepts in the definition were identified during the GI 2025 Symposium, where nearly 300 stakeholders collaborated and voted on definitions of student success. The draft definition then underwent multiple iterations with input from more than 80 stakeholders, including the universities' Vice Presidents of Student Affairs, Provosts and Presidents, as well as the Year of Engagement Steering Committee and the Year of Engagement Working Group, supporting a well-rounded and representative vision.

The CSU's current Definition of Student Success has four components:

1. Student Success in the CSU is achieved through...providing personalized and collective experiences within a supportive community that prioritizes flexible and impactful learning opportunities, self-discovery and holistic growth.
2. Equipping students to achieve academic excellence, career success and economic mobility through accessible, inclusive, and experiential learning environments.
3. Developing curricular and co-curricular pathways for each student to graduate and excel in their career and/or further study and preparing them to thrive as engaged leaders and members of society.
4. Fostering lifelong relationships with students and graduates by cultivating meaningful experiences with their university, alumni and communities.

Framework Commitments

The Commitments were identified by synthesizing key themes from comprehensive stakeholder engagement and data analysis conducted during the Discovery Phase, within the context of national research and best practices. This process involved understanding which approaches worked and which ones did not work in implementing GI 2025, as well as recognizing significant priorities for enhancing the student experience and addressing major barriers and challenges that can impede degree progress. These insights were then integrated with research-based strategies known to enhance student outcomes. The Commitments were designed to align with the broader Definition of Student Success, ensuring a cohesive strategy. Like the Definition, the Commitments also underwent multiple iterations with the universities' Vice Presidents of Student Affairs, Provosts and Presidents, as well as the Year of Engagement Steering Committee and the Year of Engagement Working Group.

The Student Success Framework features six Commitments:

1. **Academic Readiness**
The CSU will collaborate with families, community-based organizations, and California education partners to ensure our universities help students succeed in college.
2. **Affordability**
The CSU will foster affordable educational opportunities where every student is empowered to achieve their educational goals without financial barriers.
3. **Equitable Teaching and Learning Environments**
The CSU will nurture inclusive, accessible and intentional teaching and learning environments where every student has the academic resources and support needed to excel.
4. **Personalized Journeys to Success**
The CSU will identify each student's unique needs and support students in defining their academic goals and career aspirations, providing customized resources to support them on that path.
5. **Experiential Learning**
The CSU will create flexible opportunities for applied learning to enable students to develop practical skills and deepen their understanding of how their experiences apply to their academic and career goals.
6. **Post-Degree Opportunity**
The CSU will collaborate with employers to ensure that each student graduates with the opportunity for a first career job and/or a clear pathway to further studies.

Explanations of the importance of each of the six Commitments is provided below.

Academic Readiness: Stakeholders across the CSU emphasized the importance of being “student-ready” and meeting students where they are academically. According to California Department of Education data, only 52% of high school graduates in 2022-23 completed A-G requirements, with even lower completion rates among students from historically underrepresented backgrounds. University leaders highlighted the disparities in K-12 academic preparation across the state, underscoring the need for targeted academic preparation and support services. Faculty also stressed the significance of academic readiness, with 32% of surveyed CSU faculty ranking academic support as the resource with the highest impact on student success.

Systemwide CSU data further illustrated that students with GPAs below 2.0 comprise the largest segment of those who leave initially, and almost 80% of students with a CSU GPA below 2.0 leave by the end of their second year.

The ACSU Student Success Paper and CSU Executive Order 1110 provide additional insights. Premature departure is particularly likely in the first year for underrepresented minority, first-generation and underprepared students of lower socioeconomic status attending predominantly White institutions. Such students often struggle academically and socially, necessitating support and intervention, including early warning systems to catch them in safety net programs. While the CSU has made steady progress in improving college readiness, nearly 40% of first-time students (approximately 25,000 each fall) are informed that they are admitted but not ready for college-level coursework. These findings highlight the critical need for the CSU to address academic readiness in order to enhance student success and retention.

Affordability: Affordability related to the total cost of attendance has emerged as a major concern for students and alumni, particularly due to California’s high costs of living and of transportation. Among students surveyed, 39% had considered taking a lower courseload to meet their financial obligations and only 32% agreed that their university provides adequate financial assistance. Students in discovery sessions also expressed the desire for further cost transparency. Many students noted the need to balance full-time or part-time jobs alongside their academics in order to cover living expenses. The CSU At All Costs Paper illustrates that the lowest-income students at most universities would need to work 20 or more hours per week to cover net costs. Further findings indicate that nearly two in three CSU baccalaureate degree recipients who left college with student loan debt had family incomes no greater than \$54,000 per year. Despite decreases in overall borrowing rates, equity gaps persist, with historically underserved students continuing to be more likely to graduate with debt than their White and Asian peers.

Moreover, the majority of CSU campuses have seen annual net price increases (i.e., the out-of-pocket costs for students) for the lowest-income students, ranging from \$8,100 to \$20,200, largely due to surging cost-of-living expenses and insufficient need-based financial aid to cover those expenses. Data from the California Legislative Analyst’s Office on the total cost of attendance shows that the percent change in the cost of attendance since 2000-01 has increased faster than inflation, further exacerbating the financial burden on students. Addressing

affordability for students can significantly reduce financial stress, allowing them to focus more on their studies and extracurricular activities, which ultimately improves academic performance and graduation rates. It can also promote greater equity by ensuring that students from all socioeconomic backgrounds have equal access to higher education opportunities, thereby fostering a more diverse and inclusive university experience.

Equitable Teaching and Learning Environments: Discovery data has shown that a student's teaching and learning environment significantly impacts their success. Student survey data revealed that approximately one-fifth of students perceive microaggressions in the classroom, underscoring the urgent need to support and enhance inclusivity. Committee members from the Academic Senate of the California State University (ASCSU) have highlighted their commitment to creating equitable learning environments through mentoring, counseling and connecting students with essential resources, strategies that are crucial for overall wellness and success. They stress the importance of inclusive teaching practices, addressing mental health issues and recruiting diverse faculty to reflect students' lived experiences. Additionally, faculty emphasized the need for relevant course materials and flexible teaching approaches to accommodate diverse student backgrounds, ultimately enhancing student engagement and success.

The CSU Black Student Success Report recommended developing and implementing inclusive and culturally relevant curricula, supported by faculty development programs, to better serve students from diverse backgrounds. This approach aims to create equitable teaching and learning environments by reducing racial microaggressions, addressing mental health issues and enhancing student engagement and success. Survey data points from the National Survey of Student Engagement (NSSE) indicate that 76% of students consider academic support very important to their campus experience. Lastly, the ASCSU Student Success Paper also notes the necessity for faculty to build communities within their classrooms and to support non-residential and commuting students in spending time with peers. Institutions must be student-centered, be characterized by supportive faculty-student interactions, hire faculty with learner-centered teaching philosophies, set high performance standards, support undergraduate research and employ best practices in teaching. Cultivating an inclusive teaching and learning environment fosters a sense of belonging, promotes diversity and enhances the overall educational experience for all students.

Personalized Journeys to Success: Shifts in the traditional student profile underscore the need for personalized journeys to degree completion, as more students are balancing responsibilities as student parents, part-time workers and non-residential students. Data reveals that a significant portion of the student population may not be on campus full-time and are juggling additional responsibilities on top of academics, with 7% of students being parents, 19% of students attending part-time and 83% of students being non-residential. Not only do students need tailored support services and a variety of flexible course scheduling options to navigate their unique academic and career journeys effectively, but they also require holistic advising services, advanced technological tools and student-centered administrative processes to enable those journeys to be streamlined. Feedback from students, faculty and staff indicates that administrative processes continue to be a barrier for students. Of the staff and faculty surveyed,

69% found the GI 2025 operational priority regarding barrier reduction to be ineffective, and only 39% of surveyed students believed that their university has identified and removed administrative barriers for students. Students also face challenges around course availability, as discussions with 150 students uncovered that required course times often conflict, while approximately half of surveyed students believed that the courses required for graduation are available when needed.

Furthermore, discussions with students and analysis of National Academic Advising Association (NACADA) reports revealed areas for improvement in academic advising programs across the system, including data and technology usage, advisor caseloads, standardization of advising practices, communication and collaboration. Systemwide technology data also revealed a lack of a systemwide approach, with inconsistencies in the implementation of tools like EAB Navigate and PeopleSoft Student Information System, which hinders the ability to provide a cohesive and personalized experience for students. The CSU can leverage technology to create a more integrated and supportive environment, resulting in personalized educational journeys for students and enabling each student to receive the guidance and resources they need to succeed. This approach not only addresses current challenges but also positions the CSU as a leader in student-centered education, ultimately leading to higher student satisfaction, better academic outcomes and successful career paths.

Experiential Learning: Conversations with students, faculty, staff and alumni highlighted the impact of experiential learning on the student experience, as such opportunities enable students to develop practical skills and deepen their understanding of how their experiences apply to their academic and career goals. Conversations with 13 Chancellor's Office staff members revealed that expanding access to high-impact practices—such as study abroad, paid internships and research opportunities—is important to the CSU, as these experiences are critical to students' academic and professional development. University discovery sessions revealed that many universities are working to make high-impact practices more accessible to the new traditional learner, including service-learning projects, undergraduate research opportunities embedded into courses, and short-term, low-cost study-abroad experiences.

The ASCSU Student Success Paper indicates that students who connect to affinity groups are more likely to participate in educationally purposeful activities and become more committed to studying and persisting. Additionally, the Beginning College Survey of Student Engagement (BSCEE) data on experiential learning shows that more than 95% of first-year students believe it is moderately important or very important that their university provides campus activities and events, opportunities for social involvement, and non-academic support.

The Association of American Colleges and Universities has found that students who participate in high-impact practices are more likely to graduate, with those involved in undergraduate research, internships and field placements, and study abroad reporting high satisfaction rates (74%, 75% and 87%, respectively). This commitment to experiential learning is further supported by findings from the Council for Adult and Experiential Learning, which show that 49% of students who received credit for prior learning completed their degree compared with 27% of students who

received no credit. By fostering an environment rich in experiential learning opportunities, the CSU aims to enhance student engagement, satisfaction and success, ultimately preparing students for their future careers and for lifelong learning.

Post-Degree Opportunity: Students, faculty, staff and alumni across the system underscored the importance of effective career preparation. The Chancellor's vision emphasizes that every student should graduate with either a full-time job or acceptance into graduate school, highlighting the importance of career readiness. Governor Newsom's Master Plan for Career Education further supports this commitment by creating high-paying career pathways, both with and without four-year degrees, and facilitating the recognition of real-world experiences for college credit. Alumni feedback has highlighted the critical role of career preparation, emphasizing the need for students to build both job-specific skills and self-efficacy to navigate the job search process effectively. Among the GI 2025 Symposium's nearly 300 participants, 76% of their student success definitions included mobility and career success, reflecting the high value placed on these outcomes. Additionally, discussions with more than 150 students revealed a desire for more effective post-degree support, including strong role models, guidance and increased opportunities for alumni engagement and networking.

In today's higher education landscape, the return on investment of a degree is increasingly important, making it essential to ensure that CSU students are well-prepared for successful careers post-graduation. A multifaceted approach to career preparation is crucial for fostering a sense of connection and for building awareness of potential career pathways, which will ultimately support students in achieving their professional goals. By including this Commitment in the Framework, we are ensuring that the educational experience is not only about academic achievement but also about equipping students with the tools and opportunities they need to thrive in their careers and beyond. This focus on post-degree opportunities is vital for students as it directly impacts their future success, financial stability and overall satisfaction with their educational investment.

Conclusion

With the information from the Discovery Phase Report above to provide context, Academic and Student Affairs welcomes the Trustees' perspectives and input regarding the Framework's Definition of Student Success and its Commitments.

COMMITTEE ON EDUCATIONAL POLICY

Research, Scholarship and Creative Activities

Presentation By

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Summary

The California State University (CSU) stands out for its commitment to supporting research, scholarship and creative activities that are aimed at tackling society's most pressing challenges. From advancing solutions in public health and addressing the impacts of climate change to amplifying the stories of underserved populations through artistic expression, CSU students engage in hands-on learning that fosters innovation and social impact. By collaborating with faculty mentors in labs, out in the field or within creative studios, students are immersed in dynamic learning environments where discovery and application intersect. This experiential approach not only enriches students' education but also empowers them to make meaningful contributions to their communities, preparing them to lead and inspire change in a rapidly evolving world.

External Funding for Research, Scholarship and Creative Activities

The CSU's research, scholarship and creative activities are underpinned by external grants, contracts and awards, reflecting the robust support for the CSU's endeavors in academia and innovation. Over the past five years, CSU research expenditures from extramural funding have grown significantly, demonstrating an increase of \$164 million on an annual basis. In academic year 2022-23 alone, the CSU recorded nearly \$812 million in research expenditures, marking an impressive \$104 million increase as compared with the previous year. Importantly, these external funds are entirely separate from the state's general funds allocated for the CSU's operational expenses. Included in this total is approximately \$95 million designated for facilities and administrative costs, commonly referred to as indirect costs.

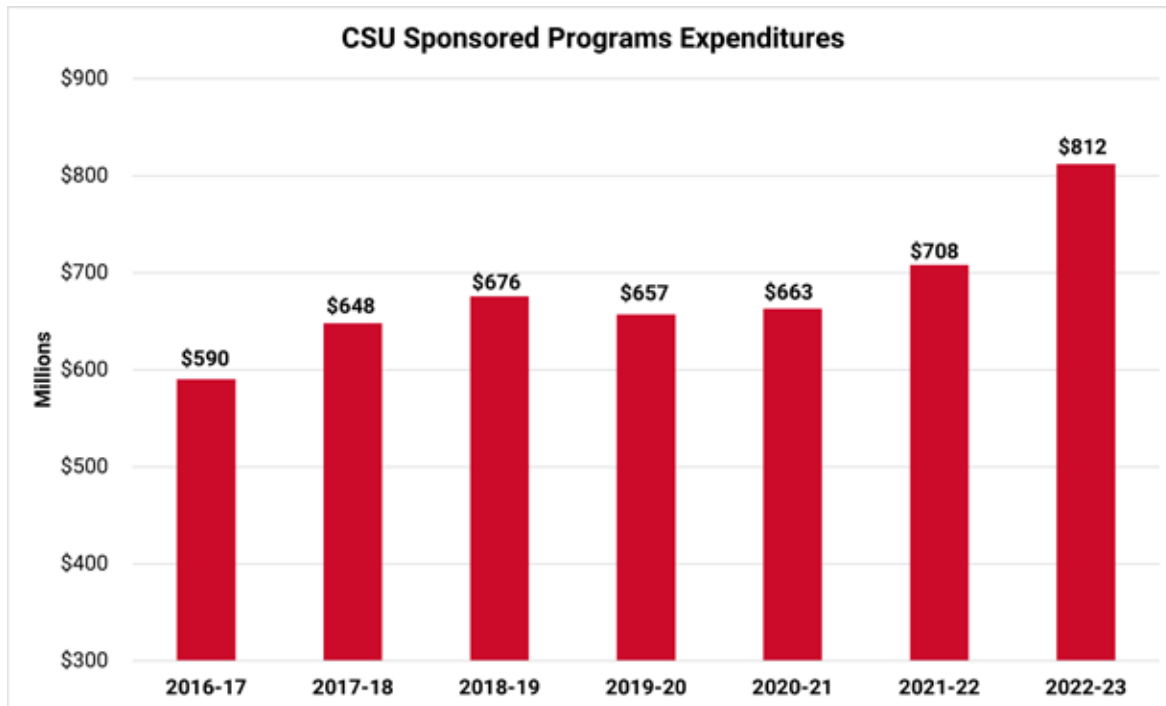
This growth in research funding is complemented by other significant achievements. Seven CSU campuses have maintained their prestigious Carnegie R2 (Doctoral Universities: High Research Activity) classifications, highlighting their high level of research activity. In addition, the number of published research articles by CSU faculty increased to more than 43,000 in the period from 2019 to 2023, with many featuring student co-authors. The impact of the CSU's research, scholarship and creative activities extends to student success, as 83.2% of 2022-23 bachelor's degree recipients (88,109 of 105,841 CSU baccalaureate earners) participated in at least one research/scholarly/creative activity, internship or other experiential educational component during their academic career. Notably, these experiential learning opportunities demonstrate no significant equity gaps, underscoring the CSU's commitment to preparing all students for career readiness.

Further, external funding sources reflect the breadth of the CSU's research partnerships. Federal agencies contribute 63% of the funding, with state sources providing an additional 23%. A detailed breakdown of 2022-23 federally sponsored program expenditures showcases the scope of support:

- \$161 million from the Department of Health and Human Services
- \$114 million from the Department of Education
- \$75 million from the National Science Foundation
- \$31 million from the Department of Agriculture
- \$29 million from the Department of Defense

Please refer to the bar graph on the following page.

These partnerships demonstrate the CSU's critical role in advancing research that addresses national priorities and delivers impactful solutions.



CSU Research Accomplishments Supported by External Funding

Below are examples of significant research grants that the CSU has received in recent years.

CSU Bakersfield

Acquisition of an X-Ray Fluorescence Spectrometer for Research, Undergraduate Education and STEM Outreach

Funding Agency: National Science Foundation (NSF)

Total Award: \$237,772

Investigators: Junhua (Adam) Guo, Zhongzhe Liu, Katie O'Sullivan and Luis Cabrales

The NSF's Earth Sciences Instrumentation and Facilities Award supported the procurement of a wavelength dispersive X-ray fluorescence spectrometer (WD-XRF) by the College of Natural Sciences, Mathematics and Engineering at CSU Bakersfield, the sole comprehensive university in its region and a designated Hispanic-Serving Institution. The new WD-XRF, an analytical system, assesses complex matrix materials with a broad spectrum of light and heavy elements, ranging from trace to high-concentration levels. The acquisition of this new instrument will enhance research capabilities across diverse disciplines at CSU Bakersfield, including geology, engineering, environmental studies, physics and agriculture.

This acquisition also plays an integral role in supporting strategies aimed at boosting the enrollment and retention of historically underrepresented students, elevating their educational achievements and fostering research skills in the fields of science, technology, engineering and mathematics. In addition, the WD-XRF instrument contributes to community outreach efforts, including the university's high school dual-credit program.

CSU Channel Islands

High-Impact and Large Marine Debris Removal throughout the National Marine Sanctuary System

Funding Agency: National Marine Sanctuary Fund

Total Award: \$375,000

Investigators: Robyn Shea (originally Russell Bradley) and Matthew Furmanski

Duration: 11/01/2024 through 06/30/2026

From 2024 to 2026, the Santa Rosa Island Research Station at CSU Channel Islands is taking part in a marine debris removal project, funded by the National Marine Sanctuary Foundation. The initiative targets large debris items (such as abandoned vessels and derelict fishing gear) that threaten marine wildlife and endanger the ocean habitat) in the waters of the Channel Islands National Marine Sanctuary and Channel Islands National Park. The project also aims to identify new debris accumulation sites and to engage the local community and CSU students in debris removal efforts. The project's goal is to remove 10,000 pounds of marine debris, while simultaneously leveraging partnerships with local organizations and fostering educational opportunities through outreach and art projects.

Chico State

North Valley Food Hub for Climate-Smart Agriculture

Funding Agency: U.S. Department of Agriculture

Total Award: \$5.02 million

Investigators: Cindy Daley, Jacob Brimlow and Noelle Brimlow

Duration: 09/30/2023 through 09/30/2027

The Center for Regenerative Agriculture and Resilient Systems at Chico State, working collaboratively with local and regional small and underserved farmers who are involved in climate-smart production practices, has created the North Valley Food Hub for Climate-Smart Agriculture (NVFH). The NVFH focuses its efforts on Chico State's service area to provide direct funding and support to more than 100 local farmers and ranchers—in the form of technical service training, incentives, access to specialty equipment, and on-farm transition support and demonstration trials—to help producers implement conservation practices.

The NVFH also serves as an aggregator, distributor and online marketplace of locally grown and produced food. Its one-stop online shopping platform allows wholesale buyers to find food produced by local growers—including climate-smart and sustainable products—and provides growers with a venue for promoting their products.

Additional project objectives include modeling the cumulative mitigation of greenhouse gases on acreage managed under climate-smart practices, and periodic soil sampling and analysis by Chico State's Regenerative Agriculture Demonstration (RAD) Lab to monitor the effects on soil carbon and soil health indicators, at no cost to growers.

The NVFH's activities leverage the experience and resources of other awarded grants, including the Natural Resources Conservation Service's Regional Conservation Partnership Program, the California Department of Food and Agriculture's Healthy Soils Program Technical Assistance Program and the USDA National Institute of Food and Agriculture's Non-Land Grant Colleges of Agriculture grant for technical service provider training.

CSU Dominguez Hills

Securing the Future of Los Angeles: The CSUDH Homeland Security Initiative

Funding Agency: U.S. Department of Homeland Security (DHS)

Total Award: \$1 million

Investigators: Qiyuan Jin, Antonia Boadi, Ali Jalooli, Jian-yu Ke, Clarence Augustus Martin, Fynnwin Prager and Zheng Yang

Duration: 5 years (Start Date: 07/07/2023)

In 2023, the university was awarded \$1 million by the U.S. Department of Homeland Security Science and Technology Directorate, via a Scientific Leadership Award grant, to establish the Homeland Security Initiative (HSI) at CSU Dominguez Hills to develop interdisciplinary research, education and workforce development opportunities to support the DHS's Homeland Security Enterprise. The initiative has three major goals: 1) recruit and support students in completing STEM- or homeland security–related degrees through improved, relevant curricula, experiential learning and integrated research; 2) build research capacity in homeland security–related topics by supporting innovative, interdisciplinary research projects and funding their development; and 3) develop a diverse and qualified workforce that is ready for future homeland security challenges, especially in the Los Angeles region.

HSI will undertake interdisciplinary research projects covering topics such as cybersecurity, maritime security, supply chain disruption, systems engineering, disaster management, counterterrorism and social media analytics. HSI partners with the University of Southern California's Center for Risk and Economic Analysis of Threats and Emergencies (CREATE) on various research collaborations, as well as working with local organizations and government entities—including the South Bay Workforce Investment Board, Los Angeles International Airport, Los Angeles County, and the Ports of Long Beach and Los Angeles—to create internships and professional development opportunities, providing career pathways for students at CSU Dominguez Hills.

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Cal State East Bay

Advancing Climate Resilience through Youth-Led Action Research in Oakland, California

Funding Agency: University of California Office of the President

Total Award: \$1.93 million

Investigator: Tony Marks-Block

Funded by a University of California Office of the President Climate Action Seed Grant, the Climate Resiliency Action Research Project is a collaborative initiative led by Cal State East Bay's Department of Anthropology, Geography and Environmental Studies and San Francisco State University, in partnership with UC Berkeley's East Bay Academy for Young Scientists and community organizations such as Frontline Catalysts and Communities United for Restorative Youth Justice. This project aims to engage youth from climate-vulnerable communities in Oakland, particularly along the Interstate-880 corridor, in developing a youth-led action research curriculum focused on increasing climate awareness and resilience. By participating in community assessments of local infrastructure, such as HVAC systems and green spaces, participants will contribute to improving the community's adaptive capacity to adapt to climate change. The project will also address health disparities linked to high pollution levels and "heat island" effects, emphasizing culturally relevant educational practices. Through this youth-led action research, the project seeks to foster climate leadership, promote equity and enhance public health and safety in underserved communities.

Fresno State

Humanities Internship Program

Funding Agency: Mellon Foundation

Total Award: \$5 million

Investigator: Honora Chapman

Fresno State is among five public colleges awarded funding by the Mellon Foundation to establish paid internships for humanities majors. Awarded in 2023, this grant will allow Fresno State's College of Arts and Humanities to develop a program that integrates career preparation into the curriculum, enabling students to apply classroom theories in real-world settings. Funded by the single largest gift to the College of Arts and Humanities in Fresno State history, the new humanities internship program aims to enhance the career prospects of humanities graduates and promote the field's value.

Cal State Fullerton

Collaborative Research: Identifying and Evaluating Sites for Cosmic Explorer

Funding Agency: National Science Foundation

Total Award: \$904,704

Investigators: Joshua Smith and Geoffrey Lovelace

In July 2024, gravitational-wave researchers at Cal State Fullerton's College of Natural Sciences and Mathematics were awarded a grant of nearly \$905,000 from the National Science Foundation to support the Cosmic Explorer project, a groundbreaking initiative to develop a next-generation gravitational-wave observatory. The observatory will feature two detectors, one 25 miles long and another 12 miles long, surpassing current Laser Interferometer Gravitational-Wave Observatory (LIGO) facilities in both size and sensitivity. The grant funds the evaluation of potential U.S. sites for Cosmic Explorer, aiming to identify locations that align with scientific goals, community values and workforce needs. Joshua Smith, professor of physics and director of the Nicholas and Lee Begovich Center for Gravitational-Wave Physics and Astronomy at Cal State Fullerton, leads the project, alongside international and national partners. The project, with an estimated cost exceeding \$1 billion, will revolutionize the ability to detect gravitational waves and could unveil new cosmic phenomena. Preliminary site assessments will be submitted to the National Science Foundation by August 2026, with final recommendations expected in 2028.

Cal Poly Humboldt

Tribal Energy Resilience and Sovereignty Microgrid Project

Funding Agency: U.S. Department of Energy

Total Award: \$23 million

Investigators: Peter Alstone, David Carter, Jim Zoellick and Arne Jacobson

The Tribal Energy Resilience and Sovereignty (TERAS) Project at Cal Poly Humboldt's Schatz Energy Research Center will empower four rural tribes in Northern California to transform one of the state's least reliable electrical circuits into a highly resilient renewable energy system. In August 2024, the U.S. Department of Energy's Grid Resilience and Innovative Partnerships (GRIP) program awarded \$23 million to Cal Poly Humboldt via six different grants and contracts. The project will simultaneously advance tribal energy sovereignty, climate resilience, jobs equity and clean energy by improving electricity reliability for communities and facilities associated with the Hoopa Valley Tribe, the Karuk Tribe, the Yurok Tribe and the Blue Lake Rancheria Tribe, which regularly experience frequent power outages of some of the longest durations in California.

Cal State Long Beach

Geophysics for Environmental Management Students (GEMS): Addressing the Grand Challenge of Soil and Groundwater Contamination

Funding Agency: Rutgers University via the U.S. Department of Energy

Total Award: \$1.19 million

Investigator: Matthew Becker

This project focuses on curriculum enhancement coupled with student professional development to train and diversify the workforce needed to address soil and groundwater contamination. It represents a collaboration between Cal State Long Beach and Rutgers University, two institutions with diverse undergraduate and graduate populations, in partnership with U.S. Department of Energy laboratories, and will develop students who are uniquely trained for careers in contaminant monitoring and deep vadose zone characterization.

Cal State Los Angeles

Los Angeles Urban Teacher Residency: The Community Collaborative
Funding Agency: U.S. Department of Education
Total Award: \$7.46 million
Investigator: A. Dee Williams

The Los Angeles Urban Teacher Residency (LAUTR-CC) Program at Cal State LA develops inclusive, community-centered and community-literate teachers—working in and near Qualified Opportunity Zones—who are primed to become the next generation of school district leaders. The program recruits highly talented people from diverse backgrounds who are committed to becoming transformative teachers and places them in high-need, reform-minded schools, where they can earn a teaching credential in three semesters. LAUTR-CC collaborates with community-based organizations to build inclusive schools and to develop collaborative teachers who will, in turn, build inclusive classrooms. The program offers three types of teacher credentials: the single-subject credential in mathematics or science; the multiple-subject credential with a bilingual authorization (Spanish); and the education specialist instruction credential with a specialty in teaching students with mild- to moderate-support needs, extensive support needs or visual impairments.

Cal State Monterey Bay

Developing Capacity to Quantify Climate-Smart Practices in Cool-Season Specialty Crops
Funding Agency: U.S. Department of Agriculture
Total Award: \$4.99 million
Investigators: Arlene L. Haffa and Arund D. Jani

Cal State Monterey Bay's Laboratory of Agricultural Biogeochemistry is undertaking this innovative and multifront project, building on the unique capability of the university's Department of Biology and Chemistry to monitor greenhouse gases, particularly among Central Coast specialty crops including strawberries, kale and broccoli. The research team will measure off-gassing in local agricultural fields to develop a greenhouse gases accumulation model with colleagues from the University of California, Davis. They will also engage with local growers through focused outreach. Using a bilingual team, they will collaborate with underserved Central Coast growers to implement and monitor climate-smart practices, including reducing nitrogen fertilizer use, using cover crops and composting. The goals of the project are to reduce the amount of total nitrogen applied; improve the efficiency of nitrogen use; increase soil organic matter; limit emissions of nitrous oxide; and decrease the amount of nitrogen leaching as nitrate, while maintaining crop yield and quality relative to standard practices.

CSU Northridge

Tribal Nursery and Tree Planting Project in Disadvantaged Communities

Funding Agency: U.S. Department of Agriculture

Total Award: \$5 million

Investigators: Crist Khachikian and Daisy Lemus

Duration: 02/23/2024 through 08/31/2028

This project aims to leverage traditional ecological knowledge to increase the tree canopy in disadvantaged communities throughout Northwest Los Angeles as a means of mitigating the impacts of climate change. The goals of the project, led by CSUN faculty in the Department of Civil Engineering and Construction Management and the Department of Communication Studies in collaboration with the Fernandeno Tataviam Band of Mission Indians and the Tataviam Land Conservancy, include establishing Tribal nurseries, planting native trees with cultural significance in disadvantaged communities and establishing job training programs in urban forestry. Funded by the U.S. Department of Agriculture Urban and Community Forestry Program, the initiative will enhance public health, address urban heat island effects, and foster educational engagement and workforce development among marginalized youth. By planting culturally significant trees and promoting job training, the project will partner with local communities to lead sustainable urban forestry efforts into the future.

Cal Poly Pomona

CyberCorps Scholarship for Service: Cal Poly Next Generation Cyber Warriors for Big Data Security and Privacy (Renewal)

Funding Agencies: National Science Foundation, U.S. Department of Homeland Security and U.S. Office of Personnel Management

Total Award: \$1.63 million

Investigators: Mohammad Husain and Abdelfattah Amamra

Funding for Cal Poly Pomona's CyberCorps Scholarship for Service program, which trains students in cybersecurity and prepares them for careers with government agencies to protect critical information infrastructure, has been renewed. Building on the success of its initial CyberCorps Scholarship for Service program, which placed 25 students in positions with agencies such as the National Security Agency, the U.S. Department of Homeland Security and the National Aeronautics and Space Administration, CPP continues to be a leader in cybersecurity education. CPP's Cyber Collaborative has established the Scholarship for Service Conference (SFSCon); sponsors an annual Cybersecurity and Awareness Fair; hosts the student-led Tech Symposium Conference; leads the National Science Foundation's Research Experience for Undergraduates (REU) in Big Data Security and Privacy; and organizes cyber security camps and training for K-12 students and military cadets. With enhanced research and training capabilities and resources from the Computer and Information Science and Engineering Minority-Serving Institutions Research Expansion (CISE-MSI) Program from the National Science Foundation, CPP has hired four cybersecurity faculty members and established the California Center for Cyber Risk. CPP

actively recruits women through its Association for Computing Machinery Women's Committee (ACM-W) chapter, SheCodes. With this renewal of funding, CPP's CyberCorps Scholarship for Service Program will continue to provide academic and hands-on training, research opportunities and professional development for students interested in the future of cybersecurity.

Industry 4.0: Career Advancement through Research and Education in Modeling and Simulation (iCARE-M&S)

Funding Agency: U.S. Department of Education
Total Award: \$1.1 million
Investigator: Behnam Bahr

Cal Poly Pomona, a Hispanic-Serving Institution, has been awarded a grant to establish a modeling and simulation career-track program known as iCARE-M&S. The goal of this program is to increase the number of STEM professionals and leaders equipped with the knowledge, skills and experience of modeling and simulation necessary to integrate autonomous systems concepts into their research, careers and academic plans. Serving students in CPP's College of Engineering and Department of Computer Science, the iCARE-M&S Program covers a wide range of topics, including cybersecurity, robotics, modeling, simulation, visualization and immersion. This comprehensive approach aims to prepare individuals for the demands of emerging technologies such as artificial intelligence, blockchain and the Internet of Things, known as the fourth industrial revolution or Industry 4.0 (I4.0).

Sacramento State

Participatory Science for a Trash-Free SF Bay

Funding Agency: U.S. Environmental Protection Agency
Total Award: \$742,240 over two years
Investigator: Julian Fulton

Dr. Julian Fulton, associate professor in Sacramento State's Department of Environmental Studies, has received a \$742,240 federal grant from the U.S. Environmental Protection Agency to monitor and clean up trash in San Francisco Bay. The grant, part of the Bipartisan Infrastructure Law, funds the expansion of the Trash Rapid Assessment Data Exchange (TRADE) program, which involves community volunteers and student interns. This initiative aims to reduce trash in urban stormwater systems by tracking and addressing litter. The project highlights the connection between environmental and social issues, emphasizing community involvement in environmental science.

Cal State San Bernardino

School of Computer Science and Engineering at Cal State San Bernardino

Funding Agency: National Science Foundation
Total Award: \$2.5 million
Investigator: Yunfei Hou

The National Science Foundation has awarded Cal State San Bernardino a \$2.5 million grant to establish the Experiential Computing and Engaged Learning Scholarships (ExCELS) Program, aimed at providing scholarships, mentorships and experiential learning opportunities for low-income and underrepresented students, and meeting a growing need for talented computer professionals in the Inland Empire region. Each year, 30 scholarships of up to \$10,000 per student, per year (for up to four years), will be awarded to academically talented students who demonstrate financial need and who are pursuing a major in computer science, computer engineering, computer systems, bioinformatics or data science. Over its five-year duration, this program will award a total of 150 scholarships, helping to meet the national need for well-educated computer scientists, mathematicians, engineers and technicians by creating clear pathways to computing careers.

San Diego State

PARTNER: Expanding AI Capacity in San Diego: A Strategic Collaboration Between San Diego State University and TILOS AI Institute

Funding Agency: National Science Foundation

Total Award: \$2.8 million

Investigators: Junfei Xie, Jun Chen and Bryan Donyanavard

This four-year grant will enhance the existing artificial intelligence infrastructure, education and research capacity in San Diego and prepare San Diego State, community college and K-12 students for careers in artificial intelligence. The project will enhance the AI components of an existing robotics summer camp at SDSU for middle and high school students; campers will create robot learning algorithms, test them in the real world and explore AI careers with visiting AI experts. In addition, funds will be used to provide mentorship, AI research opportunities and career guidance to local community college students through SDSU's successful STEM Pathways Program, which supports students majoring in astronomy, biology, chemistry, computer science, environmental science, engineering, geology, mathematics, physics and statistics, and helps them transition to attending a four-year university. Once enrolled at SDSU, students can take newly developed courses in the College of Engineering on AI applications in robotics, geography, physics and aerospace engineering as well as partake in additional research opportunities at partner institutions.

San Francisco State

Western Region Industrial Assessment Center (IAC) Center of Excellence

Funding Agency: U.S. Department of Energy

Total Award: \$3.75 million

Investigators: Ed Cheng and Ahmad Ganji

San Francisco State will lead the new Western Regional Center of Excellence to train a new generation of clean energy engineers and to improve energy efficiency among manufacturers. This new center, housed within the School of Engineering, will be one of five regional Centers of Excellence in the nation and the only one in the West.

Over the next five years, San Francisco State's Industrial Assessment Center (IAC) will partner with four other minority-serving institutions—San Diego State University, San José State University, Laney College and Cuyamaca College—to promote renewable energy and energy efficient technologies, reduce manufacturer emissions, improve industrial assessment methods and more in a multi-state region including the western United States, Hawaii and Alaska.

San José State

San José GEAR UP Community Achievement Project

Funding Agency: U.S. Department of Education

Total Award: \$10.67 million

Investigators: Dolores Mena and Lorri Capizzi

San José State's GEAR UP (Gaining Early Awareness for Undergraduate Programs) project aims to boost college readiness among low-income students. Partnering with schools, community organizations, and community colleges, the program serves 1,906 underserved students across 14 schools. Through academic support, college and career counseling, financial aid guidance, and mental health services, GEAR UP will help guide students from middle school to college. The program emphasizes equity, cultural competence, and data-driven strategies to ensure student success. With a seven-year, \$10.5 million budget, GEAR UP aligns with SJSU's goal of expanding postsecondary access for local communities.

Cal Poly San Luis Obispo

Study Enhanced Firefighting Equipment and Strategies to Protect Firefighters

Funding Agency: California Department of Forestry and Fire Protection (CAL FIRE), through a partnership with the Wildfire Conservancy

Total Award: \$1.1 million

Investigators: Frank Frievault, Robert Fanter, Matthew Zoerb, Anna Cahn, Richard Emberley, Christopher Pascual, Moses Mike, Lily Laiho, Kari Pilolla and Sherry Elliston

In partnership with the Wildfire Conservancy, Cal Poly will improve CAL FIRE's core capabilities through an evaluation of its operational functions and provide recommendations on ways to promote employee behavioral health and physical fitness, as well as the safety of CAL FIRE employees, partners and the public. To inform these recommendations, Cal Poly will conduct research on strategies to protect against smoke exposure; personal protective equipment and decontamination; methods to improve hydration, reduce heat stress and monitor related cardiac issues; critical advancements for wildland firefighting in the wildland-urban interface (WUI); and new tools, technologies and equipment to enhance wildland firefighting operations and to limit or mitigate the exposure of firefighting personnel while engaged in firefighting options in WUI.

CSU San Marcos

Utilizing Community Partnerships to Enhance Indigenous STEM Education for American Indian Youth

Funding Agency: National Institutes of Health

Total award: \$1.33 million

Investigator: Richard Armenta

CSU San Marcos has been awarded a Science Education Partnership Award (SEPA) grant by the National Institutes of Health to foster thoughtful American Indian scholars of science by engaging motivated American Indian youth and their families in a culturally validated, comprehensive and layered science education, mentoring and research program that will build the skills and confidence necessary for students to matriculate into and succeed in the biomedical and behavioral sciences. The project has the following four goals: 1) to engage sixth through twelfth grade students in STEM-based workshops and activities to increase interest in STEM fields and careers; 2) to develop and run a mentored summer program at CSUSM to engage American Indian students and their families in STEM activities and college readiness; 3) to create a near-peer mentoring program between students in current NIH-supported training programs and sixth through twelfth grade American Indian students and their families; 4) to provide research opportunities for American Indian students to gain experience in STEM, including in the area of substance use and opioid overdose within Native Nations. Youth will be provided mentoring from both program faculty and from near-peer mentors, will engage in interactive science activities, and will have the opportunity to both shadow in research labs and to develop their own research projects to address substance use and opioid overdose in their communities.

Sonoma State

Project STORM (SocioTechnical Operational Risk Management)

Funding Agency: U.S. Department of Defense

Total Award: \$499,527

Investigator: John Sullins

Dr. John Sullins, professor in Sonoma State's Department of Philosophy and director of programming for the Sonoma State University Center for Ethics Law and Society, has received a two-year award from the Department of Defense for Project STORM, which is investigating the need for a comprehensive and contextual understanding of artificial intelligence (AI) risks. With a primary objective of creating a comprehensive risk management schema, the research team is developing a prototype resource that can be used by the Department of Defense to analyze the ethical impacts of the AI assets used by the U.S. military or that the U.S. military is considering deploying. The research product will be a user-friendly, mission-specific schema that offers a holistic perspective on the risks of AI-enabled technologies, pinpointing sources of risk and suggesting appropriate mitigations.

Creative Activity in the CSU

Below are examples of recent creative achievements across the CSU system.

CSU Bakersfield

In May 2024, Dr. Doug Davis, a CSU Bakersfield emeritus and a CSUB music professor for more than 30 years, was recently recognized by the Bakersfield Symphony Orchestra for his work as a composer. Dr. Davis received the orchestra's first-ever Catherine M. Urner Composer Discovery Project award for his piece, "Dust Swirls Then Speaks (Journey to Hope)." Dr. Davis's composition was inspired by John Steinbeck's "The Grapes of Wrath" and was written for a CSUB event in 2014 that celebrated the 75th anniversary of the novel's publication.

CSU Dominguez Hills

Led by Dr. Patricia Kalayjian, professor emerita of the Interdisciplinary Studies Program at CSU Dominguez Hills, the Catharine Maria Sedgwick Online Letters Project is publishing an open-access digital edition of the complete, unexpurgated letters of Sedgwick (1789-1867), an American writer of the Early National Period and one of the most notable female novelists of her time. With funding from the National Endowment for the Humanities, Sedgwick's letters are being collected from archives across the United States and Europe. When complete, the Sedgwick project will have its own portal at the Massachusetts Historical Society's digital publication hub. The searchable website will include images of the original letters, as well as verified transcriptions with footnotes and contextual essays.

Fresno State

Author Mai Der Vang, assistant professor in Fresno State's Department of English, was honored in April 2024 as the recipient of a 2024 Guggenheim Fellowship. Chosen through a rigorous application and peer-review process on the basis of prior career achievement and exceptional promise, 188 Guggenheim Fellows were selected from a pool of nearly 3,000 applicants. The fellowships are awarded to distinguished individuals and culture creators working across a variety of disciplines for their "prior career achievement and exceptional promise." In 2022, Vang was named a Pulitzer Prize finalist for her book of documentary poetry, "Yellow Rain."

Cal State Los Angeles

Dr. Alejandra Marchevsky, chair of Cal State LA's Department of Women's, Gender and Sexuality Studies, has contributed a chapter to a new book that provides ethnographic accounts of COVID-19's effects on working-class communities of color, "Until We're Seen: Public College Students Expose the Hidden Inequalities of the COVID-19 Pandemic," published by the University of Pennsylvania Press in August 2024. The chapter—"Autoethnographies from the 'Sacrifice Zone' of Latinx Los Angeles"—features the research of Dr. Marchevsky and students from her courses in women's, gender and sexuality studies.

CSU San Marcos

Leslie Foster, experimental filmmaker and assistant professor in the School of Arts at CSU San Marcos, received a 2023 Lightning Fund Artist Grant from Los Angeles Contemporary Exhibitions (LACE), for his project "Black Cathedral" (also known as "Nyxontology"). An experimental film installation that explores Black, queer "other-worlds," the project is a continuation of Foster's ongoing interest in "formulating rival geographies, spaces in which the non-linear logics of Black, queer thought slip sideways into alternate topographies challenging Eurocentric and colonial geographies of confinement." The project, which will eventually comprise nine pieces, uses tintype photography (a mid-19th-century photographic technology) to create stop-motion films that will be projected on 12-foot, vertical projection screens. Three of the nine pieces are complete, and work will continue on the remaining six over the next three years.

Sonoma State

In January 2024, Dr. Letha Ch'ien, associate professor of medieval and Renaissance art history in Sonoma State's Department of Art History, was awarded a research fellowship from the National Endowment for the Humanities to enable her to spend a year researching and writing a book about the role of transmitting cultural ideology in Venetian art. With Venice, Italy, as her case study, Dr. Chi'en's research explores how empires appropriate materials and imagery from other cultures and then present those foreign elements as being—and as always having been—part of the empire, thereby enshrining their ideology through art.

CSU Student Achievements

Below are examples of recent accomplishments by CSU students.

Chico State

Kristen Chatham graduated in 2024 with a bachelor of science in business administration with a double emphasis in marketing and management. During her time at Chico State, she traveled to Hawaii and Amsterdam representing the Seufferlein Sales Program, the university's accredited professional sales certificate program, as well as to New Orleans with the American Marketing Association. Chatham says it was during those trips that she formed close bonds with her classmates and gained valuable real-world experience to hone her skills as a budding sales professional.

Winning the individual competition at the Western States Sales Competition in March 2024, Chatham bested more than 40 students from universities across the region and was part of the Chico State team that won the group competition. In addition, she won first place in the undergraduate research poster competition and second place in the sales competition at the 2024 American Marketing Association's International Collegiate Conference.

Cal State Fullerton

Megan Nguyen, a graduate student in biology, has been awarded a prestigious 12-month, paid California Sea Grant State Fellowship. This fellowship offers hands-on training at municipal, state and/or federal agencies in California, focusing on marine, coastal and watershed resources. Nguyen, whose research involves studying the seaweed species *Silvetia compressa* in Southern California's intertidal zones, will use this opportunity to gain in-depth experience in science funding, communication, environmental justice and natural resource management, exploring these intersections within the California Delta, a critical area for the state's water supply.

Cal Maritime

Matthew Rothschild, who graduated in 2024 with a bachelor of science in oceanography, worked with Dr. Alex Parker, professor and program coordinator for Cal Maritime's Oceanography Program, to investigate the physiology of an unprecedented harmful algal bloom (HAB) in the San Francisco Bay during the summer of 2022. The project was supported with funds from the Council on Ocean Affairs, Science and Technology. Rothschild analyzed samples collected through a multi-agency collaboration and was part a team that surveyed the bay at the end of the bloom. While the San Francisco Bay has proved resilient to HABs, changes to the bay, including those resulting from climate change, may result in more frequent future occurrences, and project findings will be used to shape policies to help protect against future blooms. After graduating, Rothschild spent a summer working in fisheries management with the Washington Department of Fish and Wildlife and now works as a fisheries technician at the University of Massachusetts Dartmouth.

Cal State Monterey Bay

Alyssa Anzalone, a current student in Cal State Monterey Bay's Environmental Science Master of Science Program, was the 2024 first-place winner of the CSU's systemwide Grad Slam competition, in which students are judged on their ability to communicate key details about their research projects in three minutes or less, supported by a single slide for illustration. Ms. Anzalone's presentation, "Understanding the Risk of Microplastics in the Pajaro and San Lorenzo Rivers," explored her research on microplastics in freshwater ecosystems influenced by agricultural and urban activities, comparing the flow of microplastics into the Monterey Bay National Marine Sanctuary. Her research has helped Anzalone develop skills in lab and field research, geographic information systems and statistical modeling, which she hopes to translate into a future career with the National Oceanic and Atmospheric Administration (NOAA). She has also been recognized as a NOAA Center for Coastal and Marine Ecosystems=II Scholar and has served as an intern with the NOAA Southwest Fisheries Science Center.

Sacramento State

In 2023, Shamona Thompson Ross, a student in Sacramento State's Master of Social Work Program, was awarded the CSU Trustees Award for Outstanding Achievement, the system's highest student honor. Earning a 4.0 GPA, her scholarship focuses on social justice, mental health and community support, and her research addresses disparities in health care and social services for marginalized communities. Thompson Ross aims to empower disadvantaged populations through education and advocacy, a reflection of her personal journey of overcoming homelessness and health challenges to become a high-achieving student. She has credited programs such as the Educational Opportunity Program, the McNair Scholars Program, and Crisis Assistance and Educational Support Services in helping her navigate challenging times.

San José State

Huston Scharnagl (who earned a bachelor of science in aerospace engineering in 2024) and Sofia Silva (who earned a bachelor of science in software engineering in 2024) initiated Project Firewatch, a high-performance wildfire surveillance aircraft with fire trajectory software, as part of a senior design project. They aimed to develop a drone equipped with a first-person view and a thermal camera to collect data using machine learning to track wildfire trajectories. Their project received support from the Wildfire Interdisciplinary Research Center and was featured in several competitions, including SpartUp, the Silicon Valley Innovation Challenge and the Wildfire Climate Tech Challenge from the Minority-Serving Institutions Incubator at the National Aeronautics and Space Administration (NASA). As runners-up in the NASA competition, Scharnagl and Silva were invited to participate in the NASA Innovation Corps Pilot: Wildfire Technology Management Cohort to further develop and potentially commercialize their technology, which has implications for integration into other types of aircraft.

CSU Faculty Accomplishments

Below are examples of recent achievements by CSU faculty members.

Chico State

In 2024, Dr. Cynthia Daley, professor in the College of Agriculture and the director and co-founder of Chico State's Center for Regenerative Agriculture and Resilient Systems (CRARS), was named the inaugural recipient of the Gayle E. Hutchinson Award for Excellence. The \$100,000 award—the largest of its kind in the CSU system—recognizes individuals who exemplify forward-thinking strategies and innovation in technology, academic research and creative activity. Among Dr. Daley's innovative achievements are the establishment of a composting enterprise at Chico State's University Farm, the Organic Dairy Unit (the first university-based organic dairy program in the West) and an Environmental Resiliency Collaborative. Her work in the ecological farming movement has been recognized for decades and, under her leadership, CRARS—a consortium of interdisciplinary faculty and farmers who recognize the ecological benefits of regenerative farming practices—has raised more than \$30 million in funding to support operations and its applied research and education program.

Cal State East Bay

In 2024, Dr. Michael Schmeltz, associate professor Cal State East Bay's Department of Public Health was among seven selected for the 2024-25 class of Robert Wood Johnson Foundation Health Policy Fellows at the National Academy of Medicine. One of the nation's most prestigious health policy fellowships, this opportunity will allow Dr. Schmeltz to spend a year in Washington, D.C., engaging with health policy leaders and gaining firsthand experience in the federal policy-making process. With more than a decade of experience working in occupational and environmental health, focusing on climate change and public health risks, Dr. Schmeltz is uniquely positioned to succeed in this fellowship.

Fresno State

Dr. Lisa Bryant, professor and chair of Fresno State's Department of Political Science, was awarded an Andrew Carnegie Fellowship by the Carnegie Corporation of New York for her research project, "Polarizing the Process: Partisan Effects on Election Officials and Trust in Elections." One of only 28 fellows chosen in 2024, she will receive a \$200,000 stipend during her two-year fellowship to investigate how partisan polarization is impacting the administration of U.S. elections, and how political polarization affects career bureaucrats who serve the public as local election officials.

Cal Poly Humboldt

Dr. Alison O'Dowd, professor and chair of the Department of Environmental Science and Management, as well as co-director of Cal Poly Humboldt's River Institute, is leading a monitoring project on the Klamath River following the removal of four dams, the largest dam removal effort in U.S. history. This project is the culmination of decades of activism, legislation, hard work and dedication from Native Tribes, environmentalists, fish advocacy organizations and many others. Specifically, the project will examine the water quality, as well as salmonid food resources and diet, in the mainstem Klamath River and associated tributaries before, during and after Klamath dam removals. Partnering with scientists with the Karuk Tribe and at UC Davis, Dr. O'Dowd will sample aquatic invertebrates and juvenile salmonids to determine whether salmonids adjust their feeding behavior during dam removal. Project findings will inform fisheries management and fish food resources associated with future dam removal projects, as well as advancing the field of disturbance ecology by documenting the effects of a large-scale planned disturbance.

CSU Northridge

Dr. Khanum Shaikh, associate professor in CSUN's Department of Gender and Women's Studies, as well as director of the Middle Eastern and Islamic Studies Program, was awarded a 2024-25 National Endowment for the Humanities Award to pursue her book project, "Moving Through Culture: Gender and Urban Transformation in Contemporary Pakistan." The \$60,000 award will fund Dr. Shaikh's research on how the expanded public mobilities of women in contemporary Pakistan are reshaping notions of self, intimacy and relationality in both public and private spheres. Dr. Shaikh's project will contribute significantly to the understanding of gender and urban transformation in Pakistan.

San Diego State

In 2023, Dr. Sabrina Smiley, associate professor in San Diego State's School of Public Health, received the Racial Equity Visionary Award for Research on Substance Use and Racial Equity from the National Institute of Drug Abuse's Racial Equity Initiative. The five-year, \$5.2 million grant will fund Dr. Smiley's research in identifying and reducing racial bias in the treatment of opioid use disorders in California. Dr. Smiley is a social and behavioral health scientist whose research focuses on the intersection of substance use, HIV, race and policy, and who has received recognition for her pioneering research program, RESTORE: Racial Equity in Systems to Treat Opioid Use Disorder for Everyone.

San Francisco State

Dr. Jenna Wong, assistant professor of civil engineering in San Francisco State's School of Engineering, received a 2023 National Science Foundation Early CAREER grant to study the resilience of green infrastructure. The five-year grant of \$510,000 will support Dr. Wong's research into computational modeling to estimate how green infrastructures impact a structure's properties and earthquake response. This data could inform future guidelines for building sustainable structures and will help Dr. Wong's team develop strategies for constructing green infrastructure that improves earthquake response.

Cal Poly San Luis Obispo

In 2024, Dr. Paul Anderson, professor in Cal Poly's Department of Computer Science and Software Engineering, was awarded a prestigious Fulbright Scholar Award to conduct research in Spain regarding the use of artificial intelligence in the treatment of chronic pain. Dr. Anderson, who is a member of a National Institutes of Health consortium, will make international connections at the Universidad de Murcia, a leading research university in southeastern Spain, which will enable him to conduct larger, more diverse studies and trials on the treatment of low back pain in the future.

Stanislaus State

Dr. Jude Paul Dizon, assistant professor of higher education leadership in Stanislaus State's College of Education, Kinesiology and Social Work, received a \$75,000 grant in 2024 from the Spencer Foundation to research safety and inclusion at six U.S. tribal colleges located in the Midwest, Southwest and West Coast. The project aims to incorporate Indigenous knowledge into campus safety policies, fostering an inclusive atmosphere, and is part of Dr. Dizon's larger research agenda to promote racial justice in higher education.

Systemwide Collaborations

The CSU has 10 multi-campus affinity groups that support research collaborations on a breadth of topics that are important to California. Below are examples of recent achievements of these consortia.

Agricultural Research Institute (ARI)

ARI supports faculty working on applied research projects that involve California's agricultural and natural resources, as well as helping to meet the needs of the food system industry. ARI and its industry partners are providing funding for 175 applied research projects across the state that provide actionable information for industry as well as to the scientific community through peer-reviewed articles. ARI has directed funding to multi-disciplinary teams to develop solutions to problems that are becoming increasingly urgent to address.

ARI funded projects that will help growers produce both energy and crops on farms, expand controlled environment agriculture for urban and remote areas, and to use less water and fertilizers in traditional crop production.

ARI-funded projects positively impact California agriculture, natural resources and food systems, while cultivating the next generation of leaders in these fields. ARI is funding projects that will help achieve carbon neutrality by enhancing the ability of agricultural soils and forests to maximize carbon storage. Other ARI-funded projects use cross-disciplinary approaches to add ecosystem services to farmlands to increase biodiversity, lower insecticide and rodenticide use, reduce grower costs, and minimize the environmental impact of producing a crop.

A five-year, \$9.5 million NextGen Grant to ARI from the U.S. Department of Agriculture funds 80 students annually (in awards of \$25,000 for graduate students and \$11,000 for undergraduate students) to engage in career-advancing research and professional projects, as well as to participate in workshops in leadership and in communicating science.

Council on Ocean Affairs, Science and Technology (COAST)

COAST is the systemwide consortium for ocean and coastal research, education and talent development, and all 23 campuses participate in this affinity group. During academic year 2023-24, COAST awarded more than \$260,000 to CSU faculty members and more than \$600,000 to students.

COAST prioritizes the core principles of access, equity, inclusion, belonging and diversity in its 2022-27 Strategic plan, and this is the lens through which all funding programs and activities are developed, implemented and evaluated. For example, one new undergraduate program prioritizes students who have little or no research experience, which is one way to provide access to students from groups historically excluded from marine science (and STEM in general).

In the past year, COAST has made notable strides, including publishing the paper "SPOTLIGHT: Breaking Down Financial Barriers to Fieldwork" in the journal, *Oceanography*. COAST also secured \$90,000 to partner with the Scripps Institution of Oceanography on inclusive mentoring workshops for marine STEM. Additionally, COAST received \$98,467 for an NSF S-STEM Collaborative Planning Grant to develop a \$5 million proposal due in 2026 and was invited to submit a \$249,955 Seed Grant proposal to the Sloan Foundation's Creating Equitable Pathways to STEM Graduate Education program with UCLA.

All of these activities focus on supporting students from historically underrepresented backgrounds and on addressing faculty mindsets to create a more inclusive and diverse marine science research community for CSU faculty members, students and beyond.

CSU Program for Education and Research in Biotechnology (CSUBIOTECH)

Created in 1987 as a system-wide program, CSUBIOTECH supports biotechnology education and research throughout the CSU to promote biotechnology workforce and economic development in California. It provides leadership in training California's biotechnology workforce, enabling CSU faculty and students to advance their academic and research careers in biotechnology, as well as extending and developing relationships with regional and industrial partners to enhance understanding of biotechnology issues, challenges and opportunities.

CSUBIOTECH provides grants and awards; organizes the annual CSU Biotechnology Symposium; sponsors industry-responsive curricula; and serves as a liaison between the CSU and government, regional and biotechnology industry partners, including philanthropic partners.

CSUBIOTECH has embarked on new branding, awareness-building and advocacy initiatives. These strategies include a new website (currently being updated with a public-facing format); establishing CSUBIOTECH's YouTube Channel (with more than 120 videos); the revival of the quarterly CSUBIOTECH newsletter after a three-year hiatus; and a revamped LinkedIn page with more than 200 followers. Other accomplishments include establishing five regional hubs with a focus on career-networking events for students and the release of the CSUBIOTECH Handbook, which has been developed as a valuable downloadable resource to provide a summary of grant awards and programs, especially for early career faculty.

California Desert Studies Consortium (CDSC)

CDSC facilitates research, education and outreach about the importance of arid lands. The consortium provides infrastructure for STEM and transdisciplinary work in the Mojave Desert, with an emphasis on climate resilience and sustainability. Established in 1976, this consortium now includes seven member campuses: Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona and San Bernardino, with Fullerton serving as the host campus.

The centerpiece of the consortium is the Desert Studies Center, also known as the Zzyzx Campus. Zzyzx Campus is a 1,280-acre, full-service field station located in the town of Zzyzx, California, in the Mojave Desert. It provides housing, meal service, classroom space, laboratories and research support for university courses, research groups, workshops and conferences. Zzyzx Campus is a major launching point for CSU students into the STEM workforce. Each year, Zzyzx Campus hosts more than 7,000 overnight visits by students and researchers from the CSU and beyond. This field station provides uniquely valuable immersive STEM education experiences to CSU students, helping to address equity gaps in STEM careers and the environmental sciences. The facility is operated by the CSU in a cooperative management agreement with the National Park Service.

CSU Shiley Haynes Institute for Palliative Care

The CSU Shiley Haynes Institute for Palliative Care has two goals: to provide palliative care education to CSU students and the surrounding communities; and to offer continuing education certificate-level and topical courses in palliative care and care management to working health care professionals across the nation and worldwide. The Institute uses a campus partner model, working collaboratively with select CSU campuses to provide palliative care education to their students, professionals and the surrounding communities.

Ocean Studies Institute (OSI)

OSI is a consortium of CSU campuses that have pooled their resources to study the ocean more effectively. OSI's mission is to support research and education programs in ocean studies on behalf of OSI member campuses and the CSU. First established in 1972, OSI now includes nine member campuses: Channel Islands, Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona, San Bernardino and San Marcos. In 1994, OSI became a founding member of the Southern California Marine Institute (SCMI), a larger consortium of institutions with resources including a laboratory facility on Terminal Island (near Long Beach) and a 75-foot, ocean-going research vessel.

In addition to being a nexus for interdisciplinary research and cross-campus collaboration, the OSI provides important services to member campuses such as access to research vessels for instruction and research; training and certification in scientific diving and motorboat operation; and on-shore support for marine research. OSI also offers an intercampus academic program, the CSU Marine Biology Semester on Catalina Island, a 15-week program based at the Wrigley Marine Science Center.

Recent projects by OSI faculty include assessment of a newly established artificial reef off Palos Verdes, studies of oyster restoration, drone and eDNA sampling to survey sharks, and studies of the effects of ocean acidification on larval fish in Southern California. In addition, OSI/SCMI recently established a real-time climate and water-quality monitoring station at the Terminal Island facility.

Science, Technology, Engineering, and Mathematics Network (STEM-NET)

STEM-NET is the preeminent multicampus consortium working with all 23 CSU campuses and areas of STEM research and education. It connects and strengthens faculty research and educational collaborations across the CSU system and across disciplines. STEM-NET expands opportunities for active learning and innovative pedagogy, as well as supporting CSU faculty in developing grant proposals with the potential for scaling and sustainability with high impact and fundability. Since 2020, STEM-NET has partnered with faculty to develop many collaborative proposals, which have generated more than \$54 million in grant funding to support STEM research and education projects across the CSU system. Building relationships with faculty is a key to success, which leads to external funding. Furthermore, STEM-NET provides SEED Grants to faculty to obtain preliminary results for future external grant submissions. STEM-NET

empowers CSU STEM leaders to harness their expertise in teaching, research, and grant-writing to ensure the success of both students and faculty. In addition, STEM-NET supports undergraduate research by providing funding to support CSU students in this high impact practice. Driven by an unwavering commitment to student success, STEM-NET is transforming the CSU into a preeminent champion of inclusive access to research and learning experiences that equip diverse STEM students for thriving careers in STEM-related fields.

CSU-WATER (Water Advocacy Towards Education and Research)

Dynamic water cycles and their impacts are exacerbated by climate uncertainty, and an aging and antiquated water infrastructure compromise water, economic and food security for Californians. CSU-WATER follows a mission to connect the CSU's people and resources with the many stakeholders in California who focus on pressing water issues and related concerns in agriculture, climate, communities, cybersecurity, economies, energy and the environment. These diverse interests are inextricably linked, placing affinity groups such as CSU-WATER in an ideal position for meaningful engagement that can also foster the development of CSU students as future leaders who create innovative solutions for these areas of concern.

Founded in 2008 and composed of more than 250 water experts from across the 23 campuses, CSU-WATER develops water management solutions—through research, partnerships, education and training—that provide students with hands-on learning experiences. CSU-WATER's internal organizational structure has grown to include campus representatives, the Student Outreach Unit for Career and Research Education (SOURCE), and collaborations with relevant campus centers and institutes. The affinity group's external network of partners and collaborators includes engagement in the Association of California Water Agencies (ACWA), the California Water Quality Monitoring Council, California Urban Water Agencies, the California Municipal Utilities Association, many water workforce agencies and nongovernmental organizations, the California Strategic Growth Council and the statewide network of Resource Conservation Districts.

Connecting CSU Research and Workforce Development

Cal State San Bernardino is recognized nationally as a leader in cybersecurity education. The university offers an advanced and applied curriculum designed to equip students with the skills necessary to address global threats and safeguard critical systems. With an enrollment exceeding 600 students in its cybersecurity program, CSUSB has been acknowledged for excellence among 480 institutions across the country.

To demonstrate the impact of the CSU's research and experiential learning opportunities in preparing students for the workforce, Heather Middleton, a junior majoring in Information Systems and Technology at CSUSB, will address the Board of Trustees. This will be followed by remarks from Dr. Tomás D. Morales, the president of CSUSB, who will provide an overview of the university's cybersecurity program.

Conclusion

The CSU's research, scholarship and creative activities are integral to fostering a dynamic and intellectually vibrant campus environment while addressing real-world challenges that impact California and the broader global community. These efforts not only enrich students' educational experiences but also play a pivotal role in advancing the system's graduation goals, which focus on equity and student success. By integrating discovery, innovation and creative expression into academic life, the CSU fulfills its mission of promoting student achievement, supporting faculty excellence and serving as a cornerstone of progress for California and beyond.

Looking to the future, the CSU remains steadfast in its commitment to preparing each new generation of researchers, artists, performers and scholars. Through experiential learning opportunities, interdisciplinary collaboration and a focus on community impact, students are equipped to push boundaries, solve pressing societal challenges, and carry forward a legacy of excellence and service. The CSU's unwavering dedication ensures that the spirit of collaboration, innovation and inclusivity thrives, shaping leaders who will contribute meaningfully to the betterment of society.

COMMITTEE ON EDUCATIONAL POLICY

Intercollegiate Athletics

Presentation By

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Summary

Over the past several years, the landscape of intercollegiate athletics has changed dramatically, rendering it nearly unrecognizable in many respects from where it was just five years ago. Several anti-trust lawsuits against the National Collegiate Athletic Association (NCAA) and member institutions have driven significant changes, primarily:

- The relaxation of multiple aspects of the NCAA's student-athlete transfer rules.
- The NCAA policy allowing incoming and current student-athletes across divisions to benefit financially from their personal brand, otherwise known as name, image and likeness (NIL).
- Widespread and dramatic NCAA conference realignment.

The situation is fluid, with implications both known and unknown that will reverberate across NCAA divisions, sports, conferences – and throughout the CSU. While the extent of these implications remains unknown, they will impact the governance of intercollegiate athletics, the financial and other resources required to administer an athletic department, the historic delineations between NCAA divisions and the concept of what it means to be a "student-athlete."

To proactively monitor this changing landscape, last fall, Chancellor Emerita Jolene Koester appointed the CSU Ad Hoc Intercollegiate Athletics Task Force, co-chaired by Deputy Vice Chancellor for Academic and Student Affairs Dilcie Perez and Interim Assistant Vice Chancellor for Student Affairs, Equity and Belonging Ray Murillo and including trustees, presidents, athletics directors and faculty representatives (see Appendix A). The task force was given a two-fold charge: 1) to act as a fact-finding body, gathering, distilling and analyzing available information, data, emerging issues and initial best practices related to the above-described issues; and 2) to educate and advise CSU system and university leadership, as well as senior athletic department administrators regarding its findings.

Since December 2023, the group has now met seven times to better understand the landscape of athletics across the CSU. This includes taking stock of the women's and men's sports offered by each campus, conference and division participation by campus, athletic scholarships, and the pending lawsuits, court actions and proposed legislation that may affect CSU intercollegiate sports. The task force also participated in "deep dive" sessions focused on NIL and the transfer portal to gauge their impact on student-athlete success.

The CSU's varied and unique intercollegiate athletics programs are managed at the campus level. While historically the Board of Trustees has not had a formal role in their inner workings, today's presentation is meant to inform and acquaint the board with the changing landscape as well as possible roles for the system. This report provides a "snapshot" of task force observations to date, as well as recommendations to the chancellor to both protect and preserve the wide range of athletic opportunities available to students across the CSU and to support the success and well-being of the CSU's student-athletes.

Athletics Across the CSU

Research shows that participating in sports can have long-term positive effects on students, on and off the field. According to a 2019 NCAA GOALS study, more than 90 percent of student-athletes report that college sports have strengthened their personal responsibility, work ethic, teamwork and goal-setting abilities. In addition, a 2020 Gallup study revealed that former NCAA student-athletes are thriving more than other college graduates in areas such as community involvement, social well-being and finding purpose. Across the CSU, intercollegiate athletics is considered a "leadership laboratory," equipping students with vital life lessons, greater confidence, strong friendships and skills that will benefit them over the course of their lifetimes.

Across the CSU, participating in sports is an integral part of the college experience for approximately 8,000 student-athletes each year. The CSU's universities offer a total of 315 men's and women's teams across 23 sports, ranging from football, baseball and basketball to cheer, rowing, soccer, water polo and more. The NCAA established three divisions in 1973 "to align like-minded campuses in the areas of philosophy, competition and opportunity." Division I is the highest level of college sports competition in the United States. Division I institutions typically have the largest athletic budgets and provide some athletes with multi-year cost-of-attendance athletics scholarships and academic support. Nine CSU campuses compete in NCAA Division I, across the following conferences: Big West, Mountain West and Big Sky. Twelve universities compete in NCAA Division II under the California Collegiate Athletic Association (CCAA). While Division II play also requires significant training and practice, the schedule is not as intense as the year-round commitment of Division I. Division II athletes are eligible for partial athletics scholarships. One CSU campus – Maritime Academy – currently competes in the National Association of Intercollegiate Athletics (NAIA) Division I California Pacific Conference but will depart NAIA and Cal Pac at the end of June 2025. CSU Channel Islands does not currently have an intercollegiate athletics program.

While student-athletes juggle the demands of their rigorous schedules, academics remain a priority, and their athletic participation has a positive effect on retention and completion rates. In fact, according to NCAA data, student-athletes hold a four-year graduation success rate of 89 percent in Division I, 76 percent in Division II and 88 percent in Division III. In addition, during the 2019-20 academic year, CSU student-athletes were awarded scholarships totaling \$22.6 million for women and \$20.8 million for men, providing vital financial support to help them advance toward their degrees.

NCAA Transfer Portal

The NCAA Transfer Portal was introduced in 2018 to give student athletes more autonomy in selecting their university. The portal allows student athletes to declare their intent to transfer in order to receive offers from other university athletics programs. Unlike NIL, the transfer portal equally impacts Divisions I and II, with a high volume of student-athletes entering the portal every year.

NCAA Division I approved changes on April 24, 2024, that grant athletes immediate eligibility at their new school regardless of their transfer history, as long as they are “academically eligible and in good standing.” (The year-in-residence requirement for student-athletes transferring from one four-year institution to another was dropped.) Since this change, CSU athletics directors have seen record numbers of athletes entering the transfer portal, many of whom have been influenced by third parties encouraging them to seek better NIL deals or more play time. According to the NCAA, the number of undergraduate Division I athletes who completed a transfer increased by nearly 30% between 2021 and 2023, while undergraduate Division II transfers increased by 66% over the same time period. High-profile athletes seeking better financial deals are only a small fraction of transferring students. The majority are seeking a transfer to graduate school; scholarship opportunities, financial aid or more beneficial economic factors; additional play time; institutional change, or a better fit with the campus environment; or coaching changes. As NCAA by-laws are changing to implement roster caps across Division I schools, many student-athletes have entered the portal to find a roster spot.

While the new rules are intended to increase flexibility for student athletes, the transfer portal is not without its drawbacks. There have been instances of financial promises to student-athletes not being met. And recognizing that transferring – especially multiple transfers – may negatively affect students’ degree progression, roster spot and access to financial aid and scholarships, the task force discussed the role of the system and individual universities in educating student athletes on potential consequences of entering the portal. While the NCAA has a standard process for “informed consent” when students enter the portal, the CSU has the opportunity to provide additional educational resources to student-athletes across the system on the pros and cons of transferring.

The task force has also discussed strategies to ensure the continued academic progress of student-athletes when transferring. While the CSU system holds transfer credit agreements with the California Community Colleges, as well as a reciprocity policy that requires all CSU general

education courses to be accepted for transfer credit at any CSU, other transfer credits are evaluated at the campus level; this means that transfer credits for major coursework may be accepted at one CSU but not at another. This unintended barrier illuminates an opportunity to partner with faculty in the future to develop processes to streamline the transfer of credits from university to university within the CSU, which would be of benefit to all students.

Name, Image and Likeness (NIL)

Enriching but complicating the world of intercollegiate athletics, in June 2021 the NCAA implemented an interim policy, allowing student-athletes to make money from their personal brand – known as name, image and likeness, or NIL. As a result, NIL offers are now used across the country as a key recruiting tool for athletes and to supplement athlete support. Universities across the country are now in a race to offer lucrative and rapid NIL funding to student-athletes, which has turned up the pressure for CSU campuses to remain competitive in all sports, especially in Division I. Resource requirements have created an ever-growing demand for fundraising.

NIL rules vary by state, and across institutions. See, e.g., Cal. Education Code Section 67456. To date, NIL within the CSU has largely been managed through external collectives which are private business entities that pool money from donors to create NIL opportunities for student-athletes. These collectives compensate student-athletes as independent contractors. Allowing private donors more control of their funding, these largely unregulated collectives operate within IRS regulations but are not currently governed by any CSU policies or regulations.

Three active anti-trust court cases, which have been bundled into one settlement commonly referred to as the House Agreement, will impact NIL. The court cases relate to restrictions on student-athletes making money from selling their NIL (House v. NCAA), restrictions on academic monetary awards (Hubbard v. NCAA) and restricting student-athletes' compensation and benefits (Carter v. NCAA). Judge Claudia Wilken had issued preliminary approval in October 2024 for a \$2.8 billion settlement that in theory would allow schools to begin compensating players as soon as the 2025-26 academic year. A hearing on final approval of the settlement is set for April 7, 2025. As a result, the NCAA is now signaling a potential policy change that would bring management of NIL inside each university, allowing them to more closely support their student-athletes with NIL considerations.

The task force has reviewed potential implications of the settlement, including proposals to consider student-athletes to be employees of the university, a current topic of discussion among athletics organizations, student-athletes, colleges and universities, and legislators at the federal level. Along with several California athletic conferences, such as the Big West, as well as the national- and campus-level Student Athlete Advisory Committees (SAAC), the task force currently favors not classifying student athletes as employees for several reasons. For one, student athletes already receive benefits, such as health care, career counseling, support services, and financial compensation and assistance through NIL and scholarships, that they would likely receive as employees. And as a major drawback, under this model only major-market highly resourced universities would be able to afford worker's compensation plans that would be

required for student-athlete employees; high worker's comp costs would likely decimate sports at the Division II and Division III levels and impact the enrollment of schools with large populations of student-athletes. Instead, task force members favor a revenue-sharing model, with external private collectives providing additional funding.

Pending the final settlement, the task force is considering numerous impacts on such areas as athletic program revenue and funding, donor giving, awarding of scholarships, Title IX and gender equity compliance, needed staffing, and fair distribution of funding across sports and divisions. As a primary concern, the task force discussed the role of the CSU system and individual universities in educating student athletes on the intricacies of NIL contracts and financial literacy. The task force has discussed developing systemwide life-skill modules to educate student athletes across the system in areas such as tax implications of NIL, branding, social media, and coping skills for stress and anxiety.

Conference Realignment

As mentioned earlier, university athletics programs are organized by conference. Within Division I, CSU teams compete in the Big Sky, Mountain West and Mountain Pacific Sports Federation conferences. In 1984, the U.S. Supreme Court ruled in *NCAA v. Board of Regents of the University of Oklahoma* that conferences are free to pursue television deals, unhindered by the NCAA. The ruling set off a pattern of conference realignments from universities seeking optimum revenue. The task force will continue to develop a full understanding of market media rights as well as existing commitments and grant of rights by CSU campuses across conferences.

Most recently, following a mass exodus from the Pac-12 conference in 2023, Oregon State and Washington State worked to rebuild the conference, inviting Fresno State and San Diego State to depart from the Mountain West conference along with Boise State, Colorado State and Utah State and join the Pac-12 beginning on July 1, 2026. Division I football bowl subdivision conferences that have enlisted eight football-playing members by the NCAA deadline of July 1, 2026, are eligible for an automatic slot in the college football playoffs, with lucrative television deals attached.

Conferences are assembled by invitation only, with a supermajority vote of members; no university system, including the CSU, has a direct role in conference realignment or admission invitations and decisions. However, because there are CSU system implications to any one university's conference move, including exposure to potential litigation and financial claims and impacts, the task force recommends the development of a clear communication process to ensure the chancellor, Board of Trustees and any other affected campus presidents are aware of any proposed conference realignments for any CSU campus before they are approved and finalized. In addition, the task force recommends that contractual language, as well as any entrance and exit fees, withdrawal penalties, and nondisclosure provisions, should be reviewed by the CSU Office of General Counsel prior to signing, and that the chancellor be advised and consulted regarding any proposed nondisclosure agreements (NDAs) prior to approval and execution. The task force also recommends the development of a policy stipulating that

conference exit and entrance fees be determined and disclosed to the chancellor prior to the approval and signing of any contract or legal commitment, and that fees be funded by individual athletics programs, via philanthropy or other private funding, and not by state appropriation or tuition.

Impact on Division II Programs

NCAA Division II programs will be affected by the House Agreement and NIL policies, though the impact differs from that on Division I programs. The resources and scale of NIL deals in Division II are typically smaller compared to Division I, where larger programs have more funding and visibility. The House Agreement, which has spurred broader legislative efforts regarding NIL and athlete rights, also plays a role in shaping how these policies are implemented at all levels of NCAA athletics. Overall, while the framework is similar, the practical effects can vary significantly across divisions.

Conference realignment can also significantly reshape the landscape for NCAA Division II programs, impacting their operations, culture and long-term viability. Realignment can change the competitive landscape, as schools may move to conferences with different levels of competition. This can affect recruitment, team performance and overall program success. In the case of the CSU NCAA Division II programs, it is more likely that the CCAA invites programs to join the conference; shifts in the conference can lead to longer travel distances for games, increasing costs and logistical challenges for teams. This can impact scheduling, practice time and student-athlete well-being.

To mitigate any negative impacts of the House Agreement and conference realignment, and to enhance the effectiveness and visibility of NCAA Division II athletic programs, the task force recommends having all athletic directors in both Division I and II to report directly to university presidents, which can have several benefits:

1. **Strategic Alignment:** Direct reporting ensures that the athletic program's goals align with the university's broader strategic vision, fostering a cohesive campus culture through collaboration between athletics and academic excellence and student success initiatives, and maximizing fundraising and fiscal responsibility.
2. **Resource Allocation:** The athletic director can more effectively share data that might help inform decision making where a budgetary impact exists. Further, with direct access to the president, the athletic director can advocate, when necessary, for resources, funding and facilities, ensuring that student-athletes receive the support necessary to be successful.
3. **Increased Visibility:** Elevating the athletic director's role raises the profile of athletics within the university, enhancing collaborative efforts to support strategic initiatives within the athletics department and across the entire university.

4. **NCAA Oversight Responsibility:** The university president holds ultimate responsibility for NCAA compliance and oversight. Regular communication with the athletic director ensures that all athletic activities align with NCAA regulations and university policies, fostering accountability, transparency and quicker decision making.
5. **Crisis Management:** Direct access allows for quicker responses to challenges or crises in the athletic department, ensuring the president is informed in a timely manner so that they can provide necessary guidance to protect the university and its stakeholders.
6. **Fostering a Positive Culture:** A strong relationship between the president and the athletic director ensures the culture of the university's athletics program reflects the values of the university and that student-athlete well-being, academic success and personal development are prioritized.
7. **Enhanced Collaboration:** Athletics is one of the few departments that do not have a natural "fit" within one single division. Having an organizational structure that does not place the athletic department in a singular division (i.e. student affairs) will help foster collaboration across all divisions and likely lead to innovative programs and initiatives that can benefit both student-athletes and the broader student body.

In summary, having the athletic director report directly to the university president strengthens the integration of athletics with the institution's mission, enhances oversight of NCAA compliance, improves resource management, and ultimately leads to a more effective and accountable athletic program.

Conclusion

In our work to date, our group has prepared the following recommendations for the chancellor:

- Anticipating resolution of the House v. NCAA case which may bring NIL under the purview of universities, consider a revenue-sharing model to distribute funding to student-athletes, versus a student-employee model, with external collectives providing additional funding. Establish systemwide regulations for setting up in-house collectives that prioritize student academic success. Develop life-skill modules to educate student athletes across the system in areas such as tax implications of NIL, branding, social media, and coping skills for stress and anxiety.
- Provide educational resources to student-athletes systemwide on the pros and cons of entering the NCAA transfer portal, including potential impacts on students' degree progression, roster spot and access to financial aid and scholarships.
- Develop processes to streamline the transfer of major coursework credits from university to university within the CSU to help maintain degree progression for student-athletes who choose to transfer.

- Develop a clear communication process to ensure the chancellor, Board of Trustees and any other affected campus presidents are notified of any proposed conference realignments within the CSU before they are finalized.
- Require that all proposed agreements regarding entrance and exit fees, withdrawal penalties, nondisclosure provisions, and all contractual language for conference realignments of any CSU campus be reviewed by the CSU Office of General Counsel prior to approving and signing such agreements, and that the chancellor be notified of any proposed nondisclosure agreements prior to approval and execution.
- Develop a policy stipulating that conference exit and entrance fees be funded by individual CSU athletics programs, via philanthropy or other private funding, and not by state appropriation or tuition funds.
- Require that university athletic directors report directly to the university president at all CSUs, and that presidents remain actively involved.
- Establish system-level practices to monitor the ever-evolving marketplace of college athletics to anticipate financial and other implications.

The task force will continue to convene regularly throughout the academic year to monitor and make timely recommendations to the chancellor and Board of Trustees on developments affecting intercollegiate athletics.

APPENDIX A

CSU Ad Hoc Intercollegiate Athletics Task Force

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