

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

California State University
Office of the Chancellor—Glenn S. Dumke Conference Center*
401 Golden Shore
Long Beach, CA 90802

Agenda
January 27-29, 2025

Time**	Committee	Location ¹
<i>MONDAY, JANUARY 27, 2025</i>		
11:00 a.m.	<u>Board of Trustees—Closed Session</u> Executive Personnel Matters Government Code §11126(a)(1)	Munitz
12:30 p.m.	Luncheon	
1:30 p.m.	<u>Board of Trustees—Closed Session (cont.)</u> Executive Personnel Matters Government Code §11126(a)(1) Pending Litigation Government Code §11126(e)(1) Vakilzadeh v. CSU (Class Action) Weber, et al. v. CSU Wilson v. CSU Anticipated Litigation	

¹ All committees meet in the Dumke Auditorium unless otherwise noted.

**The Board of Trustees is a public body, and members of the public have a right to attend and participate in its meetings. This schedule of meetings is established as a best approximation of how long each scheduled meeting will take to complete its business. Each meeting will be taken in sequence, except in unusual circumstances. Depending on the length of the discussions, which are not possible to predict with precision in advance, the scheduled meeting times indicated may vary widely. For two-day meetings, items scheduled for one day may be heard either the day before or the day after depending upon the time spent on each matter. The public is advised to take this uncertainty into account in planning to attend any meeting listed on this schedule.

TUESDAY, JANUARY 28, 2025

- 7:30 a.m. **Committee on Educational Policy Subcommittee on Honorary Degrees—Closed Session** **Munitz**
Government Code §11126(c)(5)
- 8:00 a.m. **Committee on Educational Policy and Board of Trustees** **Munitz**
—Closed Session
Government Code §11126(c)(5)
Action 1. Honorary Degree Nominations and Subcommittee Recommendations
- 8:40 a.m. **Committee on Collective Bargaining—Closed Session** **Munitz**
Government Code §3596(d)
- 9:10 a.m. **Break**
- 9:20 a.m. **Board of Trustees**
Call to Order
Roll Call
Public Comment
- 11:00 a.m. **Board of Trustees (cont.)**
Chair’s Report
Academic Senate CSU Report: *Chair—Elizabeth Boyd*
California State Student Association Report: *President—Iese Esera*
California State University Alumni Council Report: *President—John Poli*
Chancellor’s Report
Special Presentation: *Sova—Alison Kadlec*
- 12:30 p.m. **Luncheon**

TUESDAY, JANUARY 28, 2025 (cont.)

1:30 p.m. Committee on Organization and Rules
Consent
Action 1. Approval of Minutes
Action 2. Approval of the California State University Board of Trustees' Meeting Dates for 2026

1:35 p.m. Committee on Audit
Consent
Action 1. Approval of Minutes
Information 2. Status Report on Audit and Advisory Services Activities

1:40 p.m. Joint Committee on Educational Policy and Finance
Consent
Action 1. Approval of Minutes
Discussion
Information 2. CSU Artificial Intelligence (AI) Strategy

2:30 p.m. Committee on Institutional Advancement
Consent
Action 1. Approval of Minutes
Discussion
Action 2. Naming of the Duran Sciences Building – San Diego State University
Action 3. 2023-2024 CSU Report on Donor Support

3:45 p.m. Break

4:00 p.m. Committee on Institutional Advancement and Educational Policy
Consent
Action 1. Approval of Minutes
Discussion
Information 2. The Wang Family Excellence Award

WEDNESDAY, JANUARY 29, 2025

8:30 a.m. **Committee on Educational Policy**

Consent

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

Discussion

- Information* 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

10:15 a.m. **Break**

10:25 a.m. **Committee on Finance**

Consent

- Action* 1. Approval of Minutes
- Action* 2. California State Polytechnic University, Humboldt - Approval of an Auxiliary Organization Financing
- Action* 3. Approval of Changes to, and Reauthorization of, the California State University's Commercial Paper Program
- Information* 4. 2024-2025 Student Fee Report

Discussion

- Information* 5. 2025-2026 Operating Budget Update

11:30 a.m. **Joint Committee on Finance and Campus Planning, Buildings and Grounds**

Consent

- Action* 1. Approval of Minutes

Discussion

- Information* 2. Funding the California State University's Capital Program
- Action* 3. San Diego State University, Life Sciences Building Schematic Design and Financing Approval

12:25 p.m. **Committee on Campus Planning, Buildings and Grounds**

Consent

- Action* 1. Approval of Minutes
- Action* 2. California State University, Chico Human Identification Laboratory Building Schematic Design Approval

12:30 p.m. **Luncheon**

WEDNESDAY, JANUARY 29, 2025 (cont.)

1:15 p.m. **Committee on Governmental Relations**

Consent

Action 1. Approval of Minutes

Discussion

Information 2. Update on NAGPRA and CalNAGPRA Compliance

Action 3. Statement on State Legislative Principles for 2025 and 2026

Action 4. Federal Agenda for 2025 and 2026

2:40 p.m. **Break**

2:50 p.m. **Committee on University and Faculty Personnel**

Consent

Action 1. Approval of Minutes

Discussion

Information 2. Update on Civil Rights (Title IX and Other Nondiscrimination) Programs and Services

3:50 p.m. **Board of Trustees**

Call to Order

Roll Call

Consent

Action 1. Approval of Minutes of the Board of Trustees Meeting of November 20, 2024 and November 21, 2024

Action 2. Approval of Committee Resolutions as follows:

Committee on Organization and Rules

2. Approval of the California State University Board of Trustees' Meeting Dates for 2026

Committee on Institutional Advancement

2. Naming of the Duran Sciences Building – San Diego State University

3. 2023-2024 CSU Report on Donor Support

Committee on Finance

2. California State Polytechnic University, Humboldt - Approval of an Auxiliary Organization Financing

3. Approval of Changes to, and Reauthorization of, the California State University's Commercial Paper Program

Committee on Finance and Campus Planning, Buildings and Grounds

3. San Diego State University, Life Sciences Building Schematic Design and Financing Approval

Committee on Campus Planning, Buildings and Grounds

2. California State University, Chico Human Identification Laboratory Building Schematic Design Approval

Committee on Governmental Relations

2. Statement on State Legislative Principles for 2025 and 2026
3. Federal Agenda for 2025 and 2026

ADDRESSING THE BOARD OF TRUSTEES

Members of the public have the opportunity to observe the meeting in-person or online and to offer public comment as follows:

- The meeting is broadcast via the [livestream](#) through the Board of Trustees website.
- For in-person attendance: The Chancellor's Office requires that all visitors comply with Cal/OSHA and local health department safety measures that may be in effect at the time of the meeting. Depending on circumstances, masks may be required, and the Dumke Auditorium may have limited seating to ensure proper physical distancing. Visitors who do not comply with the safety measures, or if the Dumke Auditorium has reached capacity, will be asked to watch the meeting via the [livestream](#) on the Board of Trustees website through their phone or computer. Because of possible physical distancing measures and the uncertainty of our seating capacity, members of the public are encouraged to observe the meeting via the livestream and offer any public comments through the available remote option.
- All public comment (for all committee and plenary sessions) will take place on **Tuesday, January 28**, at the start of the Board of Trustees' open session (**scheduled to begin at approximately 9:20 a.m.**)
- **Written comments** may be emailed in advance of the meeting by **12:00 p.m. on Monday, January 27** to trusteesoffice@calstate.edu. To the extent possible, all written comments will be distributed to members of the board, or its appropriate committee, prior to the beginning of the board or committee meeting.
- Members of the public who wish to offer public comment **during the meeting** may do so **in-person or virtually/telephonically** by providing a written request **by 12:00 p.m. on Monday, January 27** to trusteesoffice@calstate.edu or completing the form at [Addressing the Board of Trustees](#). The request should also identify the agenda item the speaker wishes to address or the subject of the intended presentation if it is unrelated to an agenda item. Efforts will be made to accommodate each individual who has requested to speak.

The purpose of public comment is to provide information to the board and not evoke an exchange with board members. Questions that board members may have resulting from public comment will be referred to appropriate staff for response.

In fairness to all speakers, and to allow the committees and board members to hear from as many speakers as possible while at the same time conducting the public business of their meetings within the time available, **public comment will be limited to 1 minute per speaker** (or less depending on the number of speakers wishing to address the board.) Ceding, pooling, or yielding remaining time to other speakers is not permitted. Speakers are requested to make the best use of their public comment opportunity and follow the established rules.

Requests for reasonable modification or accommodation from individuals with disabilities, consistent with the Americans with Disabilities Act, shall be made as follows:

- By email: trusteesoffice@calstate.edu, or
- By telephone: (562) 951-4020

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

**California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, CA 90802**

Tuesday, January 28, 2025

Presiding: Jack B. Clarke, Jr., Chair

9:20 a.m.*	<u>Board of Trustees</u>	Dumke
	Call to Order	
	Roll Call	
	Public Comment	
11:00 a.m.	Chair's Report	
	Academic Senate CSU Report: <i>Chair—Elizabeth Boyd</i>	
	California State Student Association Report: <i>President—Iese Esera</i>	
	California State University Alumni Council Report: <i>President—John Poli</i>	
	Chancellor's Report	
	Special Presentation: <i>Sova—Alison Kadlec</i>	

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Agendas, notices, and information on addressing the Board of Trustees may be found on Board of Trustees website:
<https://www.calstate.edu/csu-system/board-of-trustees/Pages/default.aspx> .

BOARD OF TRUSTEES

CSU Strategic Plan: January Update Executive Summary

Presentation By

Alison Kadlec
Co-Founder and Senior Partner
Sova

Summary

As part of the Chancellor's annual priorities, a strategic planning process was introduced at the September Board meeting. The intent of the year-long strategic planning process is to position the system for long-term success. Facilitated by Sova, a team of national higher education experts, this process reflects CSU's commitment to access, affordability, and diversity while ensuring a data-informed and stakeholder-driven approach. By balancing strategic vision with actionable planning, this initiative aims to create a three-year roadmap that meets the needs of students, communities, and the workforce.

More details about the yearlong strategic planning process can be found on the [Strategic Planning for the CSU](#) webpage, including answers to [Frequently Asked Questions](#). Trustees and other constituents can see and share real time feedback on the [Strategic Planning Engagement Platform](#).

Past Presentations

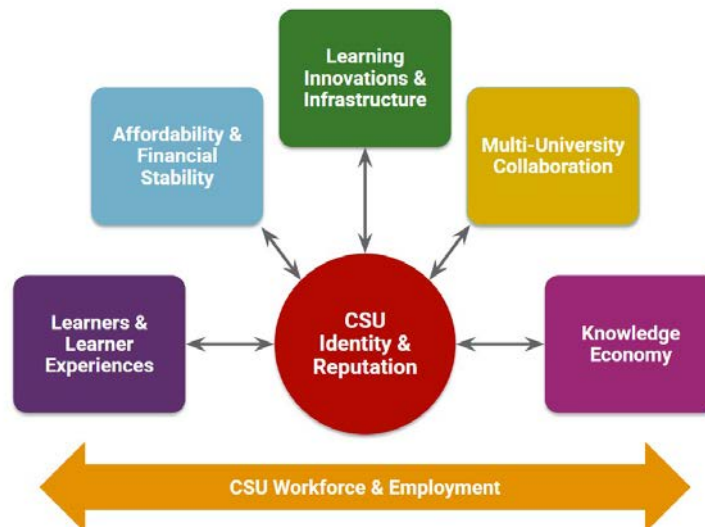
- September 2024
 - [Video](#)
 - [Slides](#)
- November 2024
 - [Video](#)
 - [Slides](#)

Key Updates

1. **Where We Are in the Process:**
 - Launched in September 2024, the strategic planning process is progressing through two major phases of stakeholder engagement:
 - *Phase 1: Listen & Learn:* Nearing completion, this phase has involved extensive outreach to stakeholders across the CSU system through virtual town halls, listening sessions, and asynchronous feedback platforms. It has focused on gathering broad input to identify critical priorities and challenges.

- As of January 2025, the process has engaged more than 2,000 stakeholders through 8 town halls, 12 listening sessions, and hundreds of contributions to the ongoing engagement platform and online submission form. This engagement ensures the process is inclusive and reflective of diverse perspectives.
 - *Phase 2: Align & Design:* Just beginning, this phase will use insights from Phase 1 to share and test preliminary strategic themes with stakeholders. The goal is to refine these themes and align them with CSU's long-term vision.
 - Central to the process is the distinction between *strategy* and *planning*:
 - *Strategy* defines the overarching vision and objectives, positioning CSU for future stability and growth in a rapidly changing environment.
 - *Planning* outlines the specific actions required to implement that strategy, informed by stakeholder needs and systemic priorities.
2. **Strategic Context:**
- Higher education is undergoing significant shifts:
 - Rising costs and questions about return on investment.
 - A declining traditional college-going population.
 - Technological advancements reshaping learning and workforce demands.
 - Erosion of public trust in higher education.
 - CSU's history of access and affordability makes it uniquely positioned to lead in addressing these challenges and proving the value of higher education.
3. **Emerging Strategic Themes:** Preliminary strategic themes have been identified through stakeholder engagement and Steering Committee deliberations:

Preliminary Strategy Themes Prototype



Notes:

- *CSU Identity & Reputation* is central to the strategy, emphasizing the need for a unified system-wide narrative that highlights CSU's strengths in diversity, inclusivity, and equity.
- *CSU Workforce & Employment* reflects the importance of supporting faculty and staff, whose contributions underpin the system's success.

4. Next Steps:

- Complete analysis of Phase 1 data, including Trustee interviews, to inform refinements to strategic themes.
- Sova to facilitate a session during the Board of Trustees retreat in February for further Trustee engagement
- Phase 2 stakeholder engagement activities, continuing through March 2025, will focus on:
 - Sharing and testing the emerging strategic themes through virtual town halls and listening sessions.
 - Collecting ongoing input via CSU's engagement platform.
- A progress update, including refined themes and stakeholder feedback, will be presented at the March 2025 Board of Trustees meeting.

References

As the Steering Committee shifts its focus to the design and priorities of the system's three-year strategic plan, we asked them to review and respond to the following strategic planning content to establish a shared foundation for their discussions.

- Watch: [A Plan Is Not a Strategy](#)
- Read: [The Strategic Plan is Dead. Long Live Strategy](#)
- Read: [The Trouble with Strategy](#)
- Listen: [The Future Is Learning with Heather McGowan](#)

AGENDA

COMMITTEE ON ORGANIZATION AND RULES

Meeting: 1:30 p.m., Tuesday, January 28, 2025
Glenn S. Dumke Conference Center

Jean Picker Firstenberg, Chair
Leslie Gilbert-Lurie, Vice Chair
Diego Arambula
Wenda Fong
Jack McGrory
Anna Ortiz-Morfit
Jose Antonio Vargas

Consent

1. Approval of Minutes, *Action*
2. Approval of the California State University Board of Trustees' Meeting Dates for 2026, *Action*

**MINUTES OF THE MEETING OF THE
COMMITTEE ON ORGANIZATION AND RULES**

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

November 21, 2024

Members Present

Jean Picker Firstenberg, Chair
Leslie Gilbert-Lurie, Vice Chair
Wenda Fong
Jack McGrory
Jose Antonio Vargas

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

Trustee Firstenberg called the meeting to order.

Consent Agenda

The minutes of the March 26, 2024 meeting of the Committee on Organization and Rules were approved as submitted.

Discussion Agenda

The committee had one item on the discussion agenda.

Item 2, Proposed California State University Board of Trustees' Meeting Dates for 2026

This information item proposed the Board of Trustees' meeting dates for 2026. Associate Vice Chancellor and Chief of Staff Michelle Kiss presented the item, addressing earlier dates proposed for the May 2026 dates to avoid potential conflicts with systemwide commencement ceremonies and November 2026 board meeting dates occurring the same week as the UC Regents meeting due to the schedule of federal holidays and national elections in November 2026.

Trustee Firstenberg adjourned the Committee on Organization and Rules.

COMMITTEE ON ORGANIZATION AND RULES

Approval of the California State University Board of Trustees' Meeting Dates for 2026

Presentation By

Jean Picker Firstenberg
Committee Chair

Michelle Kiss
Associate Vice Chancellor and Chief of Staff

Summary

The following schedule of the CSU Board of Trustees' meeting dates for 2026 is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, that the following schedule of meetings for 2026 is adopted:

2026 Meeting Dates

January 27-28, 2026	Tuesday – Wednesday	Chancellor's Office
March 10-11, 2026	Tuesday – Wednesday	Chancellor's Office
May 5-6, 2026	Tuesday – Wednesday	Chancellor's Office
July 21-22, 2026	Tuesday – Wednesday	Chancellor's Office
September 22-23, 2026	Tuesday – Wednesday	Chancellor's Office
November 17-18, 2026	Tuesday – Wednesday	Chancellor's Office

AGENDA

COMMITTEE ON AUDIT

Meeting: 1:35 p.m., Tuesday, January 28, 2025
Glenn S. Dumke Conference Center

Lillian Kimbell, Chair
Anna Ortiz-Morfit, Vice Chair
Jean Picker Firstenberg
Jazmin Guajardo
Yammilette Rodriguez
Christopher Steinhauser
Darlene Yee-Melichar

Consent

1. Approval of Minutes, *Action*
2. Status Report on Audit and Advisory Services Activities, *Information*

**MINUTES OF THE MEETING OF
THE COMMITTEE ON AUDIT**

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

November 21, 2024

Members Present

Anna Ortiz-Morfit, Vice Chair
Jean Picker Firstenberg
Jazmin Guajardo
Christopher Steinhauser
Darlene Yee-Melichar

Jack B. Clarke, Jr., Chair of the Board

Trustee Christopher Steinhauser called the meeting to order.

Approval of the Consent Agenda

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

Item two, Status Report on Audit and Advisory Services Activities, was an information item.

Trustee Steinhauser adjourned the Committee on Audit.

COMMITTEE ON AUDIT

Status Report on Audit and Advisory Services Activities

Presentation By

Vlad Marinescu
Vice Chancellor and Chief Audit Officer
Audit and Advisory Services

Summary

This item provides an update on internal audit activities and initiatives. It also includes a status update on the 2024-25 audit plan. Attachment A summarizes the status of audit assignments by university. Attachment B illustrates key activities and milestones for the 2024-25 audit plan year.

For the current year audit plan, assignments were made to execute individual university audit plans and conduct financial, operational, compliance, and information technology audits; use continuous auditing techniques and data analytics tools; provide advisory services; support intergovernmental audits; and perform investigation reviews, as needed.

ASSURANCE AUDITS

Status of In-Process and Completed Audits

Audit and Advisory Services continues to make progress on the 2024-25 audit plan. Twelve audits have been completed and 23 audits are currently in process. Follow-up on current and past assignments is being conducted on 34 completed university reviews. Completed audit reports are posted on the California State University website at <https://www.calstate.edu/csusystem/transparency-accountability/audit-reports>.

The status of university progress toward implementing recommendations for completed audits is included in Attachment A. Prior year audits that have open recommendations are also included in Attachment A and are removed from the report once all recommendations are completed.

Upcoming Audits

As detailed in the 2024-25 audit plan, Audit and Advisory Services will be performing an audit of Title IX at the CSU. This audit will start in early February and will include a review of the Title IX program reviews being performed by the chancellor's office Civil Rights Programming and Services unit as well as a review of university implementation plans developed in response to the Cozen O'Connor review. The purpose of the audit is to provide assurance and validation that corrective action has been appropriately implemented as well as to assist the system in preparing

for the next California State Auditor review which is expected to start in late 2025 or early 2026.

Audit and Advisory Services is performing three audits of Housing starting in January/February 2025. Housing was a topic selected to be reviewed at multiple universities due to a variety of factors, including the financial impact to housing programs from COVID, the importance of the housing program in supporting student persistence and engagement, and the inherent risks involved in housing operations. At the conclusion of the audits, any trends or suggestions for updates to existing policy will be communicated with systemwide management.

Annual Risk Assessment

Audit and Advisory Services is currently conducting its annual audit planning/risk assessment process, working with the 23 universities and the Chancellor's Office to formulate the audit plan for the 2025-26 fiscal year. We are wrapping up the systemwide portion of the review, which includes input from meetings with systemwide executive management, consideration and review of CSU strategic initiatives, federal and state legislative updates, and current trends and topics in higher education. The results of this systemwide review will be shared with university leadership during the next phase of the risk assessment which is conducted at the individual university level. The proposed audit plan for fiscal year 2025-26 will be presented at the May meeting of the Committee on Audit.

Implementation Process for Audit Recommendations

Both university management and audit management are responsible for tracking the implementation/completion status of audit recommendations contained in university audit reports. During the audit process, university management identifies a target completion date for addressing each audit recommendation. Target completion dates are subject to approval by audit management prior to the audit report being finalized. Implementation timelines are reviewed for appropriateness, reasonableness, and timeliness, which also includes evaluating the nature and level of risk and whether any mitigating controls can or should be put in place on an interim basis while audit recommendations are being implemented.

If there are difficulties or unexpected delays in addressing/completing audit recommendations within the agreed upon timeframes, escalation processes for resolution are followed by audit management. Audit management first contacts the university senior leadership team (president and/or VP/CFO) to resolve any delays. In rare instances in which delays cannot be resolved during discussions between university and audit management, the chancellor and audit committee chair and/or vice chair may help resolve delays, as needed.

Corrective action is reviewed on an on-going basis, and each year we typically review follow-up documentation submitted to our office on approximately 200 recommendations from completed audits. We also conduct follow-up reviews for select prior-year audits to ensure that implemented corrective actions continue to operate effectively.

ADVISORY SERVICES

Audit and Advisory Services partners with management to identify solutions for business issues, offer opportunities to improve the efficiency and effectiveness of operating areas, and assist with special requests, while ensuring the consideration of related internal control issues. Advisory services are more consultative in nature than traditional audits and are performed in response to requests from university management. The goal is to enhance awareness of risk, control and compliance issues and to provide a proactive independent review and appraisal of specifically identified concerns. Reviews are ongoing.

INVESTIGATIONS AND INTERGOVERNMENTAL AUDITS

Audit and Advisory Services is periodically called upon to provide investigative reviews of alleged fiscal improprieties. Investigations are performed at the request of the Chancellor's Office Civil Rights Whistleblower program. Audit and Advisory Services also offers assistance to universities with whistleblower cases or suspected instances of fiscal improprieties. Additionally, Audit and Advisory Services assists with tracking external audits being conducted by state and federal agencies, offers assistance to universities undergoing such audits, and acts as a liaison for the California State University system throughout the audit process when appropriate.

On May 14, 2024, the Joint Legislative Audit Committee (JLAC) approved an audit regarding affordable student housing. The audit will provide information related to the University of California, the CSU, and the California Community Colleges' efforts to provide affordable student housing. The audit started on September 16, 2024. The auditors are in the fieldwork phase of the audit and have selected three CSU campuses as part of their review. The three campuses are Cal State Fullerton, Fresno State, and San Francisco State. The auditors expect the report to be released early Summer 2025. The scope and objectives of the audit are available on the State Auditor's website at: <https://www.auditor.ca.gov/wp-content/uploads/2024/05/2024-111-Scope-and-Objectives.pdf>.

The CSA audit report on community college transfers was issued on September 24, 2024. The audit directed five recommendations to the Chancellor's Office. The CSA requires detailed follow-up responses on the implementation of the report's recommendations at 60 days, six months, and one year after the report's release, and annually thereafter if recommendations are still open. In November 2024, the Chancellor's Office submitted its 60-day response to the audit's recommendations, outlining that the implementation of all recommendations is currently in progress. A copy of the full report can be found on the State Auditor's website (<https://www.auditor.ca.gov/reports/2023-123/>).

INTERNAL AUDIT FRAMEWORK AND STANDARDS

Education Code Section 89045, enacted by Chapter 1406 of the Statutes of 1969, provides for the establishment of an internal auditing function reporting directly to the Trustees of the California State University. Audit and Advisory Services assists university management and the Trustees in

the effective discharge of their fiduciary and administrative responsibilities by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. Additionally, Audit and Advisory Services serves the university in a manner that is consistent with the International Professional Practices Framework, comprised of Global Internal Audit Standards, Topical Requirements, and Global Guidance, as promulgated by the Institute of Internal Auditors.

Audit and Advisory Services is organizationally independent and free from interference in determining the scope of internal audits, performing work, and communicating results. To ensure organizational independence, Audit and Advisory Services reports functionally to the Trustees of the California State University, and administratively to the Chancellor.

The Institute of Internal Auditors updated the International Professional Practices Framework to issue new consolidated Global Internal Audit Standards effective January 9, 2025. Audit and Advisory Services is currently in the process of performing a readiness assessment to ensure alignment and adherence with the revised standards and will share additional information with the Committee on Audit in early 2025.

STATUS REPORT ON CURRENT AND PAST AUDIT ASSIGNMENTS

Campus	Category	Audit Topic	Audit Plan Year	Total # of Recommendations	*Status
Bakersfield	Audits Currently in Progress	Philanthropic Foundation	FY 24-25		
	Status of Recommendations	Parking Operations	FY 23-24	9	9
Chancellor's Office	Audits Currently in Progress	Logical Access and Security	FY 24-25		
	Status of Recommendations	Multi-Campus Centers and Institutes	FY 24-25	5	5
		Sensitive Data Management	FY 24-25	1	1
		Youth Programs Policy	FY 24-25	1	1
Channel Islands	Audits Currently in Progress	Information Security	FY 24-25		
		Site Authority	FY 24-25		
	Status of Recommendations	University Auxiliary Services	FY 23-24	9	1 8
Chico	Audits Currently in Progress	Youth Programs	FY 24-25		
Dominguez Hills	Status of Recommendations	Property and Equipment	FY 23-24	12	12
		Americans with Disabilities Act	FY 24-25	7	7
East Bay	Audits Currently in Progress	Supplier Administration and Payments	FY 24-25		
	No Reportable Recommendations	Sensitive Data Management	FY 24-25	n/a	
	Status of Recommendations	East Bay Foundation	FY 23-24	10	10
Fresno	Audits Currently in Progress	Agricultural Foundation	FY 24-25		
	Status of Recommendations	Fleet Services	FY 23-24	9	5 4
		Information Security	FY 23-24	13	1 12
Fullerton	Status of Recommendations	Americans with Disabilities Act	FY 23-24	3	2 1
		Business Continuity and IT Disaster Recovery	FY 23-24	7	5 2
		Philanthropic Foundation	FY 24-25	7	7
Humboldt	Audits Currently in Progress	Follow-Up - Human Resources	FY 24-25		
		Sensitive Data Management	FY 24-25		
		Sponsored Programs Foundation	FY 24-25		
	Status of Recommendations	International Programs	FY 23-24	5	5
Long Beach	Audits Currently in Progress	Philanthropic Foundation	FY 24-25		
	Status of Recommendations	Information Security	FY 23-24	9	8 1
		Youth Programs	FY 23-24	5	5
		Academic Personnel	FY 24-25	3	3
Los Angeles	Audits Currently in Progress	Housing	FY 24-25		
	Status of Recommendations	Accessible Technology	FY 23-24	3	3
		Construction	FY 24-25	8	8
Monterey Bay	Audits Currently in Progress	Housing	FY 24-25		
	Status of Recommendations	Financial Aid	FY 23-24	3	3
Northridge	Audits Currently in Progress	Cloud Computing	FY 24-25		
	Status of Recommendations	Youth Programs	FY 24-25	6	6
Pomona	Audits Currently in Progress	Human Resources	FY 24-25		
	Status of Recommendations	Fundraising and Gift Processing	FY 23-24	4	2 2
Sacramento	Audits Currently in Progress	Associated Students	FY 24-25		
		Information Security	FY 24-25		
	Status of Recommendations	Capital Public Radio	FY 22-23	17	1 16
		Youth Programs	FY 23-24	5	2 3

*Status
 Closed (green) - Recommendations have been satisfactorily implemented
 Open (blue) - Implementation of recommendations is in progress and within the agreed upon timeframe
 Exceeds Agreed Upon Timeframe (red) - Recommendations have not been implemented within the agreed upon timeframe

STATUS REPORT ON CURRENT AND PAST AUDIT ASSIGNMENTS

Campus	Category	Audit Topic	Audit Plan Year	Total # of Recommendations	*Status
San Bernardino	Audits Currently in Progress	Construction	FY 24-25		
	Status of Recommendations	Athletics Fiscal Administration	FY 23-24	8	8
		University Enterprises Corporation	FY 23-24	18	18
		Executive Travel and Hospitality	FY 24-25	2	2
San Diego	Audits Currently in Progress	Counseling and Psychological Services	FY 24-25		
	Status of Recommendations	Information Security	FY 23-24	17	15
		Research Foundation	FY 23-24	1	1
San Francisco	Audits Currently in Progress	Supplier Administration and Payments	FY 24-25		
	No Reportable Recommendations	Police Services	FY 24-25	n/a	
	Status of Recommendations	Information Security	FY 23-24	10	4
San José	Audits Currently in Progress	Spartan Shops	FY 24-25		
	No Reportable Recommendations	Executive Travel and Hospitality	FY 24-25	n/a	
	Status of Recommendations	The Student Union of San José State University	FY 23-24	4	4
San Luis Obispo	Audits Currently in Progress	Faculty Assigned Time and Additional Employm..	FY 24-25		
	Status of Recommendations	Accessible Technology	FY 23-24	4	3
San Marcos	Audits Currently in Progress	Information Security	FY 24-25		
	Status of Recommendations	San Marcos Foundation	FY 23-24	2	2
Sonoma	No Reportable Recommendations	Admissions	FY 24-25	n/a	
	Status of Recommendations	Business Continuity and IT Disaster Recovery	FY 23-24	10	1
Stanislaus	Status of Recommendations	Professional and Continuing Education	FY 23-24	1	1

***Status**

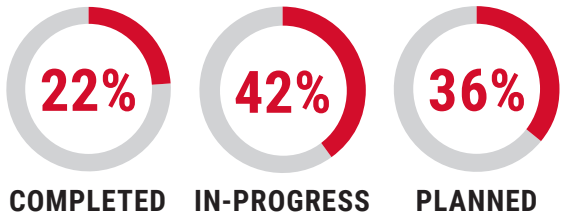
Closed (green) - Recommendations have been satisfactorily implemented

Open (blue) - Implementation of recommendations is in progress and within the agreed upon timeframe

Exceeds Agreed Upon Timeframe (red) - Recommendations have not been implemented within the agreed upon timeframe

AUDIT HIGHLIGHTS

2024-25 ASSURANCE AUDITS



2023-24 AUDIT RECOMMENDATIONS



2022-23 AUDIT RECOMMENDATIONS



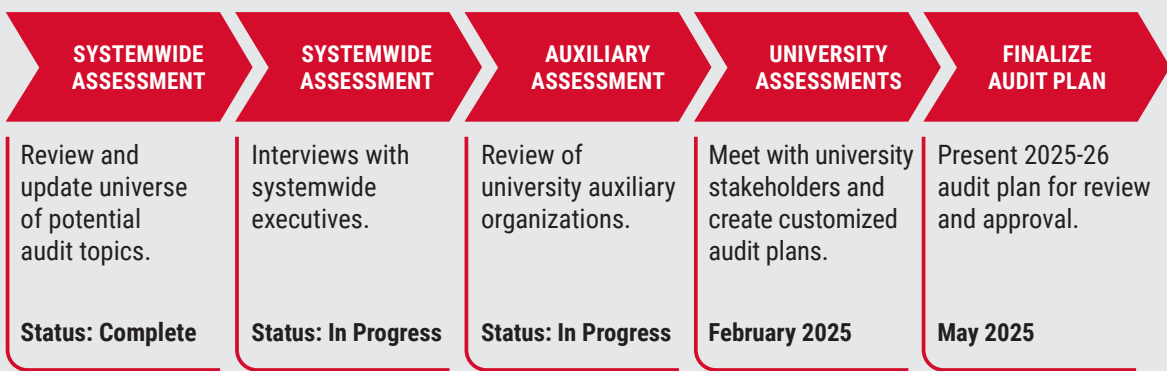
- 7% Academic Administration
- 15% Administration and Compliance
- 18% Auxiliary Organizations
- 26% Business and Finance
- 25% Information Technology
- 9% Student Activities and Services



CAPITAL PUBLIC RADIO AUDIT UPDATE

Sacramento State has been working diligently to close the 17 recommendations identified in the Capital Public Radio audit report that was issued in September 2023. Sixteen of the recommendations have been fully implemented and the one remaining recommendation is on track to be completed by March 2025.

ANNUAL RISK ASSESSMENT



AGENDA

JOINT COMMITTEE ON EDUCATIONAL POLICY AND FINANCE

Meeting: 1:40 p.m., Tuesday, January 28, 2025
Glenn S. Dumke Conference Center

Committee on Educational Policy

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

Committee on Finance

Julia I. Lopez, Chair
Jonathan Molina Mancio, Vice Chair
Larry L. Adamson
Douglas Faigin
Mark Ghilarducci
Leslie Gilbert-Lurie
Jack McGrory
Anna Ortiz-Morfit
Christopher Steinhauser
Darlene Yee-Melichar

- Consent** 1. Approval of Minutes, *Action*
- Discussion** 2. CSU Artificial Intelligence (AI) Strategy, *Information*

**MINUTES OF THE MEETING OF THE
JOINT COMMITTEE ON EDUCATIONAL POLICY AND FINANCE**

**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

Committee on Educational Policy

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

Committee on Finance

Julia I. Lopez, Chair
Larry L. Adamson
Douglas Faigin
Mark Ghilarducci
Leslie Gilbert-Lurie
Jack McGrory
Anna Ortiz-Morfit
Christopher Steinhauser
Darlene Yee-Melichar

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

Trustee Arambula called the meeting to order.

Consent Agenda

The minutes of the September 24, 2024, meeting of the Joint Committee on Educational Policy and Finance were approved as submitted.

Item 2 – Integration of California State University Maritime Academy and California Polytechnic State University, San Luis Obispo

The integration of California State University Maritime Academy and California Polytechnic State University, San Luis Obispo was presented for approval. The integration will help expand access to a diverse student body as well as support the maritime industry that is so critical to our state's economy and to the nation. An update on the work of the pre-integration workgroups was provided. It was reported that 23 workgroups, formed with subject matter experts from both universities and the Chancellor's Office, were tasked with identifying the five most important

integration-related issues for their respective groups. In the next phase of the process seven functional implementation teams (FIT teams) will focus on the issues identified by the workgroups to help develop the foundation of the implementation plan. Specific to student and faculty engagement, a team of associated students has been engaged to provide an analysis of the ASI fee and ASI governance structure and a team of eight faculty leaders has been engaged to provide an analysis of the Academic Senate governance structure and assessment of the academic programs and curricula. The FIT teams will make recommendations for accountability measures and an update will be presented at the May 2025 Board of Trustees meeting.

Cal Poly's President Jeffrey Armstrong stated that if approved, the two institutions will operate as a single university named California Polytechnic State University, San Luis Obispo (Cal Poly), with the current 92-acre Cal Maritime property being named the Cal Poly, Solano Campus. Cal Poly, Solano Campus will be administered under the leadership of a vice president who will report to the president and serve as a member of the Cal Poly leadership team. The academic program that administers the merchant mariner license-track programs and the training vessels will be known as the Cal Poly Maritime Academy and will be led by a superintendent. He also talked about plans to market to students including targeted outreach and increased financial aid support to expand access.

Following the presentation Trustee Fong asked if majors will be expanded at Maritime Academy and was informed that the Cal Poly, Solano Campus will expand offerings for the Maritime Academy programs as well as allow use of the property for programs outside the Mariner Merchant licensed program. She asked who will hire the vice president and superintendent and was informed that both will be hired in consultation with Presidents Armstrong and Dumont, Chancellor García, and her leadership team. Furthermore, it was shared that the Secretary of Transportation has authority to appoint the superintendents for the six U.S. maritime academies, and although there is no requirement for the superintendent to have a military background, ideally, they should understand the U.S. Maritime industry, have a license to operate vessels, and experience in operating a cadet program.

Trustee McGrory expressed support for the integration. Lieutenant Governor Eleni Kounalakis expressed appreciation for the creative thinking and willpower dedicated to make this reform possible. Vice Chair Arambula encouraged the development of creative solutions to better support students and be more financially efficient. Trustee Yee-Melichar also shared her support for the integration and asked if consideration has been given to how the integration may impact students and campus culture. She was assured that impact is continuously considered. One way Cal Poly will help minimize impacts to students is by offering financial aid and scholarships to Maritime Academy students that enrolled prior to the integration. To help minimize the impact to campus culture, starting this year the campus was opened to traditional (non-uniform) students. Trustee Yee-Melichar requested that information be included in the next update on impending strategies to engage students, faculty, and staff outside of the work groups in developing a unified shared governance structure.

Trustee Lopez asked the two presidents to share their three biggest challenges. President Armstrong's responses included: diversity, equity, inclusion, and belonging; competitive pay for faculty and staff; and the state's support of the CSU. Interim President Dumont's responses included: ensuring that Maritime's faculty and staff are appropriately involved in the evolution of the integration; urgency of the integration in order to be able to operate and accommodate the new ship being built by the federal government for California; and concern that many students may not know of the program. Trustee Lopez requested a post-integration assessment to share lessons learned and help identify issues more proactively in the future.

In response to questions raised by Trustee Faigin it was confirmed that the integration will result in 22 universities, effective July 1, 2025. Regarding marketing plans for increasing enrollment, it was shared that engineering and sustainable energy will be some of the programs marketed and recruited for across the Cal Poly locations, another will be specific to the Maritime Academy license track majors. Another effort to increase enrollment will include providing financial assistance to students for room and board costs which are a major barrier for location bound students interested in pursuing these majors.

Trustee Gilbert-Lurie made comments regarding the need to advocate for additional federal funding to support the Maritime program and Interim President Dumont shared the various efforts underway with Congress and the various Maritime Academies as well as information on federal reimbursement of expenses. She requested more information on where cost savings will be achieved and was informed that roughly \$29 million dollars will be avoided annually by integrating operations of the two campuses and that additional savings could be realized by creating efficiencies in various administrative areas. She also asked if additional financial aid money would be needed and was informed that no additional funds will be needed past the first five years included in the integration proposal.

Trustee Guajardo asked how accreditation is being handled and was informed that WASC has been made aware of the intent to integrate and their requirements have been incorporated into the planning timelines. She also asked if Maritime Academy programs offer licensing to undocumented or DACA students. It was shared that students must be U.S. citizens to complete the Maritime licensing programs and receive their license since passports are required for international voyages, however undocumented students can take the courses.

Trustee Rodriguez asked how community partners and alumni are being engaged in the integration process. It was shared that alums have been leading many of the community outreach efforts and that the California Community Colleges, workforce development partners, and foundation board members have been engaged. Trustee Vargas encouraged the rebranding and marketing.

The action item was approved by roll call vote with 16 in favor (Trustees Arambula, Yee-Melichar, Brar, Faigin, Fong, Ghilarducci, Nejabat, Rodriguez, Steinhauer, Lopez, Adamson, Gilbert-Lurie, McGrory, Ortiz-Morfit, Chair Clarke and Chancellor García), zero opposed, zero abstentions (REP/FIN 11-24-02).

Item 3 – Annual Systemwide Report on Hate Incidents on Campus

A report on the number of reported hate crimes and hate violence incidents reported on CSU campuses for 2023 was provided. CSU's Chief Compliance Officer Melinda Latas shared that universities reported a total of 13 hate crimes and three incidents of hate violence that meet the specific statutory reporting criteria required by the California Penal Code and Education code. She also provided broader context including a disaggregate analysis of the number of reported incidents and the statutory definition of hate crimes.

Interim Assistant Vice Chancellor for Student, Equity and Belonging Ray Murillo described what the CSU is doing to prevent these incidents and how students who are subjected to all forms of hate and bias are supported. Campus and systemwide civil rights teams promote equity and inclusion practices among staff by conducting training and outreach, as well as ensure compliance with the CSU Nondiscrimination Policy. Residential life and housing operations include student educational programs aimed at combating discrimination and fostering welcoming communities. In the area of support, university multicultural and identity-based student centers, and offices of student life, provide vital ongoing support for students. Mr. Murillo explained that when incidents occur, CSU employees respond with care, compassion, and concern. Further strategic communication efforts are led by the university president when incidents of hate violence occur. Other interventions include addressing hateful language and behaviors before they escalate to a crime, protecting student's rights through policies and providing a complaint process. To provide the campus perspective, Assistant Vice President of Diversity, Inclusion, and Equity Cecil Chik from California State University, Fullerton shared some of the high impact practices used at CSU Fullerton to foster an inclusive campus climate for all.

Following the presentation, several trustees commented that more incidents may have occurred than reported due to the narrow statutory definition of hate incidents. Trustee Lopez requested that in the future more than three years data be provided for context. Trustee McGrory suggested adding categories of incident reporting across the system to better inform trustees of what is going on at campuses year to year, while maintaining compliance with the statutory definition. He was informed that additional complaints of non-criminal or non-violent harassment based on bias against a protected status will be represented in a future report to the Committee on University and Faculty Personnel on the results of the Civil Rights Annual Report Survey.

Chair Clarke requested more information on training and techniques used to ensure student safety, such as crisis management and conflict resolution. Dr. Chik shared that at CSU Fullerton training is offered to staff and students on how to have productive dialogue around addressing bias on campus. Trustee Brar suggested expanding the categorization of students' origins so that interventions and response efforts can be aligned with the specific needs of all students.

Trustee Yee-Melichar asked what methods are used to ensure equitable support and response across the 23 campuses and was informed that while financial resources vary across the campuses the Chancellor's Office proactively offers education to support campus staff who are responsible for campus safety and interventions. This includes facilitating training and sharing of

best practices between CSU institutions at affinity group meetings and regular scheduled one-on-one check-ins with subject matter experts at the Chancellor's Office. She also asked about the coordination between campus administration, security, and local law enforcement. She was informed that campus security annually requests and reviews information provided by local law enforcement in conjunction with its own reports and with various other related campus reports to determine which incidents meet the criteria for reporting.

Trustee Gilbert-Lurie requested that data available to date or current year projections be included in future reports if possible. She also asked what type of community activities are taking place to support cultural intelligence on campus. A few examples are efforts around shared experience, tying speakers to classroom lectures for increased awareness, and common practice in programming for cultural and identity centers. Deputy Vice Chancellor for Student Affairs Dilcie Perez added that there are diversity officers at every campus to help students as things happen daily and that more information on their efforts will be shared at future meetings.

Trustee Arambula adjourned the meeting of the Joint Committee on Educational Policy and Finance.

JOINT COMMITTEE ON EDUCATIONAL POLICY AND FINANCE

CSU Artificial Intelligence (AI) Strategy

Presentation By

Steve Relyea
Executive Vice Chancellor and Chief Financial Officer

Nathan Evans
Deputy Vice Chancellor and Chief Academic Officer

Ed Clark
Chief Information Officer

Summary

This agenda item provides information on the California State University Artificial Intelligence (AI) Strategy: "The AI-Empowered CSU." The CSU is embarking on a bold strategy to ensure that the system remains on the forefront of technology innovation in education, that our students have the access to the tools and learning opportunities to be successful, and that the workforce development for the state of California continues to be driven by the CSU.

The presentation will cover our emerging AI Strategy and key initiatives, informed by recommendations from the CSU Generative Artificial Intelligence (GenAI) Committee and CSU stakeholders, as well as our industry partners.

Background

Generative AI refers to artificial intelligence systems that can create new content such as data, text, images, music, computer code, or videos based on patterns learned from training data. These systems use sophisticated technologies to generate original content that can be used in many contexts, from academia to the workforce. Generative AI is a broad-reaching disruptive force in U.S. higher education, with implications to all facets of its institutions. Generative AI requires a dramatic shift in pedagogical practice that policies, norms, and tools will struggle to keep pace with. However, Generative AI also presents opportunities to enhance the student experience, support student success, and to improve productivity for faculty and staff. The CSU Generative AI Committee generated a report of findings and recommendations in summer 2024, which has informed the AI strategy and initiatives that will be presented to the Board of Trustees.

The CSU's AI Strategy outlines a vision and roadmap to enable our institution to produce the best prepared, most diverse graduates for an AI-enabled workforce, at an unprecedented scale, in an optimized and cost-efficient way. We will do so by:

Establishing the CSU-Industry AI Workforce Acceleration Board.

Leaders from the AI Industry technology sector will join with the State and the CSU system to collaborate on and advance workforce development initiatives that align with California's higher education mission of equitable access and ensure that AI-related opportunities are accessible to all California. The board will include members of Governor Newsom's cabinet, key CSU stakeholders, and representatives from leading AI technology industry partners, such as Microsoft, Adobe, AWS, Google, Meta, Open AI, Instructure, LinkedIn, and Nvidia.

Providing equitable access to cutting edge tools and training for students.

Utilizing our scale, the CSU will provide equitable access to tools, development platforms, and training to create AI learning experiences for our students to prepare them to be the future of California's AI-enabled workforce.

Supporting faculty and incentivizing instructional innovation.

Focusing on the needs of faculty and in consultation with key stakeholders, the CSU will support the integration of AI into teaching and learning by providing resources, and incentivizing faculty development and innovations in teaching with AI.

AGENDA

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

Meeting: 2:30 p.m., Tuesday, January 28, 2025
Glenn S. Dumke Conference Center

Leslie Gilbert-Lurie, Chair
Jean Picker Firstenberg, Vice Chair
Mark Ghilarducci
Jazmin Guajardo
Jonathan Molina Mancio
Yammilette Rodriguez
Jose Antonio Vargas

- Consent** 1. Approval of Minutes, *Action*
- Discussion** 2. Naming of the Duran Sciences Building – San Diego State University, *Action*
3. 2023-2024 CSU Report on Donor Support, *Action*

**MINUTES OF THE MEETING OF THE
COMMITTEE ON INSTITUTIONAL ADVANCEMENT**

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

November 21, 2024

Members Present

Leslie Gilbert-Lurie, Chair
Jean Picker Firstenberg, Vice Chair
Jazmin Guajardo
Jonathan Molina Mancio
Jose Antonio Vargas

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

Trustee Gilbert-Lurie called the meeting to order.

Consent Agenda

The minutes of the September 24, 2024 meeting of the Committee on Institutional Advancement were approved as submitted.

Item 2, Naming of the San Francisco Federal Credit Union Gymnasium at San Francisco State University, was approved as submitted (RIA 11-24-07).

Trustee Gilbert-Lurie adjourned the meeting of the Committee on Institutional Advancement.

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

Naming of the Duran Sciences Building – San Diego State University

Presentation By

Greg Saks
Vice Chancellor
External Relations and Communications

Adela de la Torre
President
San Diego State University

Summary

This item will consider naming the new sciences building located on the main campus of San Diego State University as the Duran Sciences Building. The donor, Jessica P. Sarowitz, a Latinx woman and the daughter of immigrants who is known for her leadership, philanthropy and commitment to equity and inclusion would like to name the building in honor of her family and Latinx heritage. Jessica's father, Enrique Duran was an electrician and her mother, Ellie Duran, was a stay-at-home mom. They now reside in Chicago, Illinois.

This proposal, submitted by San Diego State University, meets the criteria and other conditions specified in the Board of Trustees Policy on Naming California State University Facilities and Properties.

Background

The proposed naming of the Duran Sciences Building recognizes a \$20,000,000 cash gift made by Jessica P. Sarowitz to support the capital construction.

This gift will serve as the lead gift for the construction of a new 79,700 gross square-foot sciences building designed to foster collaboration among SDSU faculty, students, industry, and the community. With a focus on advancing research and education in cutting-edge areas of science, the building will house disciplines such as cellular and molecular biology, ecology, evolutionary biology, and microbiology. Equipped with state-of-the-art wet labs, it will support both instructional and research activities. It will also include research space, computer labs, instructional labs, faculty offices, and collaborative space.

San Diego State has a fundamental responsibility to prepare the next generation of leaders and innovators. This is written into the mission, the institutional values, and the strategic plan. By investing in science research and education, San Diego State provides students with the skills, knowledge, and experience necessary to prepare them to tackle the world's most complex challenges after graduation and to thrive in fields that will shape the future.

The creation of a new state-of-the-art sciences building on the main campus represents a key step in San Diego State University's STEM Forward initiative. STEM Forward encapsulates ongoing and future investments in science, technology, engineering and mathematics (STEM) research and teaching with key projects happening across San Diego State University colleges and campuses.

This initiative is also grounded in the community, seeking to accelerate local economic growth by bolstering SDSU research and facilitating close collaboration with major industry partners. This will further solidify San Diego State University's position as a STEM leader in the region, starting with the construction of the new Duran Sciences Building, which will ignite new opportunities for STEM research and instruction.

SDSU is committed to serving its diverse student body, many of whom are from the local San Diego region and along the U.S.-Mexico border. A workforce that reflects the diversity of the population it serves can better understand and respond to the societal health needs of various demographic groups.

In addition to supporting the SDSU's STEM Forward initiative and the new Duran Sciences Building, Mrs. Sarowitz is an active philanthropist, generously giving to multiple areas and programs at San Diego State University.

Her most recent commitment was a \$2,500,000 cash gift to support The Center for Guardian Scholars, supporting students who identify as current or former foster youth, wards of the court, under legal guardianship, or unaccompanied homeless youth by supporting their transition to, through and beyond SDSU. As a result of this support, the center is now named The Jessica P. Sarowitz Center for Guardian Scholars.

Jessica Sarowitz is deeply invested in projects that provide essential resources and facilities that directly benefit communities of color. She collaborates with underserved populations to create transformative opportunities and experiences. A graduate of DePaul University, Mrs. Sarowitz and her husband, Steven, support numerous educational and social justice programs globally.

Recommended Action

RESOLVED, by the Board of Trustees of the California State University, that the new sciences building at San Diego State University be named the Duran Sciences Building.

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

2023-2024 CSU Report on Donor Support

Presentation By

Greg Saks
Vice Chancellor
External Relations and Communications

Melissa Watkins
Assistant Vice Chancellor
Systemwide Advancement

Summary

This item presents information on donor support to the California State University from July 1, 2023 to June 30, 2024. Section 89720 of the Education Code requires that an annual gift report be submitted to the California Joint Legislative Budget Committee and the California Department of Finance.

The full report is attached.

Overview

In 2023–2024, the California State University secured \$626 million in new gift commitments and almost \$448 million in gift receipts. This marks the third-largest year on record by gift commitments and an 8% increase from the previous fiscal year. Excluding the \$135 million gift from Mackenzie Scott in FY 2020–2021, FY 2023–2024 becomes the second-largest year on record.

This generous support drives innovation and student success across the CSU system, underscoring the value of a CSU degree and the impact of alumni contributions on local communities, the state, and the nation.

Eighteen universities reported increases in giving, with 12 achieving double-digit growth. The CSU's total endowment market value reached an all-time high of over \$2.8 billion.

Gifts Received

In 2023–2024, donors contributed nearly \$448 million in assets to the university. Most contributions were designated for specific areas across CSU campuses, with only 1%, or \$4.7 million, remaining unrestricted.

Donors allocated \$294 million for current use, including:

- \$92 million for faculty support and academic enrichment
- \$42.5 million for student scholarships
- \$29.8 million for athletics
- \$17 million for academic research
- \$5.6 million for student affairs and student life
- \$107 million for other university priorities

Additionally, donors provided \$58 million for campus improvements in property, buildings, and equipment, \$87 million for endowments, and \$3.3 million in irrevocable deferred gifts.

Performance Benchmarking

Gift receipts are the global standard used by the Council for Advancement and Support of Education (CASE) to compare fundraising results across universities. Comparable system peers to the CSU include the four-year universities of the State University of New York (SUNY), which have similar fundraising staff FTE, endowment market value, and gift receipts.

In 2023–2024, the 19 SUNY four-year universities raised \$298 million, with a combined endowment market value of \$2.3 billion.

Recommended Action

RESOLVED, by the Board of Trustees of the California State University, that the 2023-2024 CSU Report on Donor Support be adopted for submission to the California Joint Legislative Budget Committee and the California Department of Finance.

CSU The California State University

ELEVATING FUTURES

Donor Support 2023-24



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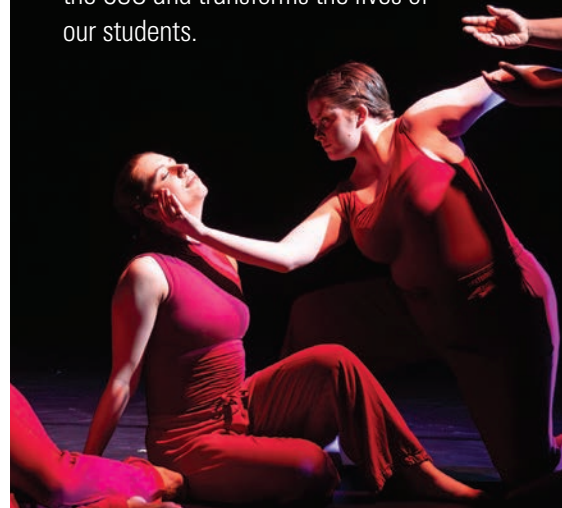
APPENDIX 38

DEFINITION OF TERMS 50

8

STORIES OF GIVING

Discover how philanthropy impacts the CSU and transforms the lives of our students.



2

OVERVIEW AND GIFTS RECEIVED

With donor support, the CSU promotes social mobility for students, their families, and communities statewide.





A MESSAGE FROM THE CHANCELLOR

Over the course of my first year as chancellor of the California State University, I have witnessed firsthand the generosity of our donors and the impact it has on the students we are so privileged to serve. I would like to offer my heartfelt gratitude and deepest appreciation for your continued confidence in our ability to elevate lives, families, communities and our state through the transformative power of higher education.

A life-changing college degree can benefit generations. We educate the most ethnically, economically and academically diverse student population in the nation, and nearly one-third of CSU students are the first in their families to attend college. The CSU continues to serve as a national model for social mobility, consistently appearing atop national rankings, demonstrating the power of the CSU to propel its students toward the brighter future to which they aspire and that they so richly deserve.

This year's gifts will empower us to push the envelope on innovation and student success, meeting each student where they are and supporting them through graduation and beyond, into a meaningful and fulfilling career or graduate school.

I am thrilled to share the stories of donor support during the 2023-24 fiscal year—and again offer my deepest appreciation for your generosity.

Again, thank you for your extraordinary commitment to the CSU, our students and our mission.

Mildred García, Ed.D.

Chancellor
The California State University



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APPENDIX

Explore detailed CSU annual philanthropic totals and Advancement benchmarks.



50

DEFINITION OF TERMS

Review definitions of key philanthropic terms to better understand the CSU's contributions.

OVERVIEW AND GIFTS RECEIVED

It's one thing to say that higher education changes lives, communities, states and even nations. It's quite another to see it *happening*. As this report shows, the philanthropic support given across the California State University throughout 2023-24 boosted the life-changing impact of the 23 universities of the CSU in myriad and profound ways.

Students and faculty continued to benefit from the ongoing generosity of donors—donations that have been transformed into new educational and research spaces and equipment, internship opportunities, expanded academic access, and support for underserved students and those in need of basic services such as food, housing and transportation.









YOUR SYSTEMWIDE IMPACT

Clearly, the stories and values of the CSU resonate powerfully with our donors. In fiscal year 2023-24, the CSU received over \$626 million in gift commitments—the third-largest total for systemwide gift commitments. The year also saw almost \$448 million in gift receipts. Across the system and beyond, the impact of these gifts is felt and appreciated.

OUR DONORS SHARE THE CSU'S VALUES

Among the most important parts of the CSU's mission is the commitment to advance and extend knowledge, learning and culture, especially throughout California. We are charged with providing intellectual, personal and professional opportunities to prepare significant numbers of educated, responsible people. Critical, too, is ensuring our universities provide access to an excellent education.

There's no doubt that these values are shared by our donors, as reflected in the scope and size of their gifts over

the past year. They themselves have experienced the transformative change of education on individuals, families and communities. In fact, as this report shows, social mobility—the ability to improve a person's life situation compared to that of their parents—is a recurring theme. Many gifts focus on expanding access to the high-quality, affordable education offered by the CSU.

Important, too, to our donors is innovation. They know that the CSU is a leader in shaping a wide range of industries and professions, from artificial intelligence and cybersecurity to agriculture, education and nursing. Their donations will continue to support cutting-edge research and elevate opportunities in the classroom.

Perhaps most important, their philanthropy fuels the success of more students. With donors' critical help, the CSU's ability to prepare globally minded, civically engaged students is increased manifold. Not only do students benefit from this support in their post-graduate life and career, but our democracy is the better for it. We hear time and again that the CSU's commitment to the success of

our students and the state of California is a core reason why donors continue to make our universities the grateful recipient of their generosity.

THE TANGIBLE IMPACT OF DONOR SUPPORT

The report that follows shows the real, lived impact of donors' giving: The pathways created for the success of first-generation students. The assistance provided to student research and discovery in science. The fuel behind artistic expression and scholarly endeavor. The holistic support to ensure students are able to function at their best physically and psychologically, not just academically.

These gifts, and many others beyond, continue to move our students ahead, expanding the proud legacy and promise of the California State University to remain the nation's largest and most ethnically and economically diverse public four-year university system.



GIFTS RECEIVED

The California State University system quantifies philanthropic productivity with two concurrent measures: gift commitments and charitable gift receipts.

Gift commitments are an accrual measure that represents new gifts, as well as commitments through multiyear pledges and support promised from testamentary provisions in wills, trusts and beneficiary designations.

Charitable gift receipts are a cash measure that represents all gift income received in the form of cash, securities, in-kind contributions, irrevocable future commitments and private charitable grants.

Donors' generosity in the 2023-24 fiscal year resulted in almost \$448 million in gift receipts. Of that, 99% was designated by donors toward specific programs or areas, with only 1%—about \$4.7 million—being unrestricted.

Donor-designated support of almost \$294 million for current programs included:

- \$92 million for faculty support and academic enrichment;
- \$42.5 million for student scholarships;
- \$29.8 million for athletics;
- \$17 million for academic research;
- \$5.6 million for student affairs and student life, supporting a wide range of co-curricular programming that promotes community service, student leadership and career development, among other areas; and
- \$107 million for additional university priorities.

For long-term and capital projects, the CSU received \$58 million that supplements other funding for building

projects and enhances educational spaces with elements such as cutting-edge technology, lab equipment and studios.

CSU endowments, which provide support in perpetuity, grew by \$87 million in new donor contributions. In 2023-24, endowments distributed \$87 million to fund areas across the university system.

Donors committed an additional \$3.3 million in irrevocable deferred gifts, through vehicles such as charitable gift annuities and charitable remainder trusts.

The categories for gifts received are mutually exclusive and represent in general terms the many programs, projects and initiatives that our donors' generosity—often concurrently—support.

DONOR-DESIGNATED SUPPORT OF ALMOST \$294 MILLION FOR CURRENT PROGRAMS INCLUDED...

\$92 MILLION

for faculty support and
academic enrichment

\$42.5 MILLION

for student scholarships

\$29.8 MILLION

for athletics

\$17 MILLION

for academic research

\$107 MILLION

for additional
university priorities

\$5.6 MILLION

for student affairs and student
life, supporting a wide range of
co-curricular programming that
promotes community service,
student leadership and career
development, among other areas



STORIES OF GIVING



STUDENT SUCCESS

The nexus of the California State University is, of course, our students. What they accomplish, both as students and later as alumni, is the measure of our success. As the country's number-one driver of social mobility, our 23 universities graduate more than 127,000 students every year. Many of those are the first in their family to earn a bachelor's degree, and the contributions we receive from donors are essential to ensuring and expanding their success. Gifts, grants and endowments benefit students in myriad ways: They enable freedom to focus on academics, intellectual exploration, creativity, and self-care; state-of-the-art programs, equipment and facilities; and opportunities to prepare for in-demand careers.







ENDOWED SCHOLARSHIP SUPPORTS DIVERSITY, COMMUNITY INVOLVEMENT

A commitment to diversity and community involvement is at the heart of a new scholarship created from a generous \$20,000 gift by Jack B. Clarke, Jr., and Sheila Clarke to California State University, San Bernardino. Jack Clarke has served on the California State University Board of Trustees since 2020 and, together with his wife, Sheila, endowed the scholarship in early 2024. One scholarship will be awarded each year to support education-related expenses for full-time students who are involved in diverse student and community organizations. “The Clarkes have created a lasting legacy to ensure the academic success of CSUSB’s students far into the future,” said CSUSB President Tomás D. Morales of the gift, which represents the realization of Sheila Clarke’s vision to offer greater educational opportunities to first-generation college students.

GIFT FORGES A PATH FOR FIRST-GENERATION SUCCESS

When Yardi, a Santa Barbara-based property management software company, made its gift of \$501,000 to California State University Channel Islands, it wanted to ensure not just a broad impact on students—at least 20 first-generation students will receive a renewable, full-tuition scholarship—but that the gift would have longevity.

Beginning in 2024 and continuing through 2032, the company will support two renewable \$7,000 scholarships a year for full-time, first-generation, Pell Grant-eligible students in specific majors. Some 60% of CSUCI students are the first in their family to attend college. “We believe in the life-changing impact of a college degree, especially for first-generation scholars,” said Yardi Senior Vice President Jay Shobe.

One of the first Yardi Scholars, Jarrell-Eden Asuncion, is majoring in Computer Science. “This scholarship will assist me in reaching my goal by eliminating one of the main worries of the world: money,” he said. “I deeply appreciate the opportunities it will provide.”

“We believe in the life-changing impact of a college degree, especially for first-generation scholars.”

—Jay Shobe



“This is a transformational project focused on improving quality of life and creating lasting change in the communities we serve.”

—Kamal Hamdan



NEW INITIATIVE WILL DRIVE MOBILITY FOR UNDERSERVED COMMUNITIES

Students at California State University, Dominguez Hills—like many students at other universities—face numerous barriers to getting an education. One of those is inadequate transportation. A new program at CSUDH, the Center for Resilient, Equitable, and Sustainable Transportation (CREST), made possible by a \$1.2 million grant from Toyota, will begin to address mobility issues for the university community and beyond.

Housed within CSUDH’s Center for Innovation in STEM Education, CREST will engage faculty and students in research, curricula and paid internships to find solutions to myriad mobility challenges. More than 95% of CSUDH students commute to campus. CREST will offer resources for accessible, affordable transportation options as well as 20 hybrid and/or electric vehicles for a carsharing program.

“This is a transformational project focused on improving quality of life and creating lasting change in the communities we serve,” said Kamal Hamdan, executive director of the Center for Innovation in STEM Education.

LEADING SOCIAL MOBILITY

2023 Social Mobility Elevators

Education Reform Now | 19 Universities

California State University, Los Angeles
California State University, Northridge
California State University, San Bernardino
California State University, Fresno
California State University, Dominguez Hills
California State University, Fullerton
California State University, Sacramento
California State University, Long Beach
California State Polytechnic University, Pomona
California State University, Stanislaus
San Francisco State University
California State University, Bakersfield
California State University San Marcos
San José State University
California State University, Chico
California State University, East Bay
California State University Channel Islands
California State University, Monterey Bay
San Diego State University

HUMANITIES MAJORS RECEIVE WORLD-CLASS EDUCATION AND ON-THE-JOB EXPERIENCE

Creativity, critical thinking, empathy, and an awareness of how the past informs the present and creates a potential for the future—these are some of the hallmarks of an education in the humanities. And while earnings by degree-holders who studied humanities are competitive with other majors, misconceptions persist about the viability of a humanities degree.

Now, thanks to a \$5 million gift to the university from the Mellon Foundation, humanities students at California State University, Fresno will have access to paid internships. The university's College of Arts and Humanities will use the funds to create new internship courses that embed career preparation into the curriculum. Speaking in appreciation of the Foundation's generous support, Dr. Honora Chapman, dean of the College of Arts and Humanities at Fresno State, noted that "through earning income while also receiving academic credit towards graduation in their internships, our humanities students will become leaders by making an immediate impact on our Valley and creating a brighter future for themselves and their families." It's hoped, too, that the donation will enhance awareness of post-collegiate employment job prospects for humanities majors and promote the study of humanities.



“This generous gift will expand access to music education, promoting diversity and inclusivity within the community of student scholars.”

—Arnold Holland

BEQUEST HITS ALL THE RIGHT NOTES FOR BUDDING COMPOSERS

The New Music Ensemble at California State University, Fullerton focuses on instructing students in the techniques of contemporary concert music and preparing small group performances of contemporary music literature from the 20th and 21st centuries. Members of the Ensemble also have the chance to collaborate with industry professionals and create and arrange original scores.

Thanks to a \$2.5 million bequest to the Bob & Terri Niccum New Music Scholarship Endowment, there will be many more opportunities for making beautiful music. "The scholarship

endowment will help remove financial barriers for students studying new music theory and composition. By reducing financial constraints, students can pursue their passions with less worry," said Arnold Holland, dean of the College of the Arts at CSUF. "This generous gift will expand access to music education, promoting diversity and inclusivity within the community of student scholars. These individuals will be empowered, communities will be enriched, and artistic innovation and expression will be advanced."



ALUMNA PAYS IT FORWARD TO HELP OTHER STUDENTS IN RECOVERY

Among the numerous barriers that can make it harder for a student to earn a degree, addiction is one that isn't as discussed. For Marci T., a critical decision at a very low point in her life eventually led her to sobriety—and to California State University, Long Beach, where she found both emotional and financial support.

Now the chief financial officer of two companies is giving back to Cal State Long Beach by funding a scholarship for students who are in recovery from drug and/or alcohol addiction and have maintained one or more years of sobriety. "For me, it's important not

only to give back to others who are working to get sober in the 12-step program, but—having been able to start and grow my own business as an entrepreneur—I am able to give back to people who aren't alcoholics," said Marci, who created the Friends of Bill W. Scholarship, an annual \$100,000 scholarship for four students.

Named after the co-founder of Alcoholics Anonymous, the scholarship is renewable each academic year if a student continues to be sober, meets regularly with a counselor and maintains a 2.5 grade-point average.

LEADING SOCIAL MOBILITY

2024 Economic Mobility Index

Third Way | 16 Universities in the Top 50

-
- California State University, Los Angeles
 - California State University, Dominguez Hills
 - California State University, Stanislaus
 - California State University, Fresno
 - California State University, Bakersfield
 - California State University, San Bernardino
 - California State University, Northridge
 - California State University, Long Beach
 - California State University, Fullerton
 - California State University, Sacramento
 - California State Polytechnic University, Pomona
 - California State University San Marcos
 - California State University Channel Islands
 - California State University, East Bay
 - California State University, Monterey Bay
 - San Francisco State University

SUPPORTING STUDENTS PHYSICALLY, EMOTIONALLY AND ACADEMICALLY TO SUCCEED

In fall 2025, California State University, Northridge will open the doors to a first-of-its-kind resource center that provides food, clothing and wellness services to help meet more students' basic needs. The 6,000-square-foot center—to be called the Valera NEST, an acronym for “Nurturing Environment for Students to Thrive”—is made possible by donors Debbie Valera, Milt Valera, Rick Levy and Barbara Levy.

Assemblywoman Pilar Schiavo helped secure \$6 million in the California state budget for the project. “As a CSU

graduate who supported myself through college, I remember what it was like to pay rent and not have enough left over to have a full dinner some nights,” said Schiavo. “These important resources, housed all in one location, will allow students to focus on their education and not finding a place to sleep or when they will have their next meal.”

The Valeras also support the Educational Opportunity Program Milt & Debbie Valera Resilient Scholars Program (EOP RSP), one of three CSUN programs that expand academic access to low-income,

educationally disadvantaged, first-generation students.

The EOP RSP is now part of the CREA Scholars Program, established at CSUN in fall 2023 through a \$260,000 contribution from the CREA Foundation, part of an Indianapolis-based company that finances the development of affordable-housing communities across the country, including many in California. The scholarship has already made a difference for students who receive an average of \$5,000 annually.

LEADING SOCIAL MOBILITY

2024 Social Mobility Index

CollegeNET | 22 Universities

California State University San Marcos	California State University, East Bay
California State University, Dominguez Hills	California State University, Sacramento
California State University, Los Angeles	San José State University
California State University, Long Beach	California State University, Monterey Bay
California State University, Bakersfield	California State University, Chico
California State University, Northridge	California State University, Stanislaus
California State University Channel Islands	Sonoma State University
California State University, Fresno	California State Polytechnic University, Humboldt
California State Polytechnic University, Pomona	San Diego State University
California State University, San Bernardino	California Polytechnic State University, San Luis Obispo
San Francisco State University	
California State University, Fullerton	

GIFT ENABLES FORMER FOSTER YOUTH TO “FOCUS ON GRADES INSTEAD OF FINANCES”

According to the National Foster Youth Institute, every year, more than 23,000 teenagers age out of the U.S. foster care system, but only about 3% to 4% go on to earn a bachelor’s degree. Raising those numbers dramatically is the aim of the California State University, Sacramento Guardian Scholars program.

That effort received a big boost when the United Way California Capital Region announced it would give 10 Sacramento State students \$500 a month for a year as part of its new Collegiate Guaranteed Income Program for former foster youth. “It’s surreal to know I have these funds to feel secure and not have that worry so I can focus on my grades instead of finances,” said Jaliyah, one of the student recipients. “To have strangers love you and uplift you to push you to be your greatest, you can’t match that.” Housing, food insecurity and unexpected expenses are among the reasons former foster youth don’t finish college, said Linda Howe-Ram, Guardian Scholars’ director of Foster and Community Youth Initiatives.

Sacramento State president Luke Wood, a former foster youth himself, experienced housing and food security as a student at the university: “I understand the immense challenges this population faces in pursuing higher education . . . This program will alleviate some of the financial burden, allowing our students to focus wholeheartedly on their studies and personal growth.”



HISTORIC DONATION ESTABLISHES ENDOWED CHAIR IN NIKKEI STUDIES

San Francisco State University is home to the oldest and largest Asian American Studies department in the country. The recent landmark gift of \$4.2 million by the Henri and Tomoye Takahashi Charitable Foundation ensures the longevity and impact of the department’s work in Nikkei Studies, which centers on the history, culture and experiences of the global Japanese diaspora and its intersectional communities.

The Foundation’s donation establishes the first endowed chair in San Francisco State’s College of Ethnic Studies, the Henri and Tomoye Takahashi Distinguished Chair in Nikkei Studies.

The university is at the forefront of curriculum development used by schools and universities nationwide, and starting in 2025, the new chair will focus on increasing awareness, understanding and appreciation of the historical and contemporary experiences of Japanese Americans and the worldwide Nikkei diaspora.

“It was clear to me that SF State and its graduates show a deep commitment to supporting minorities and the marginalized,” donor Masako Takahashi said. “It made me feel our funding could support a good place, a place for good.”

“It was clear to me that SF State and its graduates show a deep commitment to supporting minorities and the marginalized. It made me feel our funding could support a good place, a place for good.”

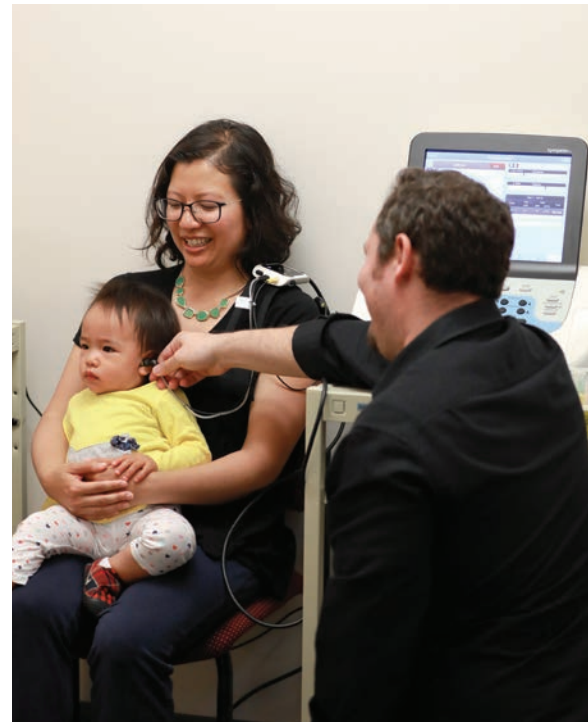
—Masako Takahashi

LANDMARK GIFT TO FEED BEHAVIORAL HEALTH WORKFORCE PIPELINE

According to predictions by the San Diego Workforce Partnership, the San Diego region will need to recruit 18,500 behavioral health professionals by 2027. Already, San Diego faces a shortage of some 8,000 workers in the field.

Two historic philanthropic donations totaling \$20 million—the largest gifts in the history of California State University San Marcos—will go a long way toward helping to meet that need. A \$10 million grant was made by the Price Philanthropies Foundation to create a groundbreaking three-year accelerated bachelor's degree and workforce pipeline specifically for behavioral and mental health.

This was matched by an additional \$10 million from Daniel J. Epstein, a director of the CSU San Marcos Foundation Board, and his wife, Phyllis. The degree pathway will provide hundreds of students with immersive, hands-on experiences through internships, simulations and real-world projects before they directly enter the region's workforce, further bolstering the university's standing among the top 1% nationally for social mobility.





“The gift of scholarship is an opportunity to serve and nurture future generations by providing students with educational opportunities that my own children had at Stanislaus State.”

—Stephanie Brown

FIRST-GENERATION NURSING AND MEDICINE SCHOLARSHIPS TO HELP CENTRAL VALLEY

“You have offered me hope that hard work, effort and persistence does pay off, and that there are good people in the world willing to help people just like me pursue their dreams,” wrote Jasmin Dominguez Cervantes, a recipient of the First-Generation Pre-Med Scholarship at California State University, Stanislaus in thanking Dr. Stephanie Brown and her daughters Lydia and Nelia Strachan for their support.

To date, the three women have donated more than \$300,000 to first-generation pre-nursing and pre-med college students

from Merced and Stanislaus in the hope that recipients might stay in the area, or return after completing their medical studies, to help grow the region’s pool of healthcare professionals. “The gift of scholarship is an opportunity to serve and nurture future generations by providing students with educational opportunities that my own children had at Stanislaus State,” said Dr. Brown. Fifteen students have received up to \$12,500 annually for up to two years. All recipients are bilingual and were born and raised in the Central Valley.

LEADING SOCIAL MOBILITY

2025 Top Performers on Social Mobility
U.S. News & World Report | 7 Universities

- California State University, East Bay
- California State University, Fresno
- California State University, Fullerton
- California State University, Long Beach
- California State University, San Bernardino
- San Diego State University
- San Francisco State University

LEADING SOCIAL MOBILITY

2025 College Rankings: Social Mobility
The Wall Street Journal | 15 Universities

California State University, Stanislaus
California State University, San Bernardino
California State University, Fresno
California State University, Los Angeles
California State University, Long Beach
California State University, Northridge
California State Polytechnic University, Pomona
California State University, Fullerton
California State University, Sacramento
California State University San Marcos
San Francisco State University
California State University, Monterey Bay
San José State University
San Diego State University
California Polytechnic State University,
San Luis Obispo



EXECUTIVE'S DONATION TO HELP LIFT GUARDIAN SCHOLARS

Established in 2007, the Guardian Scholars program for current and former foster youth at San Diego State University supports more than 150 students—the largest number to date. Thanks to a \$2.5 million gift from Jessica Sarowitz, a new level of support is possible. “Through her generous gift, Jessica Sarowitz is presenting our students with significant opportunities for achievement,” said Mary Taylor, SDSU associate chief diversity officer for Outreach Success.

“We are grateful for the confidence she is showing in our program and our students’ abilities to succeed.”

An active supporter of San Diego State, Sarowitz volunteers on the San Diego State University Campanile Foundation board of directors, giving her an up-close view of the university’s campus and student body. In specific, she values the spaces created to serve Latinx, African American, Native, and LGBTQ students and noted that SDSU is providing “an excellent education that will do well

in the marketplace.” The CEO and managing partner of 4S Bay Partners also took time to learn more about foster youth. “I have a soft spot for this community, and I thought, what better way than to do something at SDSU?”

A GIFT TO GUIDE THE NEXT GENERATION OF SOCIAL JUSTICE ACTIVISTS

The Civil Rights movement had a life-changing effect on San José State University alumnus Bob Brownstein, who had the chance to see the Reverend Dr. Martin Luther King, Jr., speak when Brownstein was still a teenager. The former policy director and community advocate has generously included in his estate plans a gift to create a permanent endowment for the Africana, Asian American, Chicano & Native American Studies Center at the Dr. Martin Luther King, Jr. Library in San José to provide stipends for student assistants working for the Center.

In addition, SJSU Spartans can now apply for the newly created Bob Brownstein Scholarship, awarded annually to students actively pursuing activities that address economic and

social inequality. “I came of age as a lot of progressive causes and political events caused a shift in culture,” explained Brownstein. “Social and economic justice have been my core values for my whole adult life; if there are students that are just starting out and are interested in advancing these ideas, I want to do what I can to help them get an education.”

“The university represents an awesome opportunity to have a positive impact on this valley,” Brownstein continued. “San José State University still needs philanthropic support from alumni or others who recognize its values and want future generations to have the best educational opportunities we can give them. It makes a lot of sense for me to support SJSU.”



“The university represents an awesome opportunity to have a positive impact on this valley.”

—Bob Brownstein

CSU

TRUSTEES'

AWARD *for*

Outstanding Achievement

2024

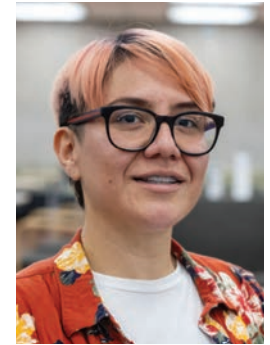
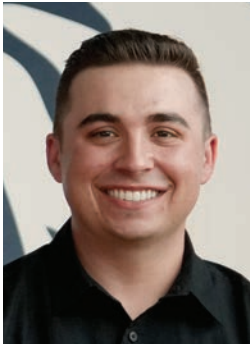
THE 2024 AWARDEES

Trustees' Scholars reflect and represent the very best of the CSU. They have earned special recognition by demonstrating outstanding academic achievement, significant personal accomplishment and valued service to the community, in addition to financial need. The CSU Trustees' Award for Outstanding Achievement is the university's most prestigious scholarship. This year, donor generosity made it possible for 23 students to receive awards ranging from \$7,000 to \$18,000.

Cal State LA student Rebekah Reyes was recognized as the 2024 Trustee Emeritus

Ali C. Razi Scholar. The first in her family to attend college, Rebekah is now a 4.0 student studying for her master's degree in sociology. Having overcome an abusive childhood and struggles with drug addiction, in addition to her studies she works as an intern at the Housing Authority of the City of Los Angeles, where she supports students through its Build Hope scholarship program. Rebekah aspires to become a community college teacher and mentor for students in underserved communities. With guidance and resources, she believes people can not only survive but thrive, despite challenges.

2024 AWARDEES: *From left to right, top to bottom on opposite page: Alexandra Brown, Heather Smith, Luz Gonzalez, Gabriella Amaya, Emilie Giannini, Anthony Agueda, Estrella De Guadalupe Bonilla, Dillon Avery Harp, Katrina Watson, Rebekah Reyes, Thomas Porter, Jianshan Chen Khalsa, Trisha Williams, Ezekiel Leyva, Perla Tellez, Juan Sibrian, Maria Christina Huerta-Avila, Juan Carlos Arredondo, Fernando Sánchez López, Maileen Soriano-Mamaradlo, Minh Tran, Bryce Iversen, Estefania Hernandez Luna.*



INNOVATION

In a world driven by the speed of change, every student's education must keep pace. The past year of generous and life-altering donations gave CSU students and faculty access to experiences that continue to profoundly impact their ability to create and innovate. Whether a career-boosting internship, cutting-edge science center, collaborative workspace, or hackathon to leverage the power of AI, these opportunities—all created by donors—are changing the trajectory of what our students can and will accomplish and also ensure the 23 universities of the California State University remain centers of advancement and innovation.





NEW SCHOLARS PROGRAM SUSTAINS WORLD-CLASS HOSPITALITY EDUCATION

California's hospitality industry is one of the largest in the country. And while tourism and travel have largely returned following the impact of the COVID-19 pandemic, the state and the country continue to struggle with labor shortages; a February 2024 survey found that 67% of hotels had too few staff.

A new \$1.4 million cooperative venture by Pebble Beach Company will help meet that need in California, strengthening the education and training of students in Cal State Monterey Bay's Sustainable Hospitality Management (SHM) program. The Pebble Beach Scholars program combines an annual scholarship of up to \$5,000 per year with internship opportunities, bridge housing during academic breaks and potential employment in the region following graduation.

"Working with Pebble Beach Company is a unique and distinguished privilege for our program," said Professor Paige Viren, executive director of the SHM program. "Our students have the extraordinary chance to acquire practical experience with a trailblazing organization that sets the benchmark for others to follow."

CREATING A PIPELINE OF ENERGY SCIENTISTS & STEM PROFESSIONALS

Kern County, home to California State University, Bakersfield, has long been a critical hub for the nation's production of gas and oil. With a new endowment of \$2.5 million by long-time partner Aera Energy, the university can grant undergraduate and graduate students unprecedented access to conduct energy research, creating a pipeline of scientists and STEM professionals for the region.

The gift will establish the Executive Director for Energy Research at CSUB

within its California Energy Research Center and brings Aera's historical gift total, since 1997, to \$3.4 million.

"The entire region should feel an immense sense of pride that we will remain the energy capital of the West Coast for generations to come," said then CSUB President Lynette Zelezny. "With Aera's trusted partnership, CSUB will launch a new era for science and research, creating unprecedented opportunities for our students."



“Our students have the extraordinary chance to acquire practical experience with a trailblazing organization that sets the benchmark for others to follow.”

—Paige Viren



GIFT TO HELP GROW THE ECOLOGICAL FARMING MOVEMENT

Fourth-generation farmer and California State University, Chico professor Dr. Cindy Daley is a bona fide visionary. Since joining the university in 1996, she has started a composting enterprise at the University Farm, the Organic Dairy Unit, and an Environmental Resiliency Collaborative.

Dr. Daley has also served as campus coordinator for the university's Agricultural Research Institute and faculty chair for This Way to Sustainability, the largest student-run sustainability conference in the nation. But it has been her work in leading the creation of Chico State's Center for

Regenerative Agriculture and Resilient Systems (CRARS) that has brought international attention.

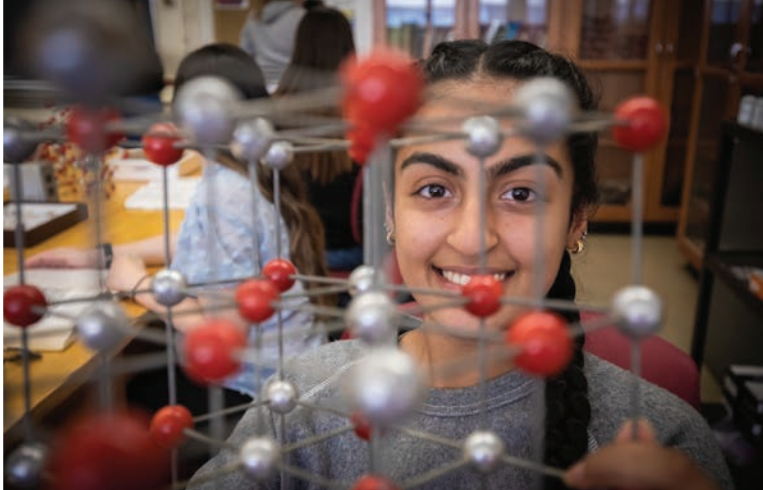
Since 2019, the center—which has raised more than \$30 million in funding—has worked to promote farming practices that reduce greenhouse gasses, restore soil resiliency, increase the sustainability of farms and ranches, and address food and water insecurity. Which made choosing Dr. Daley to be the inaugural recipient of the Gayle E. Hutchinson Award for Excellence an easy decision. Named for a former president of Chico State, the \$100,000 award recognizes individuals who exemplify forward-

“ Today, a school that lived in the shadows of other, better-known names, is now the go-to place in an education R&D sector for industries representing \$11 trillion in revenue and the greatest opportunity for a healthier and more economically robust world.”

—Larry Kopaldo

thinking strategies and innovation in technology, academic research and creative activity.

“Today, if you ask Nestlé, General Mills, Unilever, McDonald's, or other giants who they trust most on regenerative leadership, they all point to [Chico State],” noted Larry Kopaldo, president and cofounder of Carbon Underground in his nomination letter. “Today, a school that lived in the shadows of other, better-known names, is now the go-to place in an education R&D sector for industries representing \$11 trillion in revenue and the greatest opportunity for a healthier and more economically robust world.”

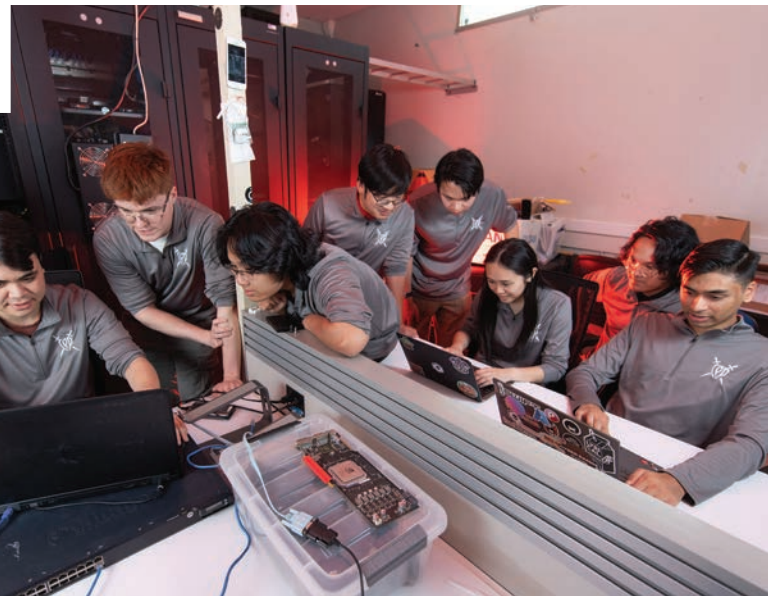


SCIENCE AND INNOVATION CENTER CONTINUES FAMILY'S COMMITMENT TO COMMUNITIES IN NEED

A new two-story, 22,165-square-foot science center at California State University, East Bay will house five instruction spaces, four fully operational laboratories, and a student-support space. Each area has been designed with hands-on experimentation and collaborative discovery in mind, as well as making the most of the outdoors surrounding the university.

The new Braddock Center for Science and Innovation was made possible by a \$5 million contribution toward construction costs from Braddock Philanthropies and East Bay natives Robert Braddock and Cherie Keemar.

The gift is a continuation of a long history by the Braddock family toward strengthening the East Bay community begun by Bob and Cherie's parents, Lois and Robert Sr. Cal State East Bay President Dr. Cathy Sandeen called the generous contribution "incredibly significant for helping our students gain in-demand, hands-on STEM skills and knowledge. Their support really affirms the lasting academic and social value that Cal State East Bay brings to the region."



STUDENTS HACK A BETTER FUTURE USING AI

Most of us hope the unlimited potential of artificial intelligence (AI) will be harnessed for good. *How* AI might be used to create a better future was the focus of a recent two-day hackathon at California State Polytechnic University, Pomona, enabled by a gift from Avanade Inc., a global leader in Microsoft technology services, to the Mitchell C. Hill Center for Digital Innovation. The "AI for a Better Future 48-Hour Hackathon" showcased the talents of 70 students on 17 teams across multiple fields of study. "Partnering with Avanade for five years has been an incredible journey, enriching the student experience at Cal Poly Pomona and propelling their career development to new heights," explained primary event organizer Laura Pohopien, an adjunct

professor in the College of Business Administration at Cal Poly Pomona.

Avanade's sponsorship represents a portion of their larger investment to increase the number of women in technology fields. Their funding also provided a four-year renewal commitment to the Avanade STEM Scholarship designed to promote traditionally underrepresented students in the field of STEM to receive financial support, internships and executive mentorship. Up to \$80,000 is available annually for up to 15 students based on unmet need, and their gift also supports a faculty fellowship to collaborate on an annual summer conference to engage scholarship recipients in workshops, mentorship and team activities.

“LEARN BY DOING” DONATION DELIVERS A DYNAMIC COLLABORATIVE WORKSPACE

Anyone who’s visited California Polytechnic State University, San Luis Obispo knows the university’s “Learn by Doing” ethos is embedded in everything. Two Cal Poly alumni who’ve taken this to heart—Bob and Carlotta Dathe—are making it easier for more students to embrace hands-on education thanks to a new dynamic outdoor workspace. The Dathe Family Student Project Center features a custom-designed shade sail spanning a paved area for team activities.

Shipping containers in the versatile space will be repurposed as clubhouses that encourage collaboration among a variety of clubs, including Cal Poly Racing, Hyperloop and Supermileage.

The Dathes had already pledged \$300,000 to the center and further bolstered their commitment with an additional \$35,000 donation. “What drew us to the project center is its versatility, offering opportunities for various practical applications,” said

Carlotta, who graduated in 1960. “My fondest memories of Cal Poly revolve around its Learn by Doing philosophy, which equipped me with a skill set that has served me well throughout my life.” “I’m thrilled to see how this center will directly benefit numerous students and clubs,” added Bob, who also graduated in 1960. “It’s a logical fit for clubs and ongoing projects, and I’m excited to witness its impact.”



**“ My fondest memories of Cal Poly revolve around its Learn by Doing philosophy, which equipped me with a skill set that has served me well throughout my life.”
—Carlotta Dathe**

THE WANG FAMILY EXCELLENCE AWARD 2024

The Wang Family Excellence Award recognizes four outstanding faculty members and one outstanding staff member who, through extraordinary commitment and dedication, have distinguished themselves through exemplary contributions and achievements. Their remarkable work advances the CSU's mission, contributes to student success, brings benefit and credit to the CSU, and enhances excellence in teaching, scholarship and service. Each recipient receives a \$20,000 award. The award was originally established in 1998 when then-CSU Trustee Stanley Wang provided \$1 million to recognize the remarkable contributions of faculty and staff, funding the program over a 10-year period. Mr. Wang's contributions to the CSU now total \$3.8 million. Thanks to his vision, generosity and commitment to our university community, the CSU will be able to recognize outstanding faculty and staff in his family's name for decades to come.

2024 WANG FAMILY EXCELLENCE AWARD RECIPIENTS

John Crockett, Ph.D.

Outstanding Staff Performance
San Diego State University
Associate Vice President, Research Advancement

Kelly Ansley Young, Ph.D.

Outstanding Faculty Innovator in Student Success
California State University, Long Beach
Professor, Biological Sciences

Daniel Crocker, Ph.D.

Outstanding Faculty Scholarship
Sonoma State University
Professor and Chair, Biology

Allyson Tintiangco-Cubales, Ph.D.

Outstanding Faculty Teaching
San Francisco State University
Professor, Asian American Studies

Charles Toombs, Ph.D.

Outstanding Faculty Service
San Diego State University
Professor, Africana Studies



John Crockett, Ph.D.



Kelly Ansley Young, Ph.D.



Daniel Crocker, Ph.D.



**Allyson
Tintiangco-Cubales, Ph.D.**



Charles Toombs, Ph.D.

VALUE OF THE CSU

The California State University has long been one of the most affordable and accessible university systems in the nation—a fact routinely recognized in national rankings. But our value is much more profound: The CSU provides a critical contribution to California, the nation and globally. Armed with a CSU degree, the earning power of our four million-plus alumni continues to lift them, their families and communities, expanding value exponentially. And thanks to the generosity of our donors, this impact is further expanded and heightened, enabling new and life-changing experiences for both students and faculty.







HIGH-TECH MICROSCOPE OPENS UP A NEW WORLD FOR STUDENTS

California State Polytechnic University, Humboldt students now have ready access to a state-of-the-art transmission electron microscope (TEM), the Hitachi HT7800. The highly advanced piece of equipment was made possible by a \$500,000 gift from Dr. Kathleen Walsh, daughter of Professor Emeritus of Zoology James F. Welsh, who taught at Cal Poly Humboldt for 27 years.

The microscope will allow undergraduate and graduate students to magnify internal and external structures of biological cells, viruses, DNA and non-biological materials, capturing highly detailed images of structures at the molecular or atomic level. The TEM also makes it much easier to collect

large quantities of data compared to technology that relies on film negatives, and students and faculty will no longer have to travel to other universities to use the equipment to conduct research.

“I imagined how much more they could discover if they had access to this microscope at Cal Poly Humboldt,” says Kathleen, who previously established the Dr. James F. Welsh Biology Scholarship with a \$157,000 gift to create an endowment that funds four scholarships each year. “Providing students access to world-class technology like the TEM will undoubtedly elevate their understanding as they pursue careers in the sciences.”

“Providing students access to world-class technology like the TEM will undoubtedly elevate their understanding as they pursue careers in the sciences.”

—Kathleen Walsh

GIFT EXPANDS ACCESS TO SPEECH AND LANGUAGE SERVICES FOR LOS ANGELES CHILDREN

Nearly one in 12 children between the ages of three and 17 has had a disorder related to speech, language, voice or swallowing. Many of those children living in California have received no-cost help through the California Scottish Rite Foundation, which recently pledged \$386,500 over five years to California State University, Los Angeles.

The gift to the Rongxiang Xu College of Health and Human Services will cover operating expenses associated with services provided to pediatric clients at the university's Robert L. Douglass Speech-Language Clinic, which offers a full range of diagnostic

and therapeutic services to both kids and adults. Cal State LA students majoring in communication disorders have the opportunity to become involved in clinical care; clinical assistants are paired with graduate-student clinicians and a client for one semester at the clinic, which is also the site of the Los Angeles RiteCare Childhood Language Center, one of 19 such free centers across the state. "Because of the generosity of the California Scottish Rite, our students and clients have access to cutting-edge materials and equipment," said Cari Flint, associate dean of the College.

“Because of the generosity of the California Scottish Rite, our students and clients have access to cutting-edge materials and equipment.”

—Cari Flint





“Cal Maritime is committed to providing a cohesive and broad educational experience that prepares our students to adapt and flourish in a rapidly evolving world ... ”

—Michael J. Dumont

REVITALIZING GENERAL EDUCATION FOR A RAPIDLY CHANGING WORLD

California State University Maritime Academy has long prepared students for careers in the STEM fields, including transportation and global logistics. Now students will have the opportunity for a more well-rounded education thanks to a grant from the Teagle Foundation. The \$245,000 gift will fund the implementation of a new General Education pathway called “Proteus” designed to integrate humanities-based inquiry within Cal Maritime’s technical and professional curriculum.

The Teagle Foundation supports innovative approaches to revitalizing General Education and awarded the grant to Cal Maritime professor Amy

Parsons and associate professor Sarah Senk. The university’s Proteus program will bridge the gap between specialized maritime education and the humanistic values inherent in a well-rounded academic experience—a goal echoed by Interim President Michael J. Dumont: “Cal Maritime is committed to providing a cohesive and broad educational experience that prepares our students to adapt and flourish in a rapidly evolving world ... [The Proteus Program] will ensure our students graduate not only as skilled professionals but also as critical thinkers and effective communicators.”



ALUMNI COUPLE COMMIT TO GIVING STUDENTS A “BOOST”

When Jim Stockman and Pat Kraemer were attending California State University, San Bernardino several decades ago, money was, to say the least, tight. The couple did earn their degrees, each going on to have a prosperous career—an outcome they credit to their education. “I wouldn’t be where I am today if it wasn’t for Cal State San Bernardino,” said Kraemer. “It was the foundation for everything. I think it’s the best education value for your dollar.”

Nearly a decade ago, Stockman and Kraemer ensured their legacy would live on at their alma mater by finalizing a planned bequest of \$500,000 to the College of Natural Sciences. In 2024, the couple made an additional planned gift of \$1 million to go toward student scholarships, with a focus on students pursuing majors in STEM and business. “The idea of helping students makes us really happy,” Kraemer added. “I feel like people going to Cal State San Bernardino are going to do great things with their lives, and if we can give them a boost to make their lives a little easier, that’s really fulfilling.”



TRIBE’S GIFT EXPANDS ENVIRONMENTAL LEARNING CENTER

Since 1997, Sonoma State University has been charged with stewarding the 450 acres of Fairfield Osborn Preserve on Sonoma Mountain. The mountain is sacred to the Federated Indians of Graton Rancheria, whose \$2.8 million gift enabled the recent opening of the Federated Indians of Graton Rancheria Learning Center.

The donation has doubled the space of the center’s teaching/learning facilities, made them more accessible, and added an outdoor listening area designed to bring together different cultures, disciplines and generations to address community environmental priorities.

“Looking at challenges from diverse perspectives sparks innovation,” said Claudia Luke, director of the Center for Environmental Inquiry at Sonoma State. “We need new ways of thinking and doing to address environmental challenges and to find healing in ourselves and our communities.”

About 85 Sonoma State students and community members are trained each year at Fairfield Osborn Preserve. “Bringing people to the preserve is key to reducing the ‘nature deficit’ affecting so many in our community, especially children,” noted SSU Student Naturalist Tessa Thompson.

“It was the foundation for everything. I think it’s the best education value for your dollar.”

—Pat Kraemer





APPENDIX

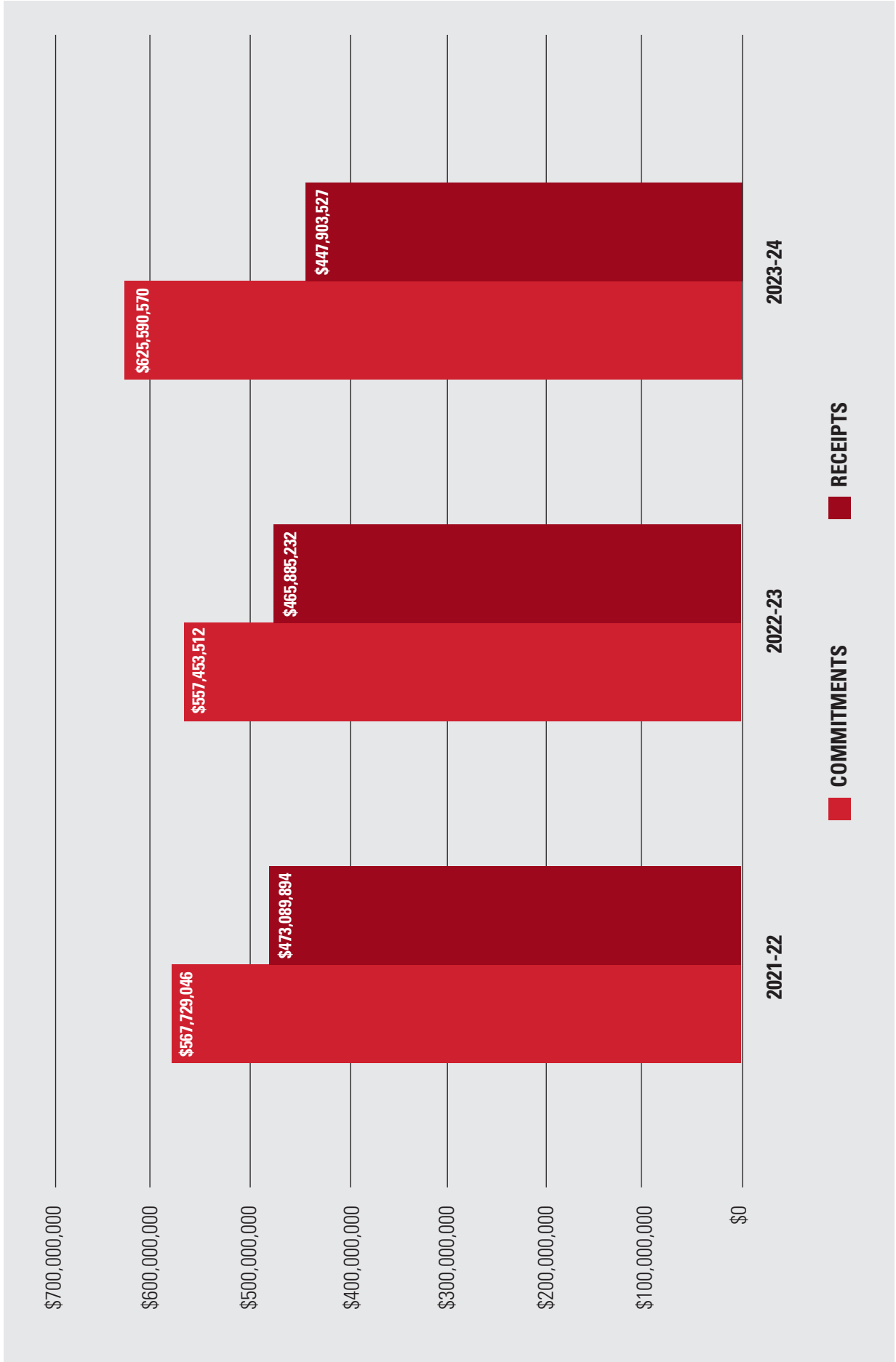


PHILANTHROPIC PRODUCTIVITY

	2021-22	2022-23	2023-24	Three-Year Average	2021-22	2022-23	2023-24	Three-Year Average
PEER GROUP 1	Total Gift Commitments	Total Gift Commitments	Total Gift Commitments		Total Gift Receipts	Total Gift Receipts	Total Gift Receipts	
Bakersfield	\$5,190,070	\$5,056,622	\$6,679,159	\$5,641,950	\$6,842,882	\$7,637,733	\$8,107,256	\$7,529,290
Channel Islands	\$16,457,735	\$37,866,919	\$4,617,575	\$19,647,410	\$13,408,579	\$37,287,942	\$3,071,679	\$17,922,733
Dominguez Hills	\$9,073,244	\$30,029,531	\$8,247,849	\$15,783,541	\$9,793,191	\$8,297,911	\$11,258,799	\$9,783,300
East Bay	\$7,724,394	\$5,341,355	\$12,683,200	\$8,582,983	\$7,276,255	\$12,669,408	\$14,554,220	\$11,499,961
Maritime Academy	\$10,655,821	\$4,455,842	\$5,074,727	\$6,728,797	\$10,535,571	\$2,570,766	\$4,603,891	\$5,903,409
San Bernardino	\$15,924,605	\$5,985,429	\$7,723,661	\$9,877,898	\$6,650,748	\$7,096,305	\$7,020,133	\$6,922,395
San Marcos	\$6,094,975	\$12,504,200	\$25,993,913	\$14,864,363	\$4,455,483	\$5,589,818	\$7,792,526	\$5,945,942
Stanislaus	\$3,216,780	\$1,884,664	\$2,016,295	\$2,372,580	\$3,116,070	\$2,587,430	\$2,132,135	\$2,611,878
	\$74,337,624	\$103,124,562	\$73,036,379	\$83,499,522	\$62,078,779	\$83,737,313	\$58,540,639	\$68,118,910
PEER GROUP 2								
Chico	\$15,329,098	\$17,226,141	\$19,840,087	\$17,465,109	\$10,494,237	\$8,946,296	\$11,003,787	\$10,148,107
Humboldt	\$11,602,881	\$12,265,947	\$17,258,714	\$13,709,181	\$6,155,507	\$7,077,074	\$5,959,545	\$6,397,375
Los Angeles	\$17,067,935	\$7,269,216	\$7,719,311	\$10,685,487	\$8,528,414	\$8,109,385	\$3,989,647	\$6,875,815
Monterey Bay	\$12,266,507	\$8,566,998	\$8,958,876	\$9,930,794	\$7,702,640	\$6,107,373	\$11,771,219	\$8,527,077
Pomona	\$23,884,768	\$10,293,500	\$12,297,195	\$15,491,821	\$12,841,968	\$16,178,585	\$12,295,195	\$13,771,916
Sacramento	\$14,830,728	\$38,275,960	\$35,302,378	\$29,469,689	\$45,111,628	\$29,105,998	\$18,919,041	\$31,045,556
Sonoma	\$10,029,757	\$11,063,980	\$6,496,903	\$9,196,880	\$8,347,886	\$8,856,726	\$4,913,120	\$7,372,577
	\$105,011,674	\$104,961,742	\$107,873,464	\$105,948,960	\$99,182,280	\$84,381,437	\$68,851,554	\$84,138,424
PEER GROUP 3								
Fresno	\$28,244,432	\$28,840,178	\$38,798,482	\$31,961,031	\$27,040,551	\$23,078,123	\$22,991,275	\$24,369,983
Fullerton	\$31,197,282	\$34,907,537	\$30,961,323	\$32,355,381	\$20,143,815	\$15,860,034	\$18,482,361	\$18,162,070
Long Beach	\$36,837,936	\$34,997,561	\$40,898,637	\$37,578,045	\$35,716,392	\$22,312,173	\$24,136,927	\$27,388,497
Northridge	\$48,125,861	\$21,755,173	\$20,421,374	\$30,100,803	\$24,705,238	\$33,026,016	\$30,955,251	\$29,562,168
San Diego	\$112,238,202	\$125,151,769	\$139,335,888	\$125,575,286	\$96,890,132	\$107,057,980	\$116,651,476	\$106,866,529
San Francisco	\$21,193,972	\$20,032,825	\$21,690,617	\$20,972,471	\$16,251,816	\$17,825,705	\$27,004,774	\$20,360,765
San José	\$25,138,139	\$15,919,402	\$22,376,100	\$21,144,547	\$17,088,604	\$17,448,752	\$21,585,613	\$18,707,656
San Luis Obispo	\$80,311,475	\$66,663,610	\$128,247,078	\$91,740,721	\$70,911,338	\$59,003,046	\$56,759,429	\$62,224,604
	\$383,287,299	\$348,268,055	\$442,729,499	\$391,428,284	\$308,747,886	\$295,611,829	\$318,567,106	\$307,642,274
Chancellor's Office	\$5,092,449	\$1,099,153	\$1,951,228	\$2,714,277	\$3,080,949	\$2,154,653	\$1,944,228	\$2,393,277
Grand Total	\$567,729,046	\$557,453,512	\$625,590,570	\$583,591,043	\$473,089,894	\$465,885,232	\$447,903,527	\$462,292,884

Note: Gift Commitments include new gifts, new pledges and revocable deferred commitments. Gift Receipts reflect assets received by the University in the form of new gifts and pledge payments.

PHILANTHROPIC PRODUCTIVITY



PEER GROUP PERFORMANCE

	Charitable Gifts	New	New Pledges	Revocable Deferred Gifts (Face Value)	Native American & Government Contributions	Total Gift Commitments	2022-23 General Fund Allocation	Fundraising Investment (Expenditures) as a Percent of General Fund Allocation	Gift Commitments as a Percent of the General Fund	Full-time Equivalent Professional Fundraisers	Total Number Individual Donors
Bakersfield	\$5,380,133	\$1,299,026	\$1,809,485	\$0	\$0	\$6,679,159	\$106,915,000	1.4%	6%	4.74	1,442
Channel Islands	\$2,658,090	\$1,809,485	\$1,190,000	\$150,000	\$0	\$4,617,575	\$100,129,000	0.9%	5%	3.78	1,542
Dominguez Hills	\$3,888,798	\$3,155,072	\$1,190,000	\$1,190,000	\$13,979	\$8,247,849	\$137,679,000	1.2%	6%	6.49	1,642
East Bay	\$2,746,200	\$4,800,000	\$5,137,000	\$0	\$0	\$12,683,200	\$128,733,000	1.5%	10%	9.79	1,485
Maritime Academy	\$4,533,657	\$507,000	\$0	\$0	\$34,070	\$5,074,727	\$40,547,000	2.8%	13%	3.58	603
San Bernardino	\$5,062,466	\$1,850,483	\$600,000	\$600,000	\$210,712	\$7,723,661	\$168,188,000	1.1%	5%	13.90	2,660
San Marcos	\$6,278,111	\$19,015,252	\$700,000	\$700,000	\$550	\$25,993,913	\$123,322,000	1.9%	21%	10.12	2,653
Stanislaus	\$1,516,995	\$499,300	\$0	\$0	\$0	\$2,016,295	\$101,870,000	0.8%	2%	2.59	604
PEER GROUP 1 AVERAGE	\$4,008,056	\$4,116,952	\$972,125	\$12,355,332	\$32,414	\$9,129,547	\$113,422,875	1.5%	8%	6.87	1,579
Chico	\$9,636,629	\$1,903,458	\$8,300,000	\$8,300,000	\$0	\$19,840,087	\$156,905,000	1.5%	13%	11.52	8,532
Humboldt	\$5,799,828	\$5,337,648	\$6,115,500	\$6,115,500	\$5,738	\$17,258,714	\$113,764,000	1.3%	15%	5.05	4,753
Los Angeles	\$3,424,611	\$3,174,700	\$1,120,000	\$1,120,000	\$0	\$7,719,311	\$218,303,000	0.8%	4%	5.90	2,267
Monterey Bay	\$6,838,890	\$1,365,306	\$700,000	\$700,000	\$54,680	\$8,958,876	\$100,015,000	1.3%	9%	6.71	9,761
Pomona	\$7,835,492	\$2,474,776	\$2,520,000	\$2,520,000	\$2,000	\$12,297,195	\$213,290,000	1.8%	6%	24.51	5,045
Sacramento	\$17,660,226	\$3,328,618	\$14,277,986	\$14,277,986	\$35,548	\$35,302,378	\$238,012,000	2.0%	15%	24.60	39,529
Sonoma	\$3,297,416	\$170,484	\$2,522,096	\$2,522,096	\$506,927	\$6,496,903	\$90,993,000	1.8%	7%	8.28	2,302
PEER GROUP 2 AVERAGE	\$7,784,727	\$2,536,424	\$5,079,369	\$12,355,332	\$86,413	\$15,410,495	\$161,611,714	1.5%	10%	12.37	10,313
Fresno	\$19,881,659	\$10,170,322	\$8,616,000	\$8,616,000	\$130,500	\$38,798,482	\$219,007,000	1.8%	18%	16.84	7,049
Fullerton	\$12,737,327	\$7,393,234	\$10,796,942	\$10,796,942	\$33,821	\$30,961,323	\$286,317,000	1.9%	11%	28.48	17,826
Long Beach	\$17,752,307	\$10,801,050	\$12,345,280	\$12,345,280	\$0	\$40,898,637	\$300,415,000	1.4%	14%	15.71	12,858
Northridge	\$15,448,159	\$4,168,214	\$805,001	\$805,001	\$0	\$20,421,374	\$295,050,000	1.6%	7%	25.90	12,793
San Diego	\$100,799,850	\$21,999,938	\$15,622,900	\$15,622,900	\$913,200	\$139,335,888	\$288,292,000	5.5%	48%	45.95	70,922
San Francisco	\$17,386,777	\$1,663,839	\$2,640,001	\$2,640,001	\$0	\$21,690,617	\$232,504,000	2.0%	9%	24.12	2,956
San José	\$14,368,073	\$2,401,694	\$5,606,333	\$5,606,333	\$0	\$22,376,100	\$233,232,000	1.3%	10%	19.20	5,172
San Luis Obispo	\$40,362,008	\$45,474,870	\$42,410,200	\$42,410,200	\$0	\$128,247,078	\$196,392,000	4.2%	65%	25.86	7,628
PEER GROUP 3 AVERAGE	\$29,842,020	\$13,009,145	\$12,355,332	\$12,355,332	\$134,690	\$55,341,187	\$256,401,125	2.5%	21%	25.26	17,151

Notes: • Peer group I campuses generally have less than 5,000 individual donors, less than 10 full-time professional fundraisers, less than \$50 million in endowment market value and fundraising investment of less than 2% of their university's annual allocation from the state general fund.

• Peer group II campuses generally have between 5,000 and 10,000 individual donors, between 10 and 20 full-time professional fundraisers, between \$50 million and \$100 million in endowment market value and fundraising investment of between 2% and 2.5% of their university's annual allocation from the state general fund.

• Peer group III campuses generally have over 10,000 individual donors, over 20 full-time professional fundraisers, over \$50 million in endowment market value and fundraising investment of more than 2.5% of their university's annual allocation from the state general fund.

• Fundraising investment includes both state and auxiliary funds.

• Number of Individual Donors includes alumni, parents, faculty, staff, students and friends of the University.

PLANNED GIVING

IRREVOCABLE DEFERRED GIFTS

PEER GROUP 1	Face Value	Present Value
Bakersfield	\$0	\$0
Channel Islands	\$0	\$0
Dominguez Hills	\$0	\$0
East Bay	\$0	\$0
Maritime Academy	\$0	\$0
San Bernardino	\$0	\$0
San Marcos	\$104,262	\$36,412
Stanislaus	\$0	\$0
	\$104,262	\$36,412

PEER GROUP 2

Chico	\$0	\$0
Humboldt	\$35,706	\$14,874
Los Angeles	\$25,000	\$12,080
Monterey Bay	\$0	\$0
Pomona	\$86,799	\$26,619
Sacramento	\$0	\$0
Sonoma	\$0	\$0
	\$147,505	\$53,573

PEER GROUP 3

Fresno	\$150,000	\$87,231
Fullerton	\$0	\$0
Long Beach	\$0	\$0
Northridge	\$148,593	\$84,407
San Diego	\$2,704,999	\$1,388,188
San Francisco	\$0	\$0
San José	\$0	\$0
San Luis Obispo	\$27,339	\$10,649
	\$3,030,931	\$1,570,475
Chancellor's Office	\$0	\$0
Grand Total	\$3,282,698	\$1,660,460

REVOCABLE DEFERRED GIFTS

Face Value	Present Value
\$0	\$0
\$150,000	\$72,870
\$1,190,000	\$1,065,972
\$5,137,000	\$2,490,667
\$0	\$0
\$600,000	\$404,519
\$700,000	\$307,384
\$0	\$0
\$7,777,000	\$4,341,412

\$8,300,000	\$5,996,867
\$6,115,500	\$3,166,284
\$1,120,000	\$571,831
\$700,000	\$403,038
\$2,520,000	\$1,135,293
\$14,277,986	\$7,771,524
\$2,522,096	\$1,522,248
\$35,555,582	\$20,567,085

\$8,616,000	\$4,977,436
\$10,796,942	\$6,332,861
\$12,345,280	\$6,004,188
\$805,001	\$422,707
\$15,622,900	\$8,186,606
\$2,640,001	\$1,540,529
\$5,606,333	\$2,558,356
\$42,410,200	\$38,322,281
\$98,842,657	\$68,344,964
\$0	\$0
\$142,175,239	\$93,253,461

ALUMNI

PEER GROUP 1

	Number of Contactable Alumni	Alumni Solicited	Alumni Donors	Total Alumni Contributions
Bakersfield	56,241	39,336	365	\$486,882
Channel Islands	19,655	15,409	315	\$20,475
Dominguez Hills	129,850	115,995	1,227	\$275,570
East Bay	135,479	113,209	623	\$1,479,800
Maritime Academy	5,879	5,184	301	\$764,722
San Bernardino	122,292	85,063	1,785	\$411,264
San Marcos	69,066	44,241	729	\$202,162
Stanislaus	74,950	56,451	248	\$287,896
	613,412	474,888	5,593	\$3,928,771

PEER GROUP 2

Chico	167,043	9,758	3,781	\$2,151,228
Humboldt	66,772	52,685	2,118	\$1,499,845
Los Angeles	190,127	126,590	1,159	\$620,802
Monterey Bay	31,042	22,745	526	\$46,898
Pomona	230,302	158,711	2,821	\$6,666,087
Sacramento	295,391	186,333	3,196	\$2,160,101
Sonoma	70,065	48,198	685	\$855,381
	1,050,742	605,020	14,286	\$14,000,342

PEER GROUP 3

Fresno	240,600	182,720	3,800	\$4,555,235
Fullerton	324,430	236,027	10,198	\$1,395,669
Long Beach	364,850	170,938	3,217	\$7,254,753
Northridge	407,603	281,669	3,325	\$4,006,698
San Diego	487,056	266,559	17,816	\$15,280,266
San Francisco	357,579	68,938	1,431	\$2,762,322
San José	301,776	213,513	2,585	\$5,987,603
San Luis Obispo	213,414	113,833	3,759	\$11,292,719
	2,697,308	1,534,197	46,131	\$52,535,265

Grand Total

	4,361,462	2,614,105	66,010	\$70,464,378
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Note: Contactable Alumni are individuals which the university has a means to contact and who have not opted out of all communications.

GIFT RECEIPTS BY SOURCE

	Individuals		Organizations				Gift Receipts Total
	Alumni	Non-Alumni	Foundations	Corporations	Donor-Advised Funds	Other Organizations	
PEER GROUP 1							
Bakersfield	\$486,882	\$502,998	\$847,936	\$2,988,273	\$2,774,010	\$507,157	\$8,107,256
Channel Islands	\$20,475	\$1,304,416	\$860,165	\$690,384	\$76,000	\$120,239	\$3,071,679
Dominguez Hills	\$275,570	\$441,455	\$1,155,880	\$8,715,911	\$614,600	\$55,383	\$11,258,799
East Bay	\$1,479,800	\$6,178,400	\$5,742,873	\$515,639	\$484,085	\$153,423	\$14,554,220
Maritime Academy	\$764,722	\$792,272	\$18,303	\$2,953,509	\$68,488	\$6,597	\$4,603,891
San Bernardino	\$411,264	\$2,446,892	\$1,372,346	\$2,095,770	\$209,607	\$484,254	\$7,020,133
San Marcos	\$202,162	\$1,433,662	\$2,934,771	\$2,815,479	\$285,344	\$121,108	\$7,792,526
Stanislaus	\$287,896	\$527,151	\$801,749	\$398,293	\$25,196	\$91,850	\$2,132,135
	\$3,928,771	\$13,627,246	\$13,734,023	\$21,173,258	\$4,537,330	\$1,540,011	\$58,540,639
PEER GROUP 2							
Chico	\$2,151,228	\$5,338,102	\$1,298,753	\$1,218,679	\$258,965	\$738,060	\$11,003,787
Humboldt	\$1,499,845	\$823,228	\$1,827,145	\$1,111,592	\$538,228	\$159,507	\$5,959,545
Los Angeles	\$620,802	\$816,038	\$1,304,022	\$803,481	\$345,298	\$100,006	\$3,989,647
Monterey Bay	\$46,898	\$6,360,945	\$2,621,387	\$1,471,488	\$525,771	\$744,730	\$11,771,219
Pomona	\$6,666,087	\$1,232,347	\$1,679,037	\$2,117,136	\$503,338	\$97,250	\$12,295,195
Sacramento	\$2,160,101	\$13,502,762	\$1,576,149	\$1,166,000	\$269,051	\$244,978	\$18,919,041
Sonoma	\$855,381	\$1,028,363	\$1,637,224	\$956,074	\$329,680	\$106,398	\$4,913,120
	\$14,000,342	\$29,101,785	\$11,943,717	\$8,844,450	\$2,770,331	\$2,190,929	\$68,851,554
PEER GROUP 3							
Fresno	\$4,555,235	\$4,562,834	\$6,820,625	\$2,943,635	\$1,607,461	\$2,501,485	\$22,991,275
Fullerton	\$1,395,669	\$4,008,813	\$4,050,983	\$6,988,764	\$1,314,324	\$723,808	\$18,482,361
Long Beach	\$7,254,753	\$6,415,908	\$2,524,611	\$2,802,119	\$4,436,900	\$702,636	\$24,136,927
Northridge	\$4,006,698	\$3,232,524	\$5,472,396	\$13,993,922	\$3,559,434	\$690,277	\$30,955,251
San Diego	\$15,280,266	\$36,137,880	\$17,389,569	\$13,232,282	\$5,351,264	\$29,260,215	\$116,651,476
San Francisco	\$2,762,322	\$4,075,042	\$8,166,353	\$9,385,582	\$1,910,025	\$705,450	\$27,004,774
San José	\$5,987,603	\$5,227,627	\$3,331,943	\$4,413,481	\$1,959,506	\$665,453	\$21,585,613
San Luis Obispo	\$1,292,719	\$6,831,181	\$4,090,229	\$13,881,801	\$8,535,920	\$12,127,579	\$56,759,429
	\$52,535,265	\$70,491,809	\$51,846,709	\$67,641,586	\$28,674,834	\$47,376,903	\$318,567,106
Chancellor's Office	\$0	\$83,729	\$868,200	\$910,920	\$56,600	\$24,779	\$1,944,228
	\$70,464,378	\$113,304,569	\$78,392,649	\$98,570,214	\$36,039,095	\$51,132,622	\$447,903,527

Note: Other organizations are entities that are not defined as corporations, foundations, or donor-advised funds, such as religious organizations, fundraising consortia, and civic organizations.



GIFT RECEIPTS BY SOURCE



- Alumni **16%**
- Non-Alumni **25%**
- Corporations **22%**
- Foundations **18%**
- Other Organizations **11%**
- Donor-Advised Funds **8%**

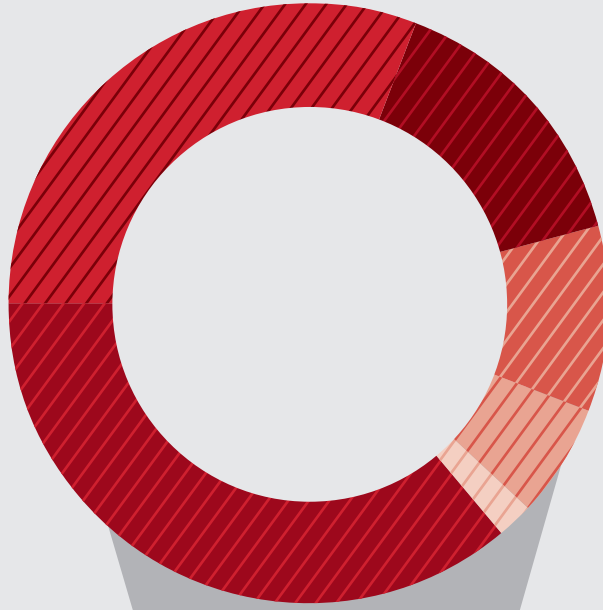
GIFT RECEIPTS BY PURPOSE

	CURRENT PROGRAMS		CAPITAL PURPOSES			IRREVOCABLE DEFERRED GIFTS	
	Unrestricted	Restricted	Endowment		Loan Funds	Face Value	Gift Receipts Total
			Campus Improvements Property, Buildings and Equipment	Unrestricted			
PEER GROUP 1							
Bakersfield	\$57,719	\$3,217,919	\$1,088,684	\$0	\$3,742,934	\$0	\$8,107,256
Channel Islands	\$204,011	\$2,630,538	\$1,100	\$0	\$236,030	\$0	\$3,071,679
Dominguez Hills	\$753,374	\$8,296,127	\$0	\$14,255	\$2,187,043	\$8,000	\$11,258,799
East Bay	\$60,489	\$4,664,810	\$8,694,115	\$0	\$1,134,806	\$0	\$14,554,220
Maritime Academy	\$172,015	\$648,500	\$3,366,234	\$0	\$417,142	\$0	\$4,603,891
San Bernardino	\$120,555	\$4,981,741	\$104,900	\$0	\$1,812,937	\$0	\$7,020,133
San Marcos	\$25,483	\$6,703,149	\$413,068	\$0	\$546,564	\$0	\$7,792,526
Stanislaus	\$45,835	\$1,626,831	\$156,069	\$0	\$303,400	\$0	\$2,132,135
	\$1,439,481	\$32,769,615	\$13,824,170	\$14,255	\$10,380,856	\$8,000	\$58,540,639
PEER GROUP 2							
Chico	\$323,056	\$5,052,694	\$124,475	\$996,699	\$4,506,863	\$0	\$11,003,787
Humboldt	\$267,106	\$4,611,702	\$0	\$0	\$1,045,031	\$0	\$5,959,545
Los Angeles	\$110,447	\$2,385,873	\$483,748	\$0	\$984,579	\$0	\$3,989,647
Monterey Bay	\$30,498	\$7,053,797	\$70,000	\$0	\$4,616,924	\$0	\$11,771,219
Pomona	\$323,060	\$8,542,604	\$11,600	\$0	\$3,331,132	\$0	\$12,295,195
Sacramento	\$279,270	\$16,230,331	\$146,953	\$0	\$2,262,487	\$0	\$18,919,041
Sonoma	\$25,833	\$3,972,795	\$15,099	\$0	\$899,393	\$0	\$4,913,120
	\$1,359,270	\$47,849,796	\$851,875	\$996,699	\$17,646,409	\$0	\$68,851,554
PEER GROUP 3							
Fresno	\$3,340	\$14,915,653	\$2,308,653	\$246,573	\$5,367,055	\$0	\$22,991,275
Fullerton	\$142,257	\$10,493,693	\$5,977,480	\$0	\$1,868,931	\$0	\$18,482,361
Long Beach	\$295,191	\$13,022,223	\$2,034,834	\$0	\$8,784,679	\$0	\$24,136,927
Northridge	\$96,456	\$23,020,968	\$1,933,590	\$795	\$5,754,849	\$0	\$30,955,251
San Diego	\$105,559	\$92,428,462	\$10,241,112	\$624,014	\$10,547,330	\$0	\$116,651,476
San Francisco	\$189,240	\$13,727,220	\$3,678,625	\$717,017	\$8,692,672	\$0	\$27,004,774
San José	\$575,804	\$15,131,820	\$16,019	\$17,561	\$5,844,409	\$0	\$21,585,613
San Luis Obispo	\$404,128	\$28,798,035	\$17,597,971	\$0	\$9,931,957	\$0	\$56,759,429
	\$1,811,975	\$211,538,074	\$43,788,284	\$1,605,960	\$56,791,882	\$0	\$318,567,106
Chancellor's Office	\$123,320	\$1,770,933	\$0	\$0	\$49,975	\$0	\$1,944,228
GRAND TOTAL	\$4,734,046	\$293,928,418	\$58,464,329	\$2,616,914	\$94,869,122	\$8,000	\$447,903,527

GIFT RECEIPTS BY PURPOSE



GIFT RECEIPTS FOR CURRENT PROGRAMS RESTRICTED



- Current Programs Restricted **65.62%**
- Endowment Restricted **18.95%**
- Property, Buildings and Equipment **13.05%**
- Current Programs Unrestricted **1.06%**
- Irrevocable Deferred Gifts **0.73%**
- Endowment Unrestricted **0.58%**
- Loan Funds **0.01%**
- Faculty Support and Academic Enrichment **31%**
- Student Scholarships **15%**
- Athletics **10%**
- Research **6%**
- Student Affairs and Student Life **2%**
- Additional University Priorities **36%**

ENDOWMENT

Peer Group 1	2021-22	2022-23	2023-24	2022-23 to 2023-24 Comparison		2023-24 Investment	Three-Year Average	Five-Year Average	Ten-Year Average	2023-24 Gifts to Endowment	2023-24 Endowment Distribution
	Market Value	Market Value	Market Value	Amount	Percentage	Return Rate	Average	Average	Average	Endowment	Endowment
Bakersfield	\$35,096,739	\$37,162,254	\$42,735,229	\$5,572,975	15.00%	10.88%	2.15%	7.58%	5.01%	\$3,742,934	\$1,187,836
Channel Islands	\$32,528,669	\$34,650,516	\$35,088,436	\$437,920	1.26%	14.12%	4.20%	9.20%	6.56%	\$236,030	\$697,689
Dominguez Hills	\$20,043,378	\$22,391,813	\$26,547,238	\$4,155,425	18.56%	18.11%	4.39%	8.07%	6.51%	\$2,201,298	\$1,695,282
East Bay	\$18,859,431	\$20,787,583	\$21,949,928	\$1,162,345	5.59%	10.00%	2.07%	6.06%	5.03%	\$1,134,806	\$790,952
Maritime Academy	\$10,396,983	\$14,030,116	\$19,176,892	\$5,146,776	36.68%	9.50%	2.03%	4.96%	3.70%	\$417,142	\$490,649
San Bernardino	\$46,895,980	\$51,099,190	\$57,614,854	\$6,515,664	12.75%	11.50%	3.17%	7.22%	5.65%	\$1,812,937	\$1,649,785
San Marcos	\$31,187,653	\$33,548,472	\$36,560,347	\$3,011,875	8.98%	13.10%	4.50%	9.58%	6.92%	\$546,564	\$1,231,245
Stanislaus	\$17,521,345	\$18,609,524	\$20,529,983	\$1,920,459	10.32%	12.01%	2.76%	7.54%	4.75%	\$303,400	\$435,284
	\$212,530,178	\$232,279,468	\$260,202,907	\$27,923,439	12.02%	12.40%	3.16%	7.53%	5.64%	\$10,395,111	\$8,178,722
Peer Group 2											
Chico	\$79,302,699	\$86,654,128	\$97,902,065	\$11,247,937	12.98%	10.40%	3.83%	9.12%	6.87%	\$5,503,562	\$2,737,635
Humboldt	\$38,590,550	\$40,840,491	\$44,064,605	\$3,224,114	7.89%	10.30%	3.11%	8.26%	6.73%	\$1,045,031	\$1,680,390
Los Angeles	\$53,844,055	\$58,107,987	\$62,522,647	\$4,414,660	7.60%	9.43%	1.47%	6.31%	5.27%	\$984,579	\$3,287,262
Monterey Bay	\$32,208,908	\$35,477,570	\$43,461,957	\$7,984,387	22.51%	11.50%	3.93%	7.78%	6.17%	\$4,616,924	\$1,235,593
Pomona	\$149,091,829	\$165,259,421	\$186,731,363	\$21,471,942	12.99%	14.40%	3.97%	9.36%	6.46%	\$3,331,132	\$4,822,971
Sacramento	\$68,052,831	\$76,609,158	\$86,421,082	\$9,811,924	12.81%	14.31%	4.61%	10.04%	7.20%	\$2,262,487	\$2,946,489
Sonoma	\$60,783,189	\$65,197,471	\$70,466,927	\$5,269,456	8.08%	11.11%	2.48%	8.34%	5.93%	\$899,393	\$2,003,426
	\$481,874,061	\$528,146,226	\$591,570,646	\$63,424,420	12.01%	11.64%	3.34%	8.46%	6.35%	\$18,643,108	\$18,713,766
Peer Group 3											
Fresno	\$208,734,552	\$229,054,308	\$254,836,983	\$25,782,675	11.26%	23.75%	8.52%	11.02%	7.82%	\$5,613,628	\$8,317,540
Fullerton	\$131,405,420	\$135,851,640	\$148,676,745	\$12,825,105	9.44%	12.11%	4.16%	8.74%	6.51%	\$1,868,931	\$3,870,959
Long Beach	\$108,177,617	\$115,398,278	\$132,908,865	\$17,510,587	15.17%	12.96%	2.47%	7.31%	6.07%	\$8,784,679	\$4,863,185
Northridge	\$182,829,384	\$205,194,321	\$219,623,978	\$14,429,657	7.03%	12.57%	4.75%	8.00%	6.46%	\$5,755,644	\$5,353,262
San Diego	\$396,350,218	\$415,703,247	\$459,561,214	\$43,857,967	10.55%	10.60%	4.47%	7.42%	6.00%	\$11,171,344	\$12,339,238
San Francisco	\$156,232,834	\$161,361,589	\$174,845,581	\$13,483,992	8.36%	8.02%	1.91%	7.78%	6.20%	\$9,409,689	\$6,931,228
San José	\$167,381,341	\$182,645,743	\$203,627,735	\$20,981,992	11.49%	11.40%	4.13%	8.92%	6.76%	\$5,861,970	\$7,134,824
San Luis Obispo	\$243,030,195	\$265,257,623	\$296,446,885	\$31,189,262	11.76%	11.80%	2.53%	7.74%	6.20%	\$9,931,957	\$10,325,883
	\$1,584,141,561	\$1,710,466,749	\$1,890,527,986	\$180,061,237	10.53%	12.90%	4.12%	8.37%	6.43%	\$58,397,842	\$59,136,069
Chancellor's Office	\$31,300,849	\$32,972,822	\$35,856,862	\$2,884,040	8.75%	11.62%	3.32%	9.30%	6.86%	\$49,975	\$992,700
	\$2,319,846,649	\$2,503,865,265	\$2,778,158,401	\$274,293,136	10.95%	12.31%	3.54%	8.15%	6.15%	\$87,486,036	\$87,021,257

Notes: • Investment returns are reported as net of investment fees.
• Multi-year, Peer Group and Systemwide investment returns are presented as equal-weighted averages.
• CSU auxiliary organizations, which manage endowments, utilize a variety of socially responsible investment practices.
• San Diego increased FY 2021-22 endowment market value by \$15,454,291.

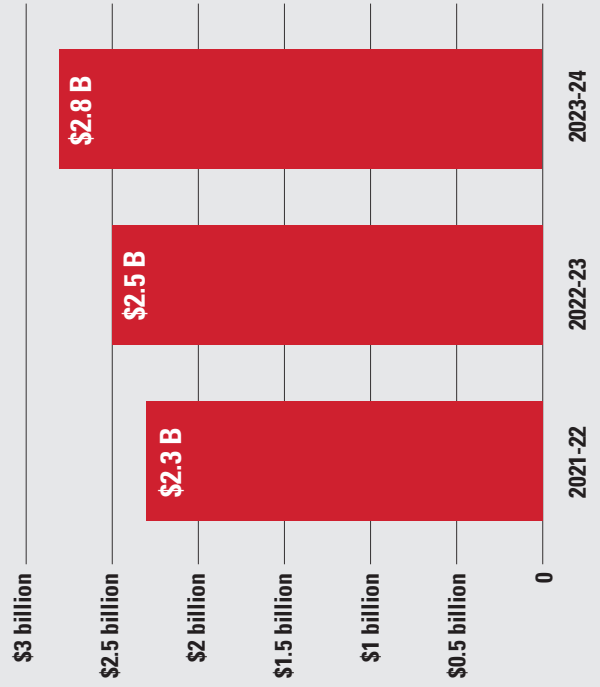
ENDOWMENT

\$2.8 BILLION
ENDOWMENT MARKET VALUE

\$87 MILLION
ENDOWMENT DISTRIBUTION

\$87 MILLION
NEW GIFTS TO ENDOWMENT

ENDOWMENT MARKET VALUE





DEFINITION OF TERMS



DEFINITION OF TERMS

CHARITABLE GIFT COMMITMENTS

An accrual-basis measure of philanthropic productivity that includes new outright gifts, multiyear pledges and support promised through testamentary provisions in wills, trusts and beneficiary designations. Revocable deferred gifts are not capitalized on the university's financial statements. These numbers will not reconcile to the annual audited financial statements that use accounting standards. Charitable gift commitments are modeled on campaign counting standards and represent current-year performance in developing philanthropic support for the institution. This measure acknowledges the important work achieved in attaining continuing commitments secured in the reporting year.

CHARITABLE GIFT RECEIPTS

A cash-basis measure of philanthropic productivity that includes all gift income received in the form of cash, securities, in-kind contributions, irrevocable deferred gifts and private charitable grants. For the purposes of this report, irrevocable deferred gifts are counted at face value. These global gift reporting standards are defined by the Council for Advancement and Support of Education and the National Association of College and University Business Officers. These standards are utilized in the annual Voluntary Support of Education Survey. These numbers will not reconcile to the annual audited financial statements that use accounting standards.

ENDOWMENT

Funds to be retained and invested for income-producing purposes. Donors may restrict the uses of the income produced or allow the institution discretion to make allocations.

ENDOWMENT DISTRIBUTION

Income produced from endowments that is spent to support programs and areas across a university. For the purposes of this report, the distribution does not include any administrative fees or other special withdrawals.

ENDOWMENT MARKET VALUE

The endowment market value includes assets held by both the university and its auxiliaries in all the following categories:

TRUE ENDOWMENT

Contributions to the institution, the principal of which is not expendable by the institution under the terms of the agreement that created the fund.

TERM ENDOWMENT

Similar to true endowment, except that all or part of the funds may be expended after a stated period or upon the occurrence of a certain event as stated in the terms governing the funds.

QUASI-ENDOWMENT

Funds function as an endowment, the principal of which may be spent at the discretion of the governing board.

ENVIRONMENTAL, SOCIAL AND GOVERNANCE (ESG) INVESTING

An investment approach that examines an organization's exposure to ESG-related risks and opportunities, focusing on the ones most likely to have a material impact on investment performance. Environmental criteria look at how an organization addresses climate change through greenhouse emissions, waste management, etc. Social criteria examine how an organization manages relationships with its employees, customers and the communities in which it operates. Governance addresses an organization's board governance and executive pay, among other issues.

IRREVOCABLE DEFERRED GIFTS

Irrevocable gifts made through charitable gift annuities, charitable remainder trusts (including those administered outside the institution), gifts to pooled income funds and remainder interests in property. These provisions are counted at face value.

PEER GROUP 1

The CSU campuses categorized within group 1 generally have fewer than 5,000 individual donors, fewer than 10 full-time professional fundraisers, less than \$50 million in endowment market value and fundraising investment of less than 2% of their university's annual allocation from the state general fund. These advancement programs build infrastructure and strive toward raising gift commitments equivalent to 10% of their university's annual allocation from the state general fund.

PEER GROUP 2

The CSU campuses categorized within group 2 generally have between 5,000 and 10,000 individual donors, between 10 and 20 full-time professional fundraisers, between \$50 million and \$100 million in endowment market value and fundraising investment of between 2% and 2.5% of their university's annual allocation from the state general fund. These advancement programs are maturing and are expected to raise gift commitments equivalent to 10% to 15% of their university's annual allocation from the state general fund.

PEER GROUP 3

The CSU campuses categorized within group 3 generally have more than 10,000 individual donors, more than 20 full-time professional fundraisers, more than \$100 million in endowment market value and fundraising investment of more than 2.5% of their university's annual allocation from the state general fund. These more mature advancement programs have developed successful annual funds, major gifts and planned giving operations complemented by strong alumni and communication programs. These programs are expected to raise gift commitments that are greater than 15% of their university's annual allocation from the state general fund.

PLEDGES

Gift commitments paid in installments over a set time schedule. For the purposes of this report, the value of multiyear pledges is reported in five-year periods. Pledges must be documented and are counted at face value.

PURPOSE OF GIFT

Refers to the donor's expressed intention for the use of the gift.

UNRESTRICTED

Gifts given to the institution with no restrictions, regardless of any subsequent designation by the institution.

RESTRICTED

Gifts that have been restricted to support any current or capital purpose on a university.

CURRENT PROGRAMS

Gifts that have been restricted to support existing programs in the short term. For this report's purposes, the many programs and areas of a university are summarized into the broad categories of academic divisions, athletics, faculty compensation, research, student financial aid and student affairs.

CAPITAL PURPOSES

Gifts that have been restricted to provide long-term or permanent support of university programs, facilities and properties.

PROPERTY, BUILDINGS AND EQUIPMENT (CAMPUS IMPROVEMENTS)

- Outright gifts of real property for the use of the institution;
- Gifts made for the purpose of purchasing buildings, other facilities, equipment and land for the institution;
- Gifts restricted for construction or major renovation of buildings and other facilities; and
- Gifts made to retire debt.

RESPONSIBLE INVESTING

An investment philosophy that incorporates environmental, social and governance (ESG) factors into the investment analysis, portfolio construction and ongoing monitoring with the objective of enhancing long-term performance, managing risk and aligning the portfolio with the institution's values.

REVOCABLE DEFERRED GIFTS

This category includes new estate provisions made in a will, revocable trust or beneficiary designation for which the institution has documentation. These provisions are counted at face value.

SOURCE OF GIFT

The entity, individuals or organizations that transmit the gift or grant to the institution.

ALUMNI

Former undergraduate or graduate students who have earned some credit toward one of the degrees, certificates or diplomas offered by the institution for whom the campus has a reasonable means of contacting. It is within the discretion of each university to limit alumni status to individuals who have obtained a degree and/or credential.

NON-ALUMNI INDIVIDUALS

Individuals who have no prior academic relationship to the institution.

FOUNDATIONS

Personal/family foundations and other foundations and trusts that are private tax-exempt entities operated exclusively for charitable purposes; not including company-sponsored foundations.

CORPORATIONS

Corporations, businesses, partnerships and cooperatives that have been organized for profit-making purposes, including corporations owned by individuals and families and other closely held companies. This category also includes company-sponsored foundations as well as industry trade associations.

DONOR-ADVISED FUNDS (DAFS)

A charitable giving vehicle administered by a tax-exempt organization, often affiliated with a financial institution or community foundation, where donors send assets to a segregated fund at the organization as a gift and can advise the fund to make distributions to qualifying organizations. Gifts from donor-advised funds are counted under this category regardless of where the fund is managed. Assets held in CSU DAFs are only counted in this report once they are distributed to the university.

OTHER ORGANIZATIONS

Organizations not reported in the categories above, which include religious and community organizations, fundraising consortia and any other nongovernmental agencies.



CSU The California State University

401 Golden Shore, Long Beach, CA 90802-4210

calstate.edu/donorsupport

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AGENDA

JOINT COMMITTEE ON INSTITUTIONAL ADVANCEMENT AND EDUCATIONAL POLICY

Meeting: 4:00 p.m., Tuesday, January 28, 2025
Glenn S. Dumke Conference Center

Committee on Institutional Advancement

Leslie Gilbert-Lurie, Chair
Jean Picker Firstenberg, Vice Chair
Mark Ghilarducci
Jazmin Guajardo
Jonathan Molina Mancio
Yammilette Rodriguez
Jose Antonio Vargas

Committee on Educational Policy

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*
- Discussion** 2. The Wang Family Excellence Award, *Information*

**MINUTES OF THE MEETING OF THE
JOINT COMMITTEE ON INSTITUTIONAL ADVANCEMENT AND EDUCATIONAL POLICY**

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

January 30, 2024

Members Present

Committee on Institutional Advancement

Anna Ortiz-Morfit, Chair
Douglas Faigin, Vice Chair
Diego Arambula
Raji Kaur Brar
Jean Picker Firstenberg
Jonathan Molina Mancio
Yammilette Rodriguez
Jose Antonio Vargas

Committee on Educational Policy

Diego Arambula, Chair
Christopher Steinhauser, Vice Chair
Diana Aguilar-Cruz
Raji Kaur Brar
Mark Ghilarducci
Leslie Gilbert-Lurie
Jonathan Molina Mancio
Jose Antonio Vargas
Darlene Yee-Melichar

Mildred García, Chancellor
Wenda Fong, Chair of the Board

Trustee Arambula called the meeting to order.

Approval of Minutes

The minutes of the meeting on January 24, 2023 were approved as submitted.

The Wang Family Excellence Award

The presentation began with opening remarks from CSU Board of Trustee Chair Wenda Fong. Chair Fong thanked Trustee Emeritus Wang as well as the members of the Selection Committee. Chancellor Mildred García then introduced the 2024 award recipients: Dr. Charles Toombs, Outstanding Faculty Service; Dr. Daniel Crocker, Outstanding Faculty Scholarship; Dr. Kelly Ansley Young, Outstanding Faculty Innovator in Student Success; Dr. Allyson Tintiangco-Cubales, Outstanding Faculty Teaching; and Dr. John Crockett, Outstanding Staff Performance.

The meeting adjourned.

**JOINT COMMITTEE ON INSTITUTIONAL ADVANCEMENT
AND EDUCATIONAL POLICY**

The Wang Family Excellence Award

Presentation By

Mildred García
Chancellor

Background

More than 20 years ago, the Wang Family Excellence Award was established when then-California State University (CSU) Trustee Stanley T. Wang provided \$1 million to recognize the remarkable contributions of four CSU faculty members and one staff member annually over a 10-year period. Each selected recipient received an award of \$20,000.

In 2014, Trustee Emeritus Wang pledged a \$300,000 gift to the CSU to reinstate the Wang Family Excellence Award, continuing this recognition for faculty and staff through 2017. And, at the January 2017 Board of Trustees meeting, Chancellor Timothy P. White announced that Trustee Emeritus Wang had gifted an additional \$2.5 million, allowing the Wang Family Excellence Award to continue in perpetuity.

Overview

The Wang Family Excellence Award recognizes and celebrates CSU faculty members who have distinguished themselves through extraordinary dedication and exemplary achievements in their academic disciplines, while significantly contributing to the success of students. A staff administrator is also recognized for outstanding performance in her or his university assignment.

The selection process for the award begins with each campus president nominating one probationary or tenured faculty member for each of the award categories. Award categories are:

- a) Outstanding Faculty Innovator in Student Success;
- b) Outstanding Faculty Scholarship;
- c) Outstanding Faculty Service; and
- d) Outstanding Faculty Teaching.

Campus presidents also nominate one staff administrator from their respective campuses for the Outstanding Staff Performance Award.

Nominations are considered by the Wang Family Excellence Award Selection Committee, appointed in fall 2024 by Chancellor García in consultation with Trustee Emeritus Wang. This committee includes two members of the Board of Trustees, the deputy vice chancellor for Academic and Student Affairs and Chief Academic Officer, the vice chancellor for Human Resources, chair of the Academic Senate CSU and a CSU faculty member who was previously awarded the Wang Family Excellence Award.

Nominees are reviewed and considered for selection based on the following criteria:

- Nominees should have made truly remarkable contributions to the advancement of their respective universities and/or the CSU system.
- Nominees should have a demonstrated record of unusually meritorious achievements documented by evidence of superior accomplishments and contributions to their academic discipline or university assignment.
- A nominee's activities must advance the mission of the university, bring benefit and credit to the CSU and contribute to the enhancement of the CSU's excellence in teaching, learning, research, scholarly pursuits, student support and community contributions.

The Wang Family Excellence Awards will be presented at the January 2025 Board of Trustees meeting.

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

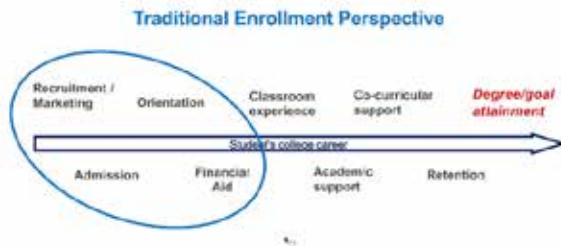
Along with colleges and universities across the nation, the California State University (CSU) continues to encounter a variety of challenges that impact student enrollment. They include, among others:

- 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.



10

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



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

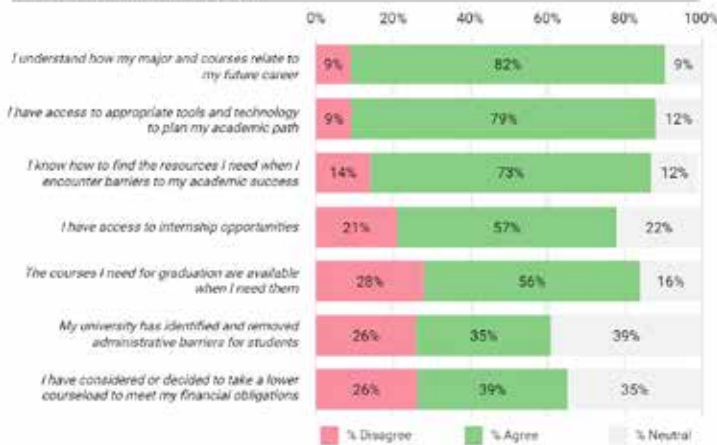
¹Staff and Faculty were asked to rank their university's Graduation Initiative 2025 efforts in the 6 priority areas from most to least effective

5

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 course load to meet financial obligations.

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

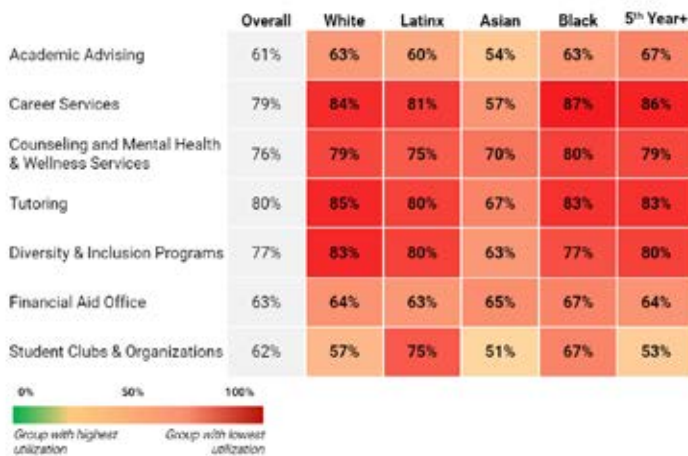
¹Responses of "Strongly agree" or "Somewhat agree" were defined as "Agree." "Strongly disagree" and "Somewhat disagree" were defined as "Disagree"

6

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 course load 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

Dilcie D. Perez
Deputy Vice Chancellor
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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.

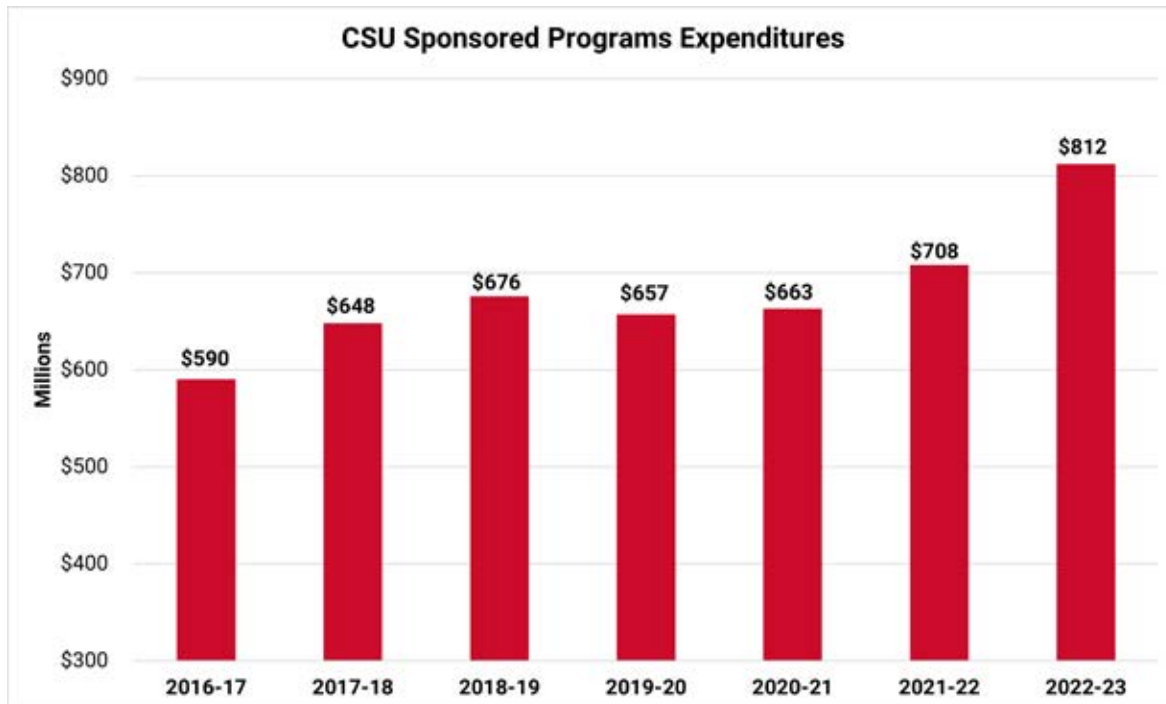
This growth in research funding is complemented by other significant achievements. Seven CSU campuses have maintained their prestigious Carnegie R2 (Doctoral Universities: High Research Activity) classifications, highlighting their high level of research activity. In addition, the number of published 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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Deputy Vice Chancellor
Academic and Student Affairs

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Student Affairs, Equity and Belonging

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

Co-Chair Dilcie Perez, Deputy Vice Chancellor
Academic and Student Affairs

Co-Chair Ray Murillo, Interim Assistant Vice Chancellor
Student Affairs, Equity and Belonging

Larry Adamson, Trustee

Nicole Annaloro, Senior Director of Athletics, Sonoma State University

Anita Barker, Executive Athletics Director (retired), California State University, Chico

Ben Cherry, Professor, California State University San Marcos

Jim Donovan, Director of Athletics, California State University, Fullerton

Cedric Hackett, Faculty Athletic Representative, California State University, Northridge

Tom Jackson, President Emeritus, California State Polytechnic University, Humboldt

Jack McGrory, Trustee

Cynthia Teniente-Matson, President, San José State University

John David "JD" Wicker, Director of Athletics, San Diego State University

AGENDA

COMMITTEE ON FINANCE

Meeting: 10:25 a.m., Wednesday, January 29, 2025
Glenn S. Dumke Conference Center

Julia I. Lopez, Chair
Jonathan Molina Mancio, Vice Chair
Larry L. Adamson
Douglas Faigin
Mark Ghilarducci
Leslie Gilbert-Lurie
Jack McGrory
Anna Ortiz-Morfit
Christopher Steinhauser
Darlene Yee-Melichar

- Consent**
1. Approval of Minutes, *Action*
 2. California State Polytechnic University, Humboldt – Approval of an Auxiliary Organization Financing, *Action*
 3. Approval of Changes to, and Reauthorization of, the California State University's Commercial Paper Program, *Action*
 4. 2024-2025 Student Fee Report, *Information*
- Discussion**
5. 2025-2026 Operating Budget Update, *Information*

**MINUTES OF THE MEETING OF THE
COMMITTEE ON FINANCE**

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

November 21, 2024

Members Present

Julia Lopez, Chair
Jonathan Molina Mancio, Vice Chair
Larry L. Adamson
Douglas Faigin
Leslie Gilbert-Lurie
Jack McGrory
Anna Ortiz-Morfit
Christopher Steinhauser
Darlene Yee-Melichar

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

Trustee Julia Lopez called the meeting to order.

Consent Agenda

The minutes of the September 24, 2024 meeting of the Committee on Finance; Item 2, Approval to Issue Debt for an Affordable Student Housing Project at California State University, Long Beach (RFIN 11-24-10); and Item 3, Approval to Issue Debt for an Affordable Student Housing Project at California State University, Fresno (RFIN 11-24-11) were approved as submitted by roll call vote with eleven in favor (Trustees Lopez, Molina Mancio, Adamson, Faigin, Gilbert-Lurie, McGrory, Ortiz-Morfit, Steinhauser, Yee-Melichar, Clarke, and Chancellor García), zero opposed, and zero abstentions.

Discussion Agenda

Item 4 – California State University Annual Investment Report, Information

The CSU's annual investment report for the year ended June 30, 2024, was presented. It was shared that CSU investments are comprised of cash associated with CSU operating activities such as student housing, parking, and continuing education and does not include cash held by the auxiliaries. As of June 30, 2024, approximately \$6.7 billion of cash was invested by the CSU in three investment portfolios: \$2.5 billion in the Liquidity Portfolio, \$1.3 billion in the Intermediate Duration Portfolio, and \$2.8 billion in the Total Return Portfolio (TRP). It was reported that the TRP has performed well over the last year, and over the long term. Earning distributions from the TRP to campuses are determined by the Investment Advisory Committee. This year \$95.5 million will be distributed to campuses, bringing the total amount distributed since the portfolio's inception in 2019 to over \$313 million. These funds are dedicated exclusively to funding critical deferred maintenance projects on the campuses. An additional \$162 million was distributed to campuses in investment earnings from other investment portfolios.

Following the presentation Trustee Gilbert-Lurie asked how the success of our investment strategy is measured. She was informed that the CSU sets benchmarks for the different portfolios, and the portfolios have been meeting expectations while still being able to distribute a portion of the earning back to campuses. Trustee Jack McGrory added that the Investment Advisory Committee reviews investments portfolios quarterly and can take action to change underperforming investments.

Trustee Lopez adjourned the meeting of the Committee on Finance.

COMMITTEE ON FINANCE

California State Polytechnic University, Humboldt - Approval of an Auxiliary Organization Financing

Presentation By

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

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

Summary

This item requests approval to authorize the Humboldt State University Sponsored Programs Foundation (the "Foundation"), a recognized auxiliary organization in good standing at California State Polytechnic University, Humboldt (the "University"), to renew certain external financing in an amount not-to-exceed \$4,000,000 to provide liquidity support for the Foundation's financial operations.

Background

The Board of Trustees' CSU Policy for Financing Activities (RFIN/CPBG 11-14-01), as well as an executive order by the Chancellor pursuant to the CSU Policy for Financing Activities, stipulates that all borrowing by the CSU or any CSU auxiliaries shall be made through the CSU's established debt programs (e.g., the CSU's Systemwide Revenue Bond and commercial paper programs) and approved by the Board of Trustees. The policy and executive order also recognize that there may be certain types of financing structures that are not well suited for the CSU's established debt programs. In such cases, the proposed financing structure shall be reviewed by the Chancellor's Office and then presented to the Board of Trustees for approval.

Auxiliary Organization External Financing

As part of its several areas of operation in support of the University, the Foundation provides the administration of grants from governmental and private agencies for research and other activities related to the programs of the University. As a result of the University's transformation into a polytechnic institution and the launching of new academic programs, this grant activity has

increased and the Foundation has an ongoing need for liquidity to maintain its cash flow position due to the seasonality in its grants and contracts activities. For the fiscal year ending June 30, 2024, the Foundation had total revenues of about \$55 million, including \$49 million of grants and contracts revenue, and about \$54 million of operating expenses. Total net position as of June 30, 2024 was just over \$9 million. The Foundation wishes to renew a line of credit with a financial institution to continue providing liquid resources and meet its working capital needs.

Except for the new expiration, the key proposed terms of the line of credit from Redwood Capital Bank are unchanged and are as follows:

- The amount of the line of credit will be \$4 million.
- The term of the loan will be 3 years from document closing, expected to be on or about February 15, 2025.
- The initial interest rate on the line of credit is 9.75% and will vary from time to time based on daily changes to Redwood Capital Bank's Reference Rate (currently at 8.50%) plus a margin of 0.75% over the index.
- Annual Fee of \$10,000 or 0.25% of the Line of Credit, less any interest paid on amounts drawn during the year.
- The line of credit is secured by all accounts receivables pledged by the Foundation as collateral pursuant to a Commercial Security Agreement.

Staff has reviewed key terms of the proposed financing and deemed them to be satisfactory and reasonable for this type of transaction.

Recommended Action

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, that the request from the Foundation to renew external financing loans in the amount of \$4,000,000 with the key terms as described herein is approved.

COMMITTEE ON FINANCE

Approval of Changes to, and Reauthorization of, the California State University's Commercial Paper Program

Presentation By

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

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

Summary

This item requests approval of changes to the CSU's commercial paper (CP) program to provide for the issuance of commercial paper directly by the CSU, rather than through the CSU Institute. It also requests approval to reauthorize the CSU's commercial paper program up to an unchanged amount of \$500 million.

Background

In 2001, the Board of Trustees created the CP program to provide shorter-term interim financing for capital projects and start construction until such time as long term Systemwide Revenue Bonds were issued by the CSU. CP notes can be issued on an as-needed basis and at lower short-term interest rates to minimize debt service costs during project construction periods. In certain circumstances, projects not well suited to long term financing may remain under CP financing and be fully amortized over short to intermediate terms from project revenues. The CP program has also been used to finance certain equipment and software needs of CSU as an alternative to other external third-party lease-financing resources.

Since its inception, CP under the program has been issued through the CSU Institute, a systemwide auxiliary organization of the CSU, supported by Bond Anticipation Notes issued by the CSU. This structure was utilized because, at the time, state law restricted the CSU's ability to issue CP directly. Changes to state legislation a number of years ago eliminated the restrictions, however, due to cost and administrative considerations, the CSU continued to issue CP through the CSU Institute.

The issuance of CP is also supported by a letter of credit facility provided by two banks, State Street and Wells Fargo. The program size is authorized up to \$500 million by the Board of Trustees, however, the current program and letter of credit facility are set at \$300 million. The current letter of credit facility expires in May 2025.

Proposed Changes to the CSU's Commercial Paper Program

In recent years, the costs of issuing CP through the CSU Institute have increased and staff have determined that CSU can reduce costs, streamline issuance operations, and sustain the long-term viability of the CP program by having the CSU issue CP directly, rather than issuing it through the CSU Institute supported by CSU Bond Anticipation Notes. In addition, the change will significantly reduce costs at the CSU Institute. With the current letter of credit facility expiring in May 2025, now is an opportune time to make the change. Staff recently conducted an RFP for bank letters of credit that will support direct CP issuance by the CSU and replace those that will expire in May 2025.

CP issued directly by the CSU will be secured by the same gross revenue pledge supporting the CSU's Systemwide Revenue Bond program, albeit on a subordinate basis relative to the bonds, which is the same as the current CP program structure. Consistent with the change to having the CSU issue CP directly, corresponding changes will be made to key legal documents controlling the CSU's CP program, including but not limited to the trust indenture and the bank letter of credit reimbursement agreement, the terms of which are not expected to materially change from those in place now. While this agenda item seeks reauthorization of the CP program up to the amount of \$500 million, the CP program and letter of credit facility will continue to be set at \$300 million for the foreseeable future. Subject to approval from the Board of Trustees, implementation of the changes to the CP program is expected in early March 2025, at which time the CSU will issue new CP to refinance outstanding CP issued previously by the CSU Institute.

Notwithstanding the changes described and requested herein, the basic purpose of the CSU's CP program will remain unchanged.

Recommended Action

In coordination with CSU's Office of General Counsel, Orrick, Herrington & Sutcliffe LLP, as outside bond counsel, is preparing resolutions to be distributed to the trustees prior to this meeting that authorize approval of changes to the CSU's commercial paper program described in this agenda. The proposed resolutions will achieve the following:

Provide a delegation to the chancellor; the executive vice chancellor and chief financial officer; the assistant vice chancellor Finance and Budget Administration/controller; and the assistant vice chancellor, Financing, Treasury, and Risk Management, and their designees, to take any and all necessary actions to execute certain financial and legal documents in support of the changes to the CSU's commercial paper program, as described in Agenda Item 3 of the Committee on Finance at the January 27-29, 2025 meeting of the CSU Board of Trustees.

COMMITTEE ON FINANCE

2024-2025 Student Fee Report

Presentation By

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

Ryan Storm
Assistant Vice Chancellor
Budget Planning & Advocacy

Summary

This information item reports the annual 20 campus-based mandatory fees as required by policy. Campus-based mandatory fees are required for enrollment under the authority of the president once established by the chancellor. Fee rates for 2024-2025 by university and type are included in Attachment A. The 2024-2025 average systemwide campus-based mandatory fees are \$1,981 per student which is an increase from 2023-2024 of \$101 per student.

Overview

The [CSU Student Tuition and Fee Policy](#) authorizes the chancellor to establish campus-based mandatory fees for certain activities. Attachment B includes a list of the six student fee categories authorized by CSU policy. Also, the policy has delegated presidential approval and adjustment for most types of fees while ensuring accountability and appropriate and meaningful consultation with students. Specific examples of accountability are the establishment of a university fee advisory committee and annual reporting requirements to the committee and Chancellor's Office.

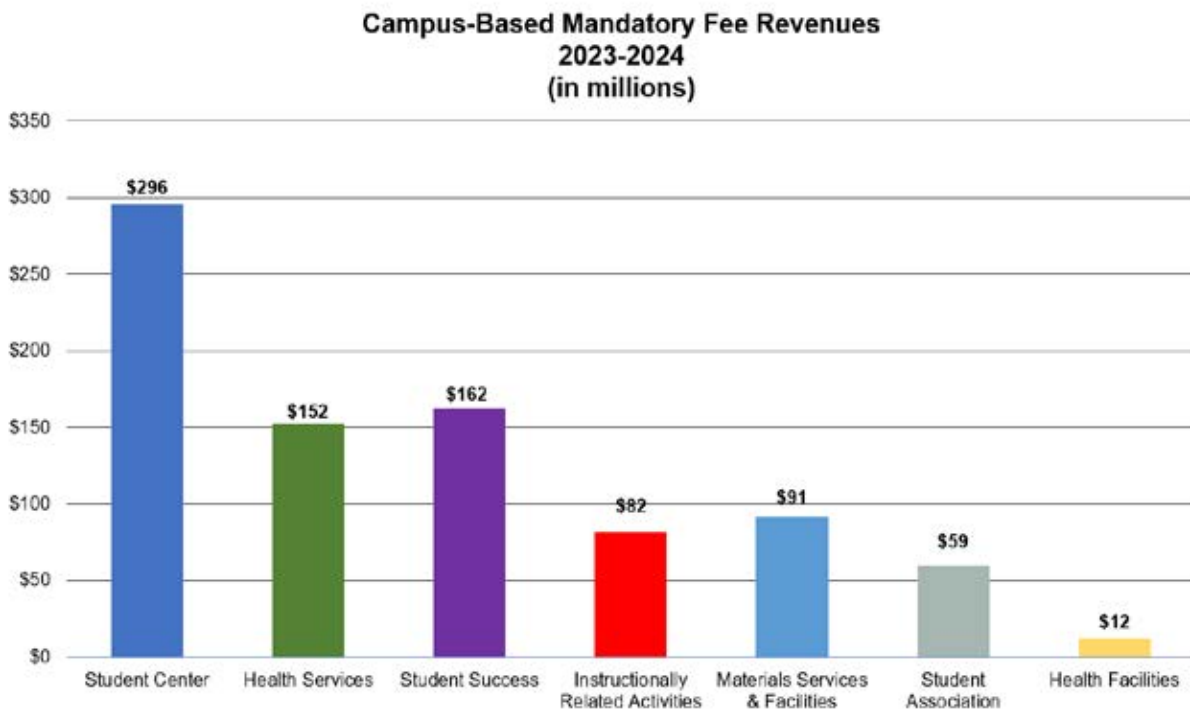
The focus of this item is campus-based mandatory fees. Each campus-based mandatory fee serves a specific purpose, ensuring targeted investment in areas that directly benefit, or have been expressly requested by the student community. Consisting of seven distinct types, campus-based mandatory fees include charges for health facilities, health services, instructionally-related activities, student body association, student body center, student success, and materials, services and facilities – including those dedicated to new student orientations. These fees support programs, personnel, facilities, and services beyond the scope of tuition or state appropriations. The revenue generated is directed toward student-centered initiatives, aligning with student needs and enhancing the educational experience.

2024-2025 CSU Student Fee Report

This report provides comprehensive information about campus-based mandatory fees, including a summary of prior-year revenues and expenditures and fee rates for each university.

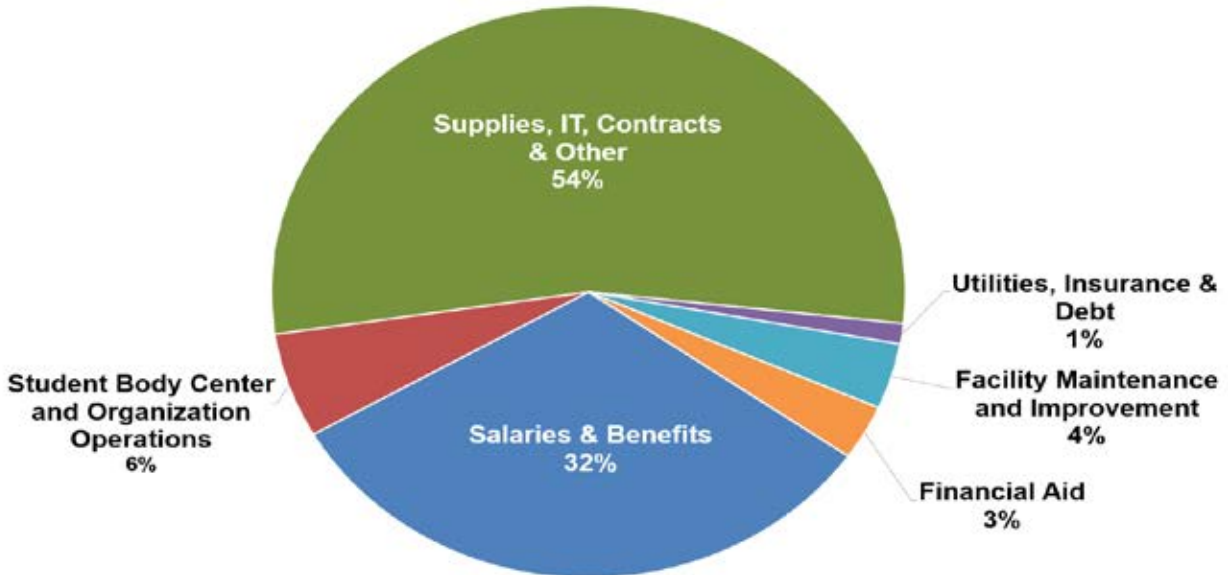
Revenues

CSU universities collected \$854 million of campus-based mandatory fees in 2023-2024. The revenue collected from the seven fee types is displayed in the chart below. Student centers and student success account for more than half of the fee revenue.



Expenditures

Unlike tuition revenue or state general fund, which can be used for a wide variety of expenditures, campus-based mandatory fees are used for specific purposes. The following pie chart shows expenditures by category and percent. The two largest expenditure categories are supplies, information technology, contracts and other and salaries and benefits. It should be noted, however, that a sizable portion of campus-based mandatory fee expenditures are for student body center and organization operations, facility improvements, and financial aid.



Rates

The 2024-2025 average systemwide campus-based mandatory fees are \$1,981 per student. Each university has individual fee rates that support specific programs and facility needs, and there are varying reasons and approaches each university president considers when evaluating changes to their mandatory fees. Systemwide average campus-based mandatory fees increased between 2023-2024 and 2024-2025 by an average of 5.4% or \$101 per student. Modest tuition and average fee increases, coupled with federal, state, and institutional financial aid programs available to CSU students make CSU an affordable option for students from all socio-economic backgrounds. Overall, 76% (over 379,000) of CSU students received financial assistance.

On average over the past 10 years, universities have increased three of the seven fee types each year. Health services and student center fees are fees that typically experience yearly increases. Through student referendum or consultation, many universities have authorized annual incremental increases to keep pace with inflation tied to either the Higher Education Price Index (HEPI) or California Consumer Price Index (CPI). Overall, most fee increases are due to HEPI/CPI increases or expansion of services or facilities.

The following table compares campus-based mandatory fees at each university for the 2023-2024 and 2024-2025 academic years. As shown in the table, the systemwide average of campus-based mandatory fees increased by \$101 (5.4%). The comparable California inflation rate was estimated at 3.4% in 2023-2024. For all but the San Luis Obispo university, campus-based mandatory fees range from \$1,100 to \$3,500, differing based on university and student priorities, and facilities and services offered.

Comparison of 2023-24 and 2024-25
 Campus-Based Mandatory Fee Rate Totals by University

University	2023-24	2024-25	Increase
Bakersfield	\$1,954	\$2,003	\$49
Channel Islands	\$1,075	\$1,075	0
Chico	\$2,322	\$2,388	66
Dominguez Hills	\$1,322	\$1,370	48
East Bay	\$1,313	\$1,499	186
Fresno	\$1,238	\$1,257	19
Fullerton	\$1,331	\$1,386	55
Humboldt	\$2,171	\$2,313	142
Long Beach	\$1,266	\$1,290	24
Los Angeles	\$1,076	\$1,080	4
Maritime	\$1,930	\$3,475	1,545
Monterey Bay	\$1,695	\$1,695	0
Northridge	\$1,348	\$1,374	26
Pomona	\$1,697	\$1,697	0
Sacramento	\$1,860	\$1,934	74
San Bernardino	\$1,933	\$2,004	71
San Diego	\$2,548	\$2,644	96
San Francisco	\$1,542	\$1,762	220
San Jose	\$2,250	\$2,326	76
San Luis Obispo	\$5,333	\$6,077	744
San Marcos	\$1,992	\$1,998	6
Sonoma	\$2,448	\$2,540	92
Stanislaus	\$2,084	\$2,158	74
Weighted Average	\$1,880	\$1,981	\$101

The average annual increase in campus-based mandatory fees over the past 10 years (from 2014-2015 to 2024-2025) was 4.4%. Three of the seven fee types (health facilities, instructionally-related activities, and student body association) have had average increases below inflation levels. The other four types have averaged higher increases due to a variety of reasons:

- Health services fees have increased due to expansion of health services and rising health care costs, including employee compensation.
- Materials, services, and facilities fees have increased due to new fees such as a consolidation of miscellaneous course fees into a campus-wide mandatory fee, transit passes, and a wellness center.
- Student center fees have increased due to new or expanded student union and wellness facilities at universities.
- Three universities added student success fees in 2014-2015, bringing the total to twelve universities. When first implemented, universities started at low levels, and many had not started programmed fee increases. There have been no new student success fees since 2014-2015.

Fee increases in 2024-2025 occurred for several reasons. In addition to the inflationary factor increases, there were increases at some universities related to new services or facilities. East Bay increased student center fees to support various programs and services. Humboldt increased their campus union fee due to the second year of a phased increase. The material services facilities fee at Maritime increased due to a reclassification of the existing mandatory uniform and seabag fee. San Francisco increased the Gator transit pass price back to the pre-pandemic level to reflect transit usage.

2024-2025 Academic Year Campus-Based Mandatory Fee Rates by University and Fee Category

University	Health Facilities	Health Services	Instructionally Related Activities	Materials Services & Facilities	Student Success	Student Association	Student Center	Total Campus-Based Mandatory Fees
Bakersfield	\$6	\$388	\$183	\$62	\$0	\$459	\$905	\$2,003
Channel Islands	6	190	260	145	0	150	324	1,075
Chico	6	564	438	226	0	166	988	2,388
Dominguez Hills	6	284	30	5	560	139	346	1,370
East Bay	6	410	129	3	240	129	582	1,499
Fresno	6	310	264	46	0	69	562	1,257
Fullerton	8	204	92	92	461	188	341	1,386
Humboldt	66	734	674	353	0	136	350	2,313
Long Beach	10	150	178	10	346	156	440	1,290
Los Angeles	6	312	130	5	298	54	275	1,080
Maritime	14	890	130	2,231	0	210	0	3,475
Monterey Bay	0	246	254	315	0	180	700	1,695
Northridge	6	160	46	0	256	254	652	1,374
Pomona	6	269	40	0	447	127	808	1,697
Sacramento	58	304	476	0	0	178	918	1,934
San Bernardino	32	460	193	15	214	123	967	2,004
San Diego	50	470	560	50	500	70	944	2,644
San Francisco	76	552	236	626	0	108	164	1,762
San Jose	80	380	0	38	752	220	856	2,326
San Luis Obispo	13	773	382	2,592	1,019	395	903	6,077
San Marcos	40	354	80	244	500	150	630	1,998
Sonoma	48	512	620	48	0	304	1,008	2,540
Stanislaus	32	456	414	352	0	190	714	2,158

Fee Categories and Authority

The CSU tuition and fee policy includes six fee categories.

Category I – Systemwide mandatory tuition and fees

Systemwide tuition and fees are the same across the system. Examples include systemwide tuition, nonresident tuition, the graduate business professional fee, and the admissions application fee. The Board of Trustees retains authority to set and adjust these fees.

Category II – Campus-based mandatory fees

Campus-specific fees are charged to all students to enroll at a specific CSU university. Examples include student association, student body/recreation center, and health services fees. The chancellor is delegated authority to establish Category II fees and each president is delegated the authority to adjust or abolish these fees on their university. Each university president is responsible for assuring that appropriate and meaningful consultation and/or student referendum occurs before proposing a new fee or adjusting an existing fee. To measure student support, a referendum is encouraged for new Category II fees and is required by state statute for certain types of Category II fees. If a referendum is not required, and the president determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation, alternative forms of consultation may be used. By way of a student referendum, students often initiate the creation and increase of certain types of Category II fees, such as associated student fees and student recreation center fees.

Category III – Course-specific fees for materials and services

Category III fees are for course materials and services that are charged to enroll in a specific course. Examples include laboratory and field trip fees. Each president, after consulting with the fee advisory committee, is delegated authority to establish, adjust, and abolish these fees (within a pre-approved range).

Category IV – Fees, other than Category II or III, paid to receive materials, services, or for the use of facilities

Category IV fees are for other services, materials, and use of facilities that are charged to students for administrative and processing purposes. Examples include transcript fees, library fines, and replacement identification cards. Each president is delegated authority to establish, adjust, and abolish these fees.

Category V – Fees paid to self-support programs

Category V fees are for self-support programs and charged to participating students and employees. Examples include parking, housing, and Professional and Continuing Education (PaCE). Each president is delegated authority to establish, adjust and abolish these fees.

Category VI – Systemwide voluntary fees

This category only applies to the California State Student Association (CSSA) Student Involvement & Representation Fee, which is a voluntary fee charged to students to expand opportunities for student involvement and representation. The chancellor is delegated authority to adjust the Student Involvement & Representation Fee for inflationary purposes if necessary.

Each summer at the start of the next academic year, universities report all fees charged for the upcoming year as well as fee revenues collected and fee fund balances for the prior year to the Chancellor's Office.

COMMITTEE ON FINANCE

2025-2026 Operating Budget Update

Presentation By

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

Ryan Storm
Assistant Vice Chancellor
Budget Planning & Advocacy

Vanya Quiñones
President
California State University, Monterey Bay

Lynn Mahoney
President
San Francisco State University

Emily F. Cutrer
Interim President
Sonoma State University

Summary

This item summarizes the 2025-26 state budget proposal and discusses how proposed reductions will impact the ability of the California State University (CSU) to serve California students and California's economic vitality.

State Budget Proposal

Challenges within California's budget outlook. The Legislative Analyst's Office (LAO) California Fiscal Outlook begins the state's annual budget cycle. It provides an early forecast for California's economy and the resulting effect on the state budget. In November 2024, The LAO's Outlook suggested that 2025-26 is roughly balanced with a budget deficit of about \$2 billion (-1%). Importantly, the Outlook assumed no change to the anticipated 7.95% reduction to the CSU or the outyear compact deferrals. Looking ahead, the LAO warned of significant challenges in 2026-27 through 2028-29, with the state likely facing double-digit operating deficits.

AMENDED

FIN

Agenda Item 5

January 27-29, 2025

Page 2 of 8

Earlier this month, the Department of Finance's 2025-26 Governor's Budget developed a budget plan that relied on greater-than-expected state revenue and a significant use of the state's rainy-day reserves to cover greater-than-expected state costs. The use of rainy-day reserves to balance the 2025-26 budget plan coupled with forecasted operational deficits through 2028-29 indicate the state is struggling with the long-term challenge of bringing program costs into better alignment with revenues.

In May 2025, revisions to these revenue estimates will be updated and it is not yet known if the state's situation will worsen or improve.

Governor's budget proposal would undercut CSU financial sustainability. While state revenues have improved, it does not directly translate into positive outcomes for the CSU.

As signaled in the Budget Act of 2024, the 2025-26 Governor's Budget this month proposed a 7.95% ongoing reduction to the CSU's state General Fund appropriation. This would be a \$375 million ongoing reduction, which is less than the estimated \$397 million shared last summer in legislative hearings and shared by the Chancellor's Office in communications this last fall. This change is due to the Chancellor's Office identifying a state miscalculation of the baseline funding from which to apply the 7.95% reduction. The Chancellor's Office approached the governor's administration with this issue and the administration agreed to this important change. The correction is appreciated, but the proposed reduction is still substantial at \$375 million ongoing.

Also, the governor's budget proposal includes a deferral of compact funding, which was also signaled in the Budget Act of 2024. The governor's administration has reiterated their commitment to the multi-year compact agreed to in 2022. However, the proposal would defer 2025-26 compact funding of approximately \$252 million ongoing to 2027-28 resuming ongoing funding moving forward. As a bridge to 2027-28, the state would provide two, one-time funding payments – \$252 million in 2026-27 and \$252 million in 2027-28. While the intent is clear, there is no certainty that these reimbursements would materialize, especially because the Department of Finance is projecting a nearly \$20 billion state structural deficit in 2027-28.

If the governor's budget proposals are adopted, this would be a third straight year of difficult decision making that would undermine our core mission. As Figure 1 shows, the Chancellor's Office estimates a \$375 million systemwide budget gap for 2025-26, assuming that the only increased expenditures are to pay for higher fixed costs. The gap grows to almost \$800 million necessary to pay for investments to support student success, mental health and basic needs, meet negotiated agreements for employee compensation, address critical capital infrastructure investments, continue the progress made on Title IX and NAGPRA, and prepare for the inevitability of artificial intelligence.

FIGURE 1 2025-26 OPERATING BUDGET REQUEST (in millions)
Reflects Governor's January Proposal

	Budget Request	Limited Option
REVENUE		
Tuition from Rate Increase	\$164	\$164
Tuition from Student Access & Enrollment	24	
State General Fund	-375	-375
Subtotal, New Revenue	-\$187	-\$211
BASELINE COMMITMENTS		
State University Grant - Tuition Rate Increase	\$55	\$55
Health Premiums	60	60
Maintenance of New Facilities	7	7
Liability & Property Insurance Premiums	10	10
Utilities	32	32
ESSENTIAL PRIORITIES		
Student Success / Graduation Initiative	20	
Beyond Completion	2	
Student Access & Enrollment	56	
State University Grant - Enrollment Increase	8	
Faculty & Staff Compensation Pool	296	
Title IX and NAGPRA Compliance Programs	10	
Student Basic Needs & Mental Health	5	
CSU Artificial Intelligence Initiative	7	
Capital Infrastructure Investments	25	
Subtotal, New Uses	\$593	\$164
Budget Gap / Reprioritization	-\$780	-\$375

AMENDED

FIN

Agenda Item 5

January 27-29, 2025

Page 4 of 8

In short, if the state were to defer the compact funding and adopt a \$375 million ongoing reduction, many essential budget priorities could not be funded. If this were to be the case, universities would have to make further reductions, seriously compromising the CSU's ability to meet its commitment to offer an affordable, accessible, and quality education to its students.

This is unacceptable. Therefore, the budget goals included in last fall's 2025-26 CSU Operating Budget Request will be aggressively pursued for the remaining six months of this state budget cycle. The CSU's primary budget goals this year are to: (1) avoid state budget cuts and (2) restore state compact funding. The rationale for this approach is below.

State of CSU Budget

The CSU has already been facing budget gaps. Beginning in 2022-23, operating budget gaps began to emerge at many of the universities, despite the 5% in additional state general fund support provided under the governor's compact. Shortfalls increased in 2023-24, which had a projected budget gap of \$138 million and required budget reductions. Like the state, the CSU also relied on \$266 million in designated balances and reserves to close its budget gap that year. Currently, the CSU projects a \$218 million shortfall that must be closed in the current fiscal year.

These budget gaps occurred because of negotiated salary increases, new investments to address unfunded mandates (Title IX and NAGRPA), and growth in fixed costs that have significantly increased. Many of the fixed costs are impossible for the CSU to adjust in the short-term, like insurance premiums and utility costs, forcing difficult choices at each university to right size their expenditures. This problem is exacerbated for universities that have declining enrollment.

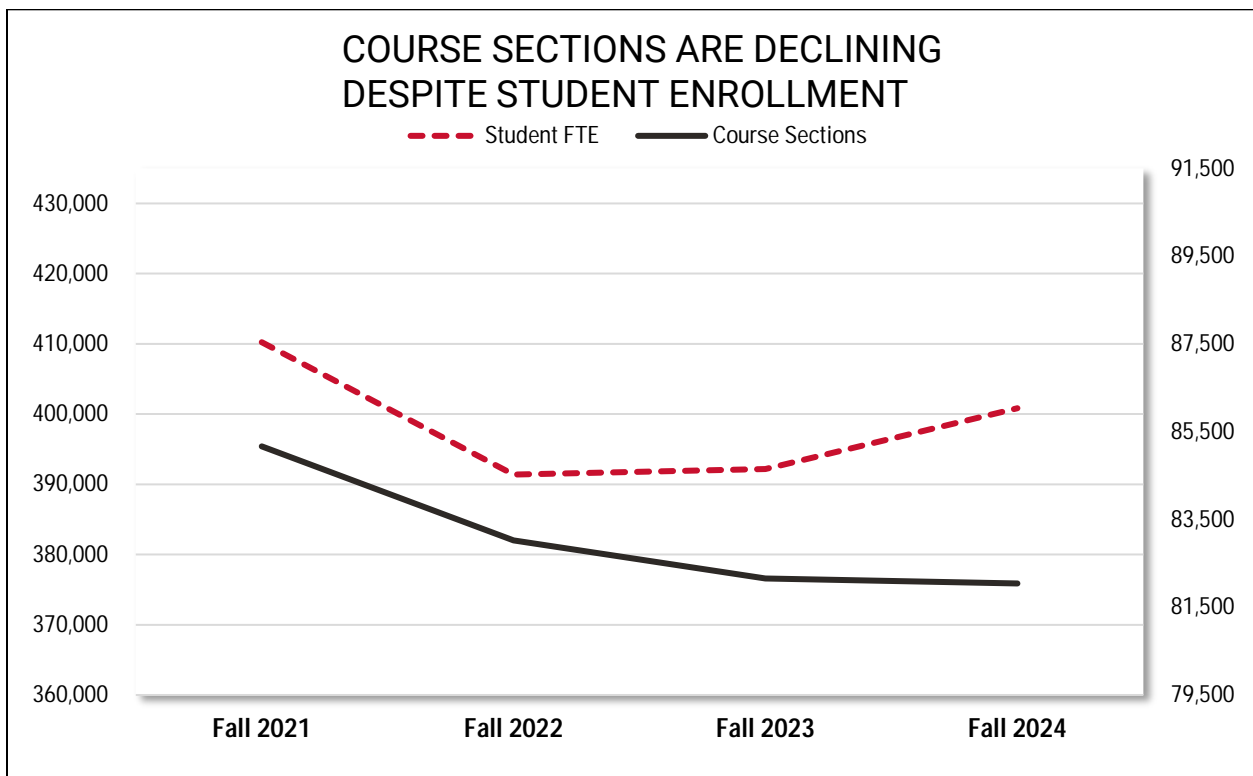
~~As illustrated in the chart below, fixed costs and negotiated compensation costs have grown significantly over the last few years and the state funding increases have not been sufficient to cover these increases. The chart does not include other critical investments to improve student outcomes.~~

The CSU is committed to a responsible tuition plan. The CSU had not raised tuition for seven years, despite annual increases in the costs to deliver its programs and the need to invest in additional student financial aid and other services that support student success. Starting with 2024-25, the CSU approved a five-year plan to increase tuition by approximately 6% annually. The CSU is committing one-third of this increase to expand student financial aid.

At the time the tuition plan was approved in September 2023, the prospect of the compact commitment from the state and the tuition increase provided a much greater level of revenue sustainability and predictability. Multi-year projections predicted reducing the gaps to more manageable levels. This enabled the CSU to approve collective bargaining agreements and invest in services to support students. Since then, the state fiscal situation has changed, and the CSU's fiscal projections are much more dire.

University leadership is already taking actions to improve efficiency and right-size programs. Each university's leadership team is working to close budget gaps through strategic and inclusive processes. These efforts have included careful review of operations to achieve increased efficiencies through streamlined processes. University leadership has also sought alternative funding sources and unique partnerships. They are also adjusting courses being offered to reflect student demand and consolidating programs. Per the recommendation of the 23 universities, 73 degree programs were suspended and 63 degree programs were discontinued by the trustees in 2024. The trustees will consider approving another round of suspensions and discontinuations at their March 2025 meeting.

Despite every effort to reduce costs that do not have a direct impact on students, university actions are also resulting in setbacks that are having, and will continue to have, significant consequences on students and the progress the CSU has made in improving student success. Already, the CSU has had to reduce course offerings despite serving more students.



In addition, universities across the system are reducing their workforce by eliminating positions, holding positions vacant, and in some limited cases also starting to lay off employees. The total

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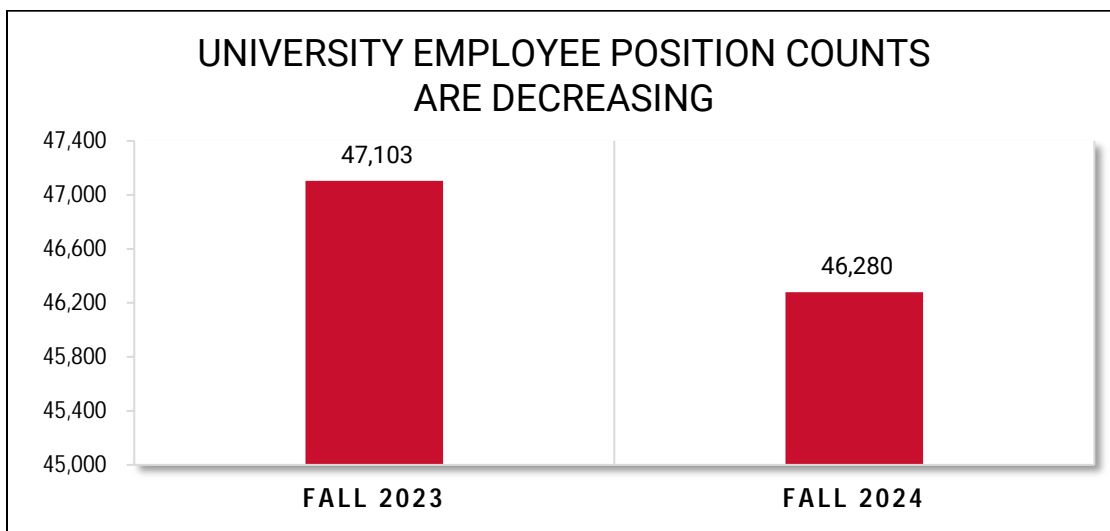
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workforce decreased by 823 positions between fall of 2023 and fall of 2024, though this change varied significantly by university. While 17 universities reduced their workforce by 1,208 positions, 6 universities added 384 positions. These reductions, however, had disparate impacts across the system. An example, universities with pre-pandemic or ongoing declining enrollment trends (San Francisco, East Bay, Sonoma, Monterey Bay, Maritime, Humboldt, Chico, and Channel Islands) accounted for 48% of the reductions (586 of the 1,208 positions). This reflects their efforts to align resources with current student enrollment. Another way to look at this and as another example, small and medium sized universities (under 18,000 full-time equivalent students) represented 59% of the total reduction (712 of the 1,208 positions).



These reductions are in positions across the system, including graduate and student assistants, support services staff critical to ensuring student success, and adjunct faculty. These reductions are straining the remaining staff and faculty and are reducing the ability to support student success.

The CSU is implementing systemwide efforts to improve resource allocation, efficiency, and structural reform. Long term demographic trends in traditional school age populations plus the disruption of the pandemic have resulted in several campuses with declining or flattening enrollment. This is causing more acute budget gaps because these universities are not earning tuition revenue. The Chancellor’s Office has implemented the CSU Enrollment Target and Budget Reallocation Plan, which reallocates enrollment targets and associated funding from under-enrolled universities to higher student demand universities.

To take advantage of economies of scale and to reduce costs, the Chancellor’s Office has also launched the Multi-University Collaboration Initiative in partnership with Deloitte Consulting.

Phase one is focused on systemwide coordination on information security, procurement, and employee benefits administration. The CSU is also developing a new diagnostic tool, as recommended by the 2023 Sustainable Financial Model Workgroup, to assess costs for informed decision making. This effort will enable a more nuanced cost accounting to better evaluate future investments.

In addition, the trustees are committed to structural reforms that will position the CSU for the future and improve effectiveness, as highlighted by the approval of the integration of the Cal Maritime Academy and Cal Poly to strengthen both institutions and improve the efficiency in delivering educational programs to students.

Addressing budget gaps has reduced financial resiliency and is setting the CSU on a precarious path ahead. The CSU is already taking numerous efforts to improve efficiency and right-size programs, but it also has taken actions that have diminished its budget resiliency. For example, operating balances and reserves were reduced by \$266 million in 2023-24 and more will be needed in the current year to close budget gaps. Universities are also being forced to hold non-faculty positions vacant, in some cases backtracking on or slowing the progress the CSU made in recent years in supporting students in their academic programs. The CSU is also putting off critical capital improvement projects, which will increase the number of deferred maintenance projects and could lead to catastrophic failure of facilities and infrastructure. Finally, while universities are working hard to minimize impacts to the academic programs, they are not retaining part-time faculty and delaying the hiring of tenure-track faculty. All these actions are necessary to address operating budget gaps but have put the CSU in a less resilient position to be able to absorb further reductions of state support without backtracking on progress made in improving student success, serving more students, and preparing those students for the future economy.

The governor's budget proposal will reverse progress made. The governor's budget proposal comes at an incredibly challenging time for the CSU. The CSU has already been faced with operating budget gaps because of rising costs and required investments in unfunded mandates. This proposal will require actions that will reverse the progress made in building up systems to support student success and properly compensate employees. Specifically, this reduction will impact every aspect of the university budget, including salaries and wages, which are 75% to 80% of operating costs for the CSU. If there is no compact funding, there will be pressure to reopen collective bargaining agreements negotiated last year. Another way to understand the magnitude of the proposed cut to the CSU are the following equivalents:

- \$375 million is approximately equivalent to the operating budget for Fresno State University that serves 24,000 students.
- \$375 million is approximately equivalent to 2,400 full-time faculty, which is nearly one-fifth of current full-time faculty.

AMENDED

FIN

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This reduction spread across the entire system, while also serving more students, will reduce the progress made in improving student outcomes. It will also reduce the CSU's ability to serve more students in the future and make the investments needed to fulfill mandates and other aspects of the compact. More drastic and permanent reductions will be made to systems of support for students and to academic programs.

The CSU is an investment critical to the state's future success. Independent rankings have recently named the CSU the best higher education system for social mobility, naming 7 of the top 10 universities in the country for social mobility from the CSU system. CSU graduation rates rank in the 91st percentile among like universities and similar systems across the United States. More than half of CSU students are from traditionally underrepresented backgrounds, and more than one-quarter are first-generation college students. The CSU system is one of California's greatest strategic advantages for maintaining its economic strength and growing its economy. The CSU is best positioned to uniquely serve every one of its diverse economic regions. Also, the CSU has scale and is training 127,000 career-ready graduates for the workforce every year, with 80% of students continuing to live and work within a 50-mile radius of their alma mater. The CSU will continue to demonstrate that state resources allocated to it are an investment – an investment with dividends measured in social mobility, in more vital communities, and in powering California's future diverse and educated workforce.

AGENDA

JOINT COMMITTEE ON FINANCE AND CAMPUS PLANNING, BUILDINGS AND GROUNDS

Meeting: 11:30 a.m., Wednesday, January 29, 2025
Glenn S. Dumke Conference Center

Committee on Finance

Julia I. Lopez, Chair
Jonathan Molina Mancio, Vice Chair
Larry L. Adamson
Douglas Faigin
Mark Ghilarducci
Leslie Gilbert-Lurie
Jack McGrory
Anna Ortiz-Morfit
Christopher Steinhauser
Darlene Yee-Melichar

Committee on Campus Planning, Buildings and Grounds

Jack McGrory, Chair
Mark Ghilarducci, Vice Chair
Larry L. Adamson
Raji Kaur Brar
Douglas Faigin
Jazmin Guajardo
Anna Ortiz-Morfit
Sam Nejabat
Jose Antonio Vargas

- Consent** 1. Approval of Minutes, *Action*
- Discussion** 2. Funding the California State University's Capital Program, *Information*
3. San Diego State University, Life Sciences Building Schematic Design and Financing Approval, *Action*

**MINUTES OF THE MEETING OF THE
JOINT COMMITTEE ON FINANCE AND
CAMPUS PLANNING, BUILDINGS AND GROUNDS**

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

July 23, 2024

Committee on Finance

Jonathan Molina Mancio, Vice Chair
Larry L. Adamson
Douglas Faigin
Mark Ghilarducci
Leslie Gilbert-Lurie
Anna Ortiz-Morfit
Christopher Steinhauser
Darlene Yee-Melichar

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

Mark Ghilarducci, Vice Chair
Larry L. Adamson
Raji Kaur Brar
Douglas Faigin
Anna Ortiz-Morfit

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

Trustee Ghilarducci called the meeting to order.

Consent Agenda

The minutes of the May 21, 2024, joint meeting of the Committees on Finance and Campus Planning, Buildings and Grounds were approved as submitted.

Discussion Agenda

Item 2 – California State University, Sacramento Student Housing III Schematic Design and Debt Issuance Approval

This agenda item requested the following actions by the CSU Board of Trustees in regard to the California State University, Sacramento (Sacramento State) Student Housing III project:

- Approval of the Schematic Design for the project
- Approval to Issue Trustees of the California State University Systemwide Revenue Bonds (SRB) and related debt instruments for the project

Following the presentation, no questions were asked.

The action item was approved by roll call vote with eleven in favor (Trustees Molina Mancio, Adamson, Faigin, Ghilarducci, Gilbert-Lurie, Ortiz-Morfit, Steinhauser, Yee-Melichar, Brar, Clarke, and Chancellor García), zero opposed, and zero abstentions (RFIN/CPBG 07-24-03).

Item 3 – California Polytechnic State University, San Luis Obispo Student Housing, Phase 1 Schematic Design and Debt Issuance Approval

This agenda item requested the following actions by the CSU Board of Trustees in regard to the California Polytechnic State University, San Luis Obispo Student Housing, Phase I project:

- Approval of the Schematic Design for the project
- Approval to Issue Trustees of the California State University Systemwide Revenue Bonds and related debt instruments for the project

Following the presentation Trustee Faigin asked if the debt service is being covered by the income from the project. Assistant Vice Chancellor Robert Eaton explained that rent revenues are forecasted to exceed the debt service. With respect to the ability of the project rents to cover debt service, President Armstrong also added that the enrollment projections used for the project are conservative.

Trustee Adamson commented that he understands the critical need for housing for the students at this campus, but he asked why the fees and services are 30% of the construction budget which is higher than projects at other campuses. He also asked why the site development cost is so high. Assistant Vice Chancellor Paul Gannoe explained that site and design costs cover all three phases of the project, and he noted that university is doing a great job driving down project costs. Trustee Arambula requested inclusion in the future of average costs per square foot ranges for each project, along with an explanation for why a project is above or below the range. Executive Vice Chancellor Steve Relyea agreed to address this in future items, and he explained that in this case the university's approach of incorporating costs and fees in the first phase will benefit them for many years to come. Chair Clark reiterated the importance of providing detailed cost information which supports the trustees in performing due diligence as part of their fiduciary responsibilities.

The action item was approved by roll call vote with eleven in favor (Trustees Molina Mancio, Adamson, Faigin, Ghilarducci, Gilbert-Lurie, Ortiz-Morfit, Steinhauser, Yee-Melichar, Brar, Clarke, and Chancellor García), zero opposed, and zero abstentions (RFIN/CPBG 07-24-04).

Trustee Ghilarducci adjourned the joint meeting of the Committees on Finance and Campus Planning, Buildings and Grounds.

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

Funding the California State University's Capital Program

Presentation By

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

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

Paul Gannoe
Assistant Vice Chancellor
Capital Planning, Design, and Construction

Summary

This agenda item provides an overview of the last quarter century of funding for the California State University's (CSU) capital program and describes the current capital funding need. The item also presents possible strategies for securing additional funding for the program.

Background

Within the CSU's capital program there are two main types of projects – Academic Program projects and Self-Support Program projects. The types of projects included in each of these broad categories and the funding supporting them are different. Deferred Maintenance projects, which are generally part of the Academic Program, are tracked separately and the CSU requests funding specifically for these projects directly from the State, generally as a request for one-time funding.

Academic Projects are on-campus and off-campus projects, including academic, administrative, and infrastructure support projects which may be approved as funded with CSU designated reserves or debt financing. Self-Support projects include all revenue-based on-campus student, faculty, and staff rental housing, parking, student union, health center, and continuing education capital projects, as well as select auxiliary projects. For purposes of this presentation, the need for capital funding and the capital program refer to Academic Projects. Self-Support projects

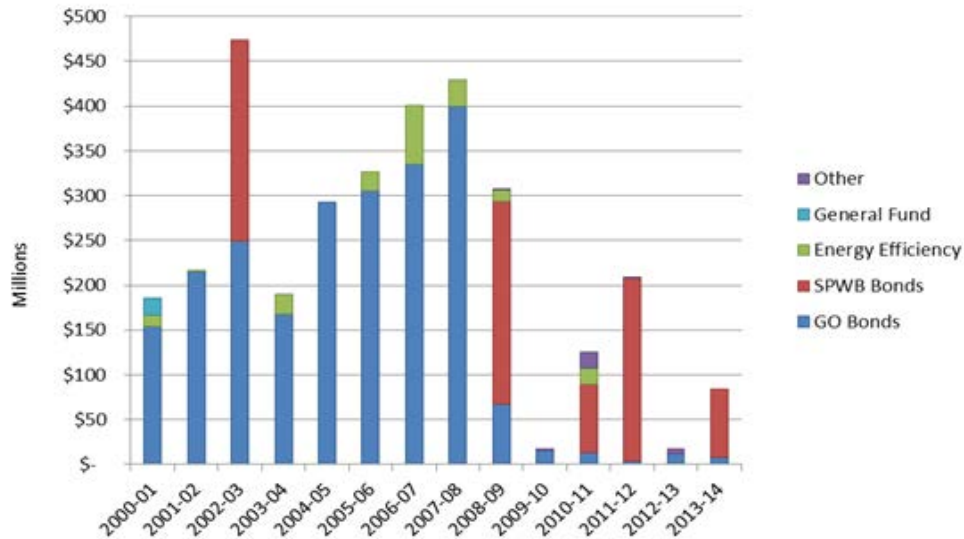
generally have a funding source available to them, whereas Academic Projects do not and represent the heart of the CSU's capital funding problem.

Funding the Capital Program Prior to 2014

The state of California has a history of supporting the ongoing operating budget and capital needs for the California State University and the University of California (UC). Initially, funding was supported by the state General Fund recognizing the investment was essential to support the increasing population growth in California and the increasing demand for student access to both university systems. Eventually, statewide voter approved General Obligation (GO) Bonds, legislatively approved State Public Works Board Lease Revenue Bonds (LRBs), and continuing efforts to provide one-time and ongoing state General Funds in the state budget when California's fiscal condition was robust became the main sources of capital funding.

Statewide voter approved GO Bonds, which provided an average of \$450 million per year of capital funding to CSU and UC in the 1990s and early 2000s, faded after 2006 given increasing demands for other bond funding priorities and concerns regarding California's growing debt service. The last successful GO Bond in 2006 afforded CSU and UC a combined \$1.5 billion to address capital facility needs. LRBs were relied on when the state's fiscal condition was bleak and potential voter approval for capital facility funding would not support a statewide GO Bond measure. However, there was no guarantee for LRBs, even when supported by the Governor and the legislature. The 2009-2010 Governor's budget included over \$1 billion in LRB funding in the state budget however the Pooled Money Investment Board (PMIB) suspended this bond funding in December of that year. In addition, many of the capital funding resources available to the state shifted to address growth in K-12, California Community Colleges, prison construction, and other state agencies due to California's overall population and public service demands, a trend that continues to this day.

The following chart provides some detail on the funding sources that supported the CSU's Capital Program prior from 2000 to 2014.



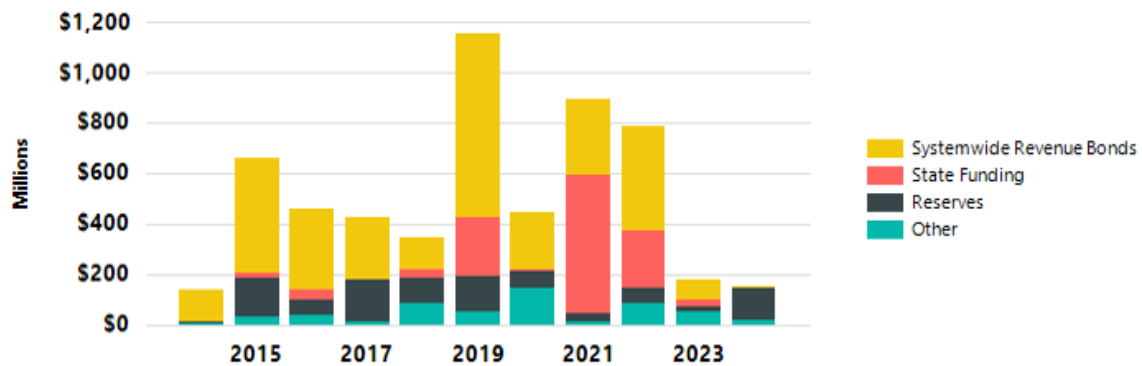
Funding the Capital Program 2014-2025

In 2014, the state enacted legislation that made the financing of academic facilities the responsibility of the CSU and granted the CSU authority to issue debt to meet that responsibility. To the extent that GO Bonds were approved by the voters, that source of funding might still be available to the CSU in the future, although at the time (and still to this day) the last voter-approved GO Bond funding provided to the CSU as mentioned above, was in 2006. Financing via LRBs was effectively eliminated because up to that point the state paid the debt service on LRB debt each year with a line-item appropriation separate from the CSU's annual ongoing state appropriation used to meet operations. Now, the legislation stipulated that the separate line-item appropriation for annual LRB debt service would be eliminated, and the CSU would receive one annual appropriation from the state. From that point forward, the Board of Trustees would decide how much of its operating budget might be committed to supporting the issuance of CSU debt to finance academic facilities.

While the state has continued to provide some one-time funding and small amounts for ongoing debt service, the CSU has also needed to utilize a variety of other funding sources to meet its capital needs such as: setting aside operating revenues to support the issuance of CSU Systemwide Revenue Bond debt; restructuring state lease revenue bond debt to free up resources for additional debt capital; distribution of investment earnings from our Total Return Portfolio; and philanthropy for select projects. All told, over the last 11 years, since responsibility for funding capital needs shifted to the CSU, the CSU has had about \$5.6 billion of capital resources.

However, it is important to note that 62 percent of that \$5.6 billion, or about \$3.5 billion, came from state associated resources unavailable on a recurring basis, such as the restructuring of state lease revenue bond debt or the periodic one-time funds from the state. Furthermore, these resources still fell short of meeting the growing need to modernize and renovate facilities along with the demand for new facilities to meet ever-changing workforce demands and has put the CSU in a critical state to address its capital facility issues.

The following chart provides the breakdown of funding sources that supported the CSU’s capital program between 2014 and 2025.



Summary of Critical California State University Capital Needs

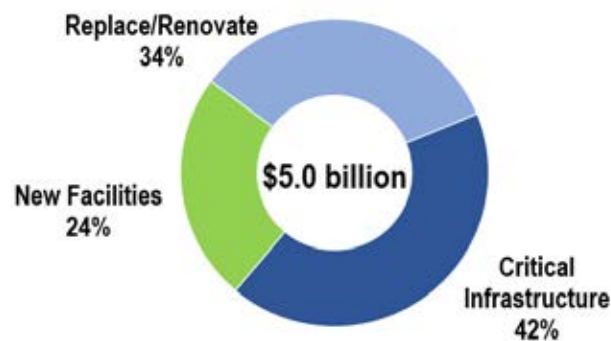
The need in the California State University Academic Program is significant. In the current Five-Year Capital Program, 2025-2026 through 2029-2030, the universities have identified a need for nearly \$31 billion in projects. Roughly \$5.0 billion in projects are for the 2025-2026 year of which approximately \$1.4 billion are for deferred maintenance projects and \$740 million are for infrastructure improvements.

There are three broad categories of projects:

- A. Critical Infrastructure – These projects correct structural and health and safety code deficiencies by addressing fire and life safety problems and promoting code compliance in existing facilities. Projects include seismic strengthening, correcting building code deficiencies and failing infrastructure, and addressing regulatory changes which impact campus facilities or equipment.

- B. Replace/Renovate – These projects modernize existing facilities or construct new replacement buildings in response to academic and support program needs; and replace utility services/building systems to improve facilities and the campus infrastructure.
- C. New Facilities – These funds eliminate instructional and support deficiencies to support university growth, including new buildings, additions, land acquisitions, and site/infrastructure development.

The following chart represents the breakdown between these three categories for 2025-2026.



Strategies for Discussion and Consideration

Moving forward, the CSU will continue using existing sources of capital funding, such as earnings from the Total Return Portfolio and philanthropy. The CSU could also explore the expansion of other funding options to provide capital funding resources, such as making greater use of public-private partnerships for select types of projects (e.g., energy infrastructure), adding a deferred maintenance component to new space funding, or implementing a pro-rata assessment on all Self-Support projects to help cover the capital costs of the university infrastructure supporting such Self-Support projects. Collectively, however, these sources would still fall well short of the overall need. To address the \$5 billion in the 2025-2026 action year in the CSU's Capital Program over a 10-year period and keep up with new deferred maintenance each year, the CSU would require about \$550 million of capital funding each year for the 10-year period. Should the CSU wish to debt finance this yearly \$550 million investment for 10 years, an annual commitment of about \$45 million per year each year, or a total of about \$450 million over 10 years, would be required to service the debt.

In order to make meaningful progress on addressing a need of this magnitude, sizeable sources of capital funding are required. The three ideas presented below for the Board's consideration and discussion, while not completely solving the CSU's funding problem, would provide sizable amounts of capital funding.

Dedicated, Ongoing State Appropriation to Support Debt Issuance

One idea is a dedicated amount of ongoing state appropriation to support issuance of debt under the CSU's Systemwide Revenue Bond program. This resource would be similar to the old LRB structure with the difference being that the CSU issues the debt rather than the state. This could be planned with \$25 million incremental increases each year for five years, generating \$125 million in new revenue that could conservatively support about \$1.5 billion in capital funds.

General Obligation Bond Funding

A second idea would be to once again pursue voter approval of a general obligation bond to finance capital. To date, the CSU has not been successful in this endeavor and most recently the CSU was unable to persuade the legislature to place such a bond measure on the ballot. However, given the potential size of funding—possibly as high as a few billion dollars—continuing to pursue this option could still be considered worth the effort. This option could explore partnering with the University of California and working to get a higher education bond measure placed on the ballot that would provide capital funding for the CSU and the University of California.

Capital Facilities Student Fee

A third idea to address capital facility funding would be a dedicated revenue source in the form of a capital facilities student fee. This is a challenging option considering the approval in late 2023 of student tuition increases for the system, but an annual fee of \$125 per student would generate about \$50 million each year to support the issuance of, conservatively, about \$600 million in CSU Systemwide Revenue Bond debt funding for the capital program.

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

San Diego State University, Life Sciences Building Schematic Design and Financing Approval

Presentation By

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

Adela de la Torre
President
San Diego State University

Paul Gannoe
Assistant Vice Chancellor
Capital Planning, Design and Construction

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

Summary

This agenda item requests approval of the following actions with regard to the San Diego State University (San Diego State) Life Sciences Building project (the "Project"):

- Approval of the Schematic Design for the Project
- Approval to Issue Trustees of the California State University Systemwide Revenue Bonds (SRB) and related debt instruments for the Project

Schematic Design – Life Sciences Building

Design-Build Contractor: Hensel Phelps

Project Architect: SmithGroup

Background and Scope

San Diego State proposes to design and construct a five-story, 45,800 assignable square feet (ASF)/79,700 gross square feet (GSF) Life Sciences Building (#119¹). This new facility will be situated on an undeveloped hillside between Aztec Circle Drive and Canyon Crest Drive, north of

¹ The facility number is shown on the master plan map and recorded in the Space and Facilities Database.

the existing Geology–Mathematics–Computer Science building (#3) in the northeast corner of the main campus. Located near the historic core, the new building will be a prominent landmark at the campus entrance. It will replace part of the existing Life Science North (#35) building, supporting critical research and instructional programs in biological and interdisciplinary sciences.

The San Diego region is one of the nation's top life sciences hubs, positioning San Diego State to drive transformative workforce development essential for this industry. The university is projected to grow its enrollment by approximately 10,000 students over the next decade. This Project is crucial for advancing research and teaching in biological and interdisciplinary sciences, as the strong projected occupational demand in the San Diego region offers unparalleled opportunities for San Diego State graduates.

This Project is the first step to address code deficiencies and significant facility renewal needs in the existing Life Science North (LSN) building, a 77,000 ASF/132,000 GSF facility constructed in 1962, which has a 10-year renewal need in excess of \$78.4 million. The HVAC system, fume hoods and associated mechanical systems, main service transformer and electrical distribution system, and plumbing systems have all aged beyond their useful life. These systems are inefficient and struggle to support current instructional and research activities. Most spaces have seen only minimal renovation in nearly six decades, requiring extensive upgrades and major renovations to address accessibility, fire/life safety, and substantial deferred maintenance. As the Life Science North building ages and deferred maintenance continues to accumulate, the risk of building failure increases. A replacement facility is essential to support the university's science curriculum.

The existing Life Science North building houses lecture space, teaching and research labs, animal quarters, and faculty offices. It is a high-impact facility, with over 4,700 students taking classes there each semester. The instructional wet labs are used from 8 a.m. to 10 p.m., with utilization rates exceeding 113%. Additionally, it serves as the primary building for life sciences research conducted by students and faculty. A cost comparison evaluation determined that constructing a replacement facility is more cost-effective. The estimated cost for renovation and temporary relocation to meet renewal and code compliance requirements for the existing building exceeds the cost of building a new facility with equivalent academic programs and instructional space capacity.

The new Life Sciences Building will support critical research and instructional programs in biological and interdisciplinary sciences and provide storage for campuswide hazardous materials. The Project will feature teaching labs, research labs, laboratory support spaces, faculty offices, collaborative space, hazardous material storage, and building support spaces. The laboratory modules are designed to meet current functional needs and offer future flexibility with moveable casework, benches, and cabinets, all equipped with multiple overhead utilities.

The outdoor hardscape and landscape are designed to enhance opportunities for student study and collaboration. The building is crafted to cultivate an environment where both students and

faculty can thrive, promoting avenues for interaction, collaboration, and impromptu connections, which will prepare students for future careers in related disciplines.

The new building will connect to the existing campus utility distribution systems, including chilled water, sewer, and electric distribution systems. Heating hot water will be provided through roof-mounted all-electric heat pump boilers. Building power will be supplied from central 12kV distribution and a new pad-mounted transformer located southeast of the building. Emergency power will be provided for ventilation systems, emergency lighting, alarm systems, and other fire/life safety electrically operated systems. Two mechanical penthouses will support the building's mechanical system, each with a variable volume air handling unit that will function with a four-pipe chilled and heating hot water design and be coupled with variable volume lab exhaust fans.

The architectural style of the new building will remain consistent with the existing mission revival-style seen within the campus historic core. The building will be constructed with a non-post-tensioned concrete structure, which will allow for flexibility in future modification. Exterior walls will primarily consist of metal studs with a three-coat plaster system to align with campus standards. Steel framing will be used to create the appearance of a low-slope mansard roof, which will be finished with clay tiles and screen the rooftop mechanical equipment. The five-story building's massing, the building's shaping, will be minimized using outdoor courtyards and covered arcades.

In addition to constructing a new building, the Project scope includes replacing the existing LSN building systems to prepare for future renovations. It also involves extensive site preparation and utility work to support the new building, including installation of a four-story retaining wall to prevent groundwater intrusion from the hillside, re-routing of existing electrical and wet utilities, and the inclusion of a hazardous materials storage facility, which was initially planned as a separate facility.

The proposed Project is currently designed to meet the CSU's Sustainability Policy requirements. Notable sustainability features include mitigating solar heat gain, optimizing energy performance, implementing water reduction strategies, advanced metering, stormwater runoff management, drought tolerant landscaping, and efficient insulation and fixtures. The sustainability features will pay for themselves over the life of the Project through lower operations and maintenance costs.

Upon completion of the new Life Sciences Building, students, faculty, and staff currently served by the existing LSN building will be accommodated in the new facility or relocated to repurposed spaces on campus, with the exception of the recently renovated 5,000 ASF Vivarium. The existing LSN building will be mostly decommissioned until additional funding is available for future renovations, which include major system replacements and classroom upgrades to support enrollment growth.

Timing (Estimated)

Preliminary Plans Completed	January 2025
Working Drawings Completed	January 2025
Construction Start	February 2025
Occupancy	August 2027

Basic Statistics

New Life Sciences Building

Gross Building Area	79,700 square feet
Assignable Building Area (CSU ²)	45,800 square feet
Net Useable Building Area (FICM ³)	69,400 square feet
Efficiency (CSU)	57%
Efficiency (FICM)	84%

Cost Estimate – California Construction Cost Index (CCCI) 9646⁴

<u>New Life Sciences Building Cost (\$1,075 per GSF)</u>	\$85,655,000
<i>Systems Breakdown</i>	(\$ per GSF)
a. Substructure (Foundation)	\$ 18.93
b. Shell (Structure and Enclosure)	\$ 240.70
c. Interiors (Partitions and Finishes)	\$ 120.64
d. Services (HVAC, Plumbing, Electrical, Fire)	\$ 354.58
e. Built-in Equipment and Furnishings	\$ 98.26
f. Special Construction & Demolition	\$ 0.75
g. General Requirements/Conditions and Insurance	\$ 240.85
Site Development	<u>\$ 8,602,000</u>
Construction Cost	\$94,257,000
Campus Project Contingency (CSU)	\$6,179,000
Fees & Services	<u>\$24,064,000</u>
New Life Sciences Building Project Cost	\$124,500,000
<u>Project Site Development and Infrastructure Building Cost</u>	\$9,091,000

² Assignable building area is based on CSU policy.

³ Net usable building area is greater than assignable building area by including corridors, restrooms, mechanical rooms, etc., based on the definitions of the Postsecondary Education Facilities Inventory & Classification Manual (FICM).

⁴ The July 2024 *Engineering News-Record* California Construction Cost Index (CCCI). The CCCI is the average Building Cost Index for Los Angeles and San Francisco.

Site Development	<u>\$7,642,000</u>
Construction Cost	\$16,733,000
Campus Project Contingency (CSU)	\$5,619,000
Fees & Services	<u>\$3,148,000</u>
Project Site Development and Infrastructure Project Cost	\$25,500,000
Total Project Cost	<u>\$150,000,000</u>

Cost Comparison

The Project's new construction building cost of \$1,075 per GSF is lower than the \$1,643 per GSF for the San Diego State, Imperial Valley – Brawley Sciences Building approved in November 2023, the \$1,339 per GSF for the Interdisciplinary Science Building at San José State approved in September 2018, the \$1,102 per GSF for the Science Replacement Building at San Francisco State approved in November 2020, and aligns with the \$994 per GSF for the Siskiyou II Science Replacement at Chico State approved in January 2018 and the \$927 per GSF for the Center for Science and innovation at CSU Dominguez Hills approved in November 2016, all adjusted to CCCI 9646.

The building costs are attributed to several factors, including the substantial proportion of advanced technology laboratory spaces, which require additional mechanical cooling to manage significant energy consumption. The architectural style of the new building will remain consistent with the existing Mission Revival style, which will increase the project cost by \$6 million due to the building's location in the campus' historical core. Furthermore, the circulation and structural systems necessary for the hillside site, combined with the building's sustainable, energy-efficient systems, also contribute to the overall expenses.

During the design development process, San Diego State achieved cost savings totaling approximately \$1.5 million by selecting more cost-effective exterior and interior systems and simplifying interior designs.

California Environmental Quality Act (CEQA) Action

The Project is categorically exempt from CEQA pursuant to CEQA Guidelines sections 15061(b)(2), 15061(b)(3), and 15332.

Project Funding and Financing

The Project will be financed with Systemwide Revenue Bonds and related debt instruments, including shorter term and variable rate debt, floating and fixed rate loans placed directly with banks, and bond anticipation notes or commercial paper notes to support interim financing under

the CSU commercial paper program. A resolution to authorize the CSU (rather than the CSU Institute, a recognized systemwide auxiliary organization) to issue commercial paper is included as Agenda Item 3 in the Committee on Finance for consideration during this meeting of the Board of Trustees. If approved, it is expected that the CSU may begin to issue commercial paper, which may include commercial paper for the Project described in this agenda item, in the coming months. To support the debt issuance, San Diego State has allocated approximately \$13 million in recurring base budget operating funds to pay the debt service and provide a cushion to meet the 1.10 debt service coverage benchmark.

The not-to-exceed principal amount of the proposed bonds is \$169,240,000, based on the total project budget of \$150,000,000. Additional net financing costs, such as capitalized interest and cost of issuance (estimated at \$19,240,000) are expected to be funded from bond proceeds.

The following table summarizes key information about this financing transaction.

Not-to-exceed principal amount	\$169,240,000
Amortization	Approximately level debt service over 30 years
Projected maximum annual debt service	\$11,682,403
Projected debt service coverage ratio including the new project:	
Net revenue – All campus pledged revenue programs: ¹	1.66
Net revenue – Campus operating budget:	1.10

1. Combines projected 2027/2028 information for all campus pledged revenue programs with 2027/2028 information for the Project.

The not-to-exceed principal amount for the Project, the maximum annual debt service, and the financial ratios above are based on an estimated all-in true interest cost of 5.70%, which includes a cushion for changing financial market conditions that could occur before the permanent financing bonds are sold. The financial plan assumes level amortization of debt service, which is the CSU program standard. Based upon the approximately \$13 million in recurring base budget operating funds that the campus has allocated to pay the debt service, the campus financial plan projects a debt service coverage of 1.10 in fiscal year 2027-2028, the first full year of operations, which meets the CSU benchmark of 1.10 for a program. Combining the Project projections with all other campus pledge revenue program projections yields a campus debt service coverage for the first full year of operations of 1.66, which is better than the CSU benchmark of 1.35 for a campus.

Recommended Action

The following resolution is presented for approval:

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

1. The San Diego State University Life Sciences Building project will benefit the California State University.
2. The San Diego State University Life Sciences Building project qualifies for a categorical exemption from the California Environmental Quality Act (CEQA) and a Notice of Exemption shall be filed after approval of schematic plans.
3. The schematic plans for the San Diego State University Life Sciences Building project are approved at a project cost of \$150,000,000 at CCCI 9646.
4. The financing resolutions for the San Diego State University Life Sciences Building project as described in this Agenda Item 3 of the Joint Committee on Finance and Campus Planning, Buildings and Grounds at the January 27-29, 2025, meeting of the CSU Board of Trustees are approved. In coordination with CSU's Office of General Counsel, Orrick, Herrington & Sutcliffe LLP, as outside bond counsel, is preparing resolutions to be distributed to the Board of Trustees prior to this meeting that authorize interim and permanent financing for the Project as described in this agenda. The proposed resolutions will achieve the following:
 - a) Authorize the sale and issuance of the Trustees of the California State University Systemwide Revenue Bonds, and/or the sale and issuance of related Systemwide Revenue Bond Anticipation Notes or commercial paper notes, and/or the issuance of related debt instruments, including shorter term debt, variable rate debt, floating rate loans placed directly with banks, or fixed rate loans placed directly with banks, in an aggregate principal amount not-to-exceed \$169,240,000 and certain actions relating thereto.
 - b) Provide a delegation to the chancellor; the executive vice chancellor and chief financial officer; the assistant vice chancellor and controller, Finance and Budget Administration; and the assistant vice chancellor, Financing, Treasury, and Risk Management; and their designees to take any and all necessary actions to execute documents for the sale and issuance of the bond anticipation notes or commercial paper notes, revenue bonds, and related debt instruments.

AGENDA

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Meeting: 12:25 p.m., Wednesday January 29, 2025
Glenn S. Dumke Conference Center

Jack McGrory, Chair
Mark Ghilarducci, Vice Chair
Larry L. Adamson
Raji Kaur Brar
Douglas Faigin
Jazmin Guajardo
Anna Ortiz-Morfit
Sam Nejabat
Jose Antonio Vargas

- Consent**
1. Approval of Minutes, *Action*
 2. California State University, Chico Human Identification Laboratory Building Schematic Design Approval, *Action*

**MINUTES OF THE MEETING OF THE
COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS**

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

November 21, 2024

Members Present

Jack McGrory, Chair
Mark Ghilarducci, Vice Chair
Larry L. Adamson
Raji Kaur Brar
Douglas Faigin
Jazmin Guajardo
Anna Ortiz-Morfit
Sam Nejabat
Jose Antonio Vargas

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

Trustee McGrory called the meeting to order.

Consent Agenda

The minutes of the September 25, 2024 meeting of the Committee on Campus Planning, Buildings and Grounds were approved as submitted.

Discussion Agenda

Item 2 – California State University San Marcos Integrated Science and Engineering Building Schematic Design Approval

This agenda item requested approval by the CSU Board of Trustees of schematic plans for the California State University San Marcos (CSU San Marcos) Integrated Science and Engineering building project.

Following the presentation, Trustee McGrory emphasized the importance of this project to the university and to the local area. He asked about the accounting approach for project contingencies, and Assistant Vice Chancellor Paul Gannoe explained that campus contingencies are not included in soft costs whereas contractor contingencies are included.

Trustee Faigin asked how the project will be paid for considering financial challenges across the system. He requested that each schematic design presentation going forward include a summary of the cost impact to the system. Executive Vice Chancellor and Chief Financial Officer Steve Relyea agreed with the request and explained that for this project, funding will come from a combination of one-time money from the state, one-time money from the university, and from philanthropy, resulting in no increase to debt service.

Trustee Gilbert-Lurie asked about gender breakdown at CSU San Marcos and inquired about how to make the new space attractive to non-male engineering students. She was informed that women make up approximately 13% of engineering students and it is important to have spaces such as cafes for people to connect and interact to build community which helps to drive retention. They explained that the Society of Women Engineers is being consulted and is providing feedback about the proposed spaces.

Trustee Yee-Melichar asked how the new facility will influence availability of engineering and computer science courses. President Ellen Neufeldt explained that 1700-2000 students will have more opportunity as the university grows its engineering program. It was also noted that laboratory utilization is 129% of standard so this project will help the university get closer to standard utilization by providing additional laboratory capacity. She also asked how the university plans to address the challenging soil conditions at the site. Mr. Gannoe explained that some costs have been mitigated by selecting a building location which minimizes the need to excavate rock. The project team is also using a more cost-effective approach to utilities connections and is studying the rock conditions extensively to better plan the project. They have also built some contingency into the project budget to cover any unforeseen costs.

The action item was approved by roll call vote with eleven in favor (Trustees McGrory, Ghilarducci, Adamson, Brar, Faigin, Guajardo, Ortiz-Morfit, Nejabat, Vargas, Clarke, and Chancellor García), zero opposed, and zero abstentions (RCPBG 11-24-10).

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

California State University, Chico Human Identification Laboratory Building Schematic Design Approval

Presentation By

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

Stephen Perez
President
California State University, Chico

Paul Gannoe
Assistant Vice Chancellor
Capital Planning, Design and Construction

Summary

This agenda item requests approval of schematic plans for the California State University, Chico (Chico State) Human Identification Laboratory (HIL) Building project.

Human Identification Laboratory Building

Collaborative Design-Build Contractor: DPR Construction
Project Architect: SmithGroup

Background and Scope

CSU Chico proposes to design and construct a two-story, 18,778 assignable square foot (ASF) 29,600 gross square foot (GSF) Human Identification Laboratory Building (#105¹), located on the southwest edge of the campus, west of the existing Wildcat Recreation Center (#106) and between W 1st Street and W 2nd street. The location, situated at the edge of campus, offers convenient access and logistical support essential for the operation of the Human Identification Laboratory Building.

In the final 2023-2024 California State Budget, the Governor and legislature approved \$55 million for the design and construction of the HIL project. This initiative will establish a state-of-the-art forensic anthropology facility with a campus design that reflects Chico State's character. The vision for this lab is to create a collaborative research facility, positioning it as a leading

¹ The facility number is shown on the master plan map and recorded in the Space and Facilities Database.

forensic anthropology hub on the west coast. The HIL serves as a vital state resource, with staff dedicated to locating missing persons, analyzing and identifying human remains, assisting in the resolution of criminal cases, and providing closure to families. In emergencies, the lab can quickly mobilize large, experienced search teams and support both state and federal partners in handling individual cases, including recent incidents and long-cold cases.

The project will develop forensic anthropology and archeology laboratories, lab support, classrooms, offices, and a 100-person training space for the forensic anthropology and archaeology department. The vision is for this facility to become a world-class forensic flagship, aligning with the department's goals as a premier teaching and training center that fosters discovery in forensic anthropology. Additionally, this project will support 158 agencies throughout eight states and Washington, D.C. It will include 53 out of 58 counties in California. The mission of the Human Identification Laboratory is to provide high-quality forensic anthropology services to local, federal, and international law enforcement agencies, medical examiners, and attorneys. With a team of two board-certified forensic anthropologists, Chico State remains one of the few programs of this caliber in North America—and the only university lab of its kind in the western United States.

The building features a rectangular, two-story steel structure with an exterior clad in brick, glass, and metal panels. Its main entrance and landscaped plaza are situated along First Street, aligning with the primary pedestrian pathway outlined in the campus master plan. The brick façade showcases the “Chico mix” pattern, bringing a cohesive campus aesthetic and integrating seamlessly with the surrounding landscape and architecture at this campus edge. Public spaces for the training facility open directly off the First Street lobby, where a main staircase leads to the upper-level teaching and research labs, as well as office spaces. Private, secure forensic facilities are accessible via a secured, controlled entryway or sallyport from Second Street. The building’s architectural design balances public and private functions, with large-glazed openings in public areas for openness, and privacy glazing where confidentiality is required, all while maximizing natural light throughout the facility.

The proposed project is designed to meet the CSU Sustainability Policy requirements. Key sustainability features include energy-efficient LED lighting, low-flow plumbing fixtures, double-glazed windows, high insulation values for walls and roofs, drought-tolerant landscaping, and efficient irrigation systems. The building will also be solar-ready and equipped with utility metering.

Timing (Estimated)

Preliminary Plans Completed	February 2025
Working Drawings Completed	June 2025
Construction Start	October 2025
Occupancy	June 2027

Basic Statistics

Gross Building Area	29,600 square feet
Assignable Building Area (CSU ²)	18,778 square feet
Net Useable Building Area (FICM ³)	28,561 square feet
Efficiency (CSU)	63%
Efficiency (FICM)	96%

Cost Estimate – California Construction Cost Index (CCCI) 9866⁴

Building Cost (\$1,348 per GSF)		\$39,889,000
<i>Systems Breakdown</i>	<i>(\$ per GSF)</i>	
a. Substructure (Foundation)	\$ 61.18	
b. Shell (Structure and Enclosure)	\$ 285.88	
c. Interiors (Partitions and Finishes)	\$ 187.60	
d. Services (HVAC, Plumbing, Electrical, Fire)	\$ 461.76	
e. Built-in Equipment and Furnishings	\$ 49.76	
f. Special Construction & Demolition	\$ 15.78	
g. General Requirements/Conditions and Insurance	\$ 285.64	
 Site Development		 <u>\$3,780,000</u>
 Construction Cost		 \$43,669,000
Campus Project Contingency (CSU)		\$1,780,240
Fees & Services		<u>\$9,642,760</u>
 Total Project Cost (\$1,861 per GSF)		 \$55,092,000
Fixtures, Furniture & Movable Equipment		<u>\$2,908,000</u>
 Grand Total		 <u>\$58,000,000</u>

Cost Comparison

The project's building cost of \$1,348 per GSF is higher than the \$1,127 per GSF for the Science Replacement building project at San Francisco State approved in November 2020 and is aligned with the \$1,369 per GSF for the Interdisciplinary Science Building project at San José State approved in September 2018, all adjusted to CCCI 9866.

² Assignable building area is based on CSU policy.

³ Net usable building area is greater than assignable building area by including corridors, restrooms, mechanical rooms, etc., based on the definitions of the Postsecondary Education Facilities Inventory & Classification Manual (FICM).

⁴ The November 2024 *Engineering News-Record* California Construction Cost Index (CCCI). The CCCI is the average Building Cost Index for Los Angeles and San Francisco.

The building's higher costs are primarily due to the university's remote location, adding a 9-10% premium for labor and materials, and the smaller building footprint, which limits economies of scale. Additional factors include soil remediation per the Geotech report, noise and vibration from nearby train tracks, city-mandated infrastructure upgrades, and enhanced security due to the location of the project. Moreover, as a forensic facility, the project requires specialized features such as a higher air exchange rate (20 ACH vs. the 12 ACH code minimum) to mitigate environmental impacts, a robust exhaust system to address prevailing winds, and rooms with hose-down materials, enhanced lighting, and drainage. Security measures include secured zones and a drive-through sallyport.

Chico State implemented cost-saving measures that reduced overall expenses by approximately \$7.7 million. Structural adjustments, including removing a bay, lowering building heights, eliminating an outdoor patio, and switching to a window wall system, saved \$2.8 million. Simplifying interior finishes reduced costs by \$1 million, while revising the exterior skin to include more metal panels saved \$440,000. Mechanical efficiencies and sustainable landscaping added \$734,000 in savings. Additionally, reducing Group II equipment and fees proposed another \$2.7 million in cost reductions.

Funding Data

The project will be funded through a combination of CSU Systemwide Revenue Bonds (\$3,000,000) and a 2023-2024 state appropriation (\$55,000,000). The state appropriation will be financed using CSU Systemwide Revenue Bonds, supported by ongoing state funding.

California Environmental Quality Act (CEQA) Action

The proposed project is consistent with the 2020 Master Plan and parameters considered in the Master Plan Update Final Environmental Impact Report (EIR) that was certified by the Board of Trustees in November 2020. In addition, the proposed project would have no new significant environmental effects beyond those identified in the Master Plan Update Final EIR. No additional environmental documentation is required under CEQA.

Recommended Action

The following resolution is presented for approval:

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

1. The California State University, Chico Human Identification Laboratory Building project will benefit the California State University.

2. The project before the Board of Trustees is consistent with the project description as set forth in the previously certified November 2020 Master Plan Update Final EIR.
3. Applicable mitigation measures adopted in conjunction with Campus Master Plan Update approval and EIR certification in 2020 shall be implemented, monitored, and reported in accordance with the requirements of CEQA (Cal. Pub. Res. Code § 21081.6).
4. The schematic plans for the California State University, Chico Human Identification Laboratory Building project are approved at a project cost of \$58,000,000 at CCCI 9866.

AGENDA

COMMITTEE ON GOVERNMENTAL RELATIONS

Meeting: 1:15 p.m., Wednesday, January 29, 2025
Glenn S. Dumke Conference Center

Yammilette Rodriguez, Chair
Raji Kaur Brar, Vice Chair
Douglas Faigin
Leslie Gilbert-Lurie
Jazmin Guajardo
Lillian Kimbell
Julia I. Lopez
Jonathan Molina Mancio
Sam Nejabat
Jose Antonio Vargas
Darlene Yee-Melichar

- Consent** 1. Approval of Minutes, *Action*
- Discussion** 2. Update on NAGPRA and CalNAGPRA Compliance, *Information*
3. Statement on State Legislative Principles for 2025 and 2026, *Action*
4. Federal Agenda for 2025 and 2026, *Action*

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

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

November 21, 2024

Members Present

Raji Kaur Brar, Vice Chair
Douglas Faigin
Leslie Gilbert-Lurie
Jazmin Guajardo
Julia I. Lopez
Jonathan Molina Mancio
Sam Nejabat
Jose Antonio Vargas
Darlene Yee-Melichar

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

Trustee Brar chaired and called the meeting to order.

Consent Agenda

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

Item 2, Update on NAGPRA and CalNAGPRA Compliance, and Item 3, State Legislative Update, were information items.

Trustee Brar adjourned the meeting of the Committee on Governmental Relations.

COMMITTEE ON GOVERNMENTAL RELATIONS

Update on NAGPRA and CalNAGPRA Compliance

Presentation By

Greg Saks
Vice Chancellor
External Relations and Communications

Samantha Cypret
Executive Director
Office of Tribal Relations

Summary

This agenda item provides an update on systemwide compliance in relation to federal and state laws that require the repatriation of Native American ancestral remains and cultural items that are in a university's possession or control.

Background

The January 2024 Board of Trustees meeting included a discussion on systemwide and university compliance in relation to the federal Native American Graves Protection and Repatriation Act (NAGPRA), the California Native American Graves Protection and Repatriation Act (CalNAGPRA), AB 389, and the 2023 state audit. The Board of Trustees has requested updates at future meetings on progress made towards meeting our responsibilities under state and federal law.

State Audit Update

As previously reported, the Chancellor's Office submitted its one-year response to the California State Auditor, which details the progress made on the auditor's eight recommendations. The State Auditor has determined that the recommendations associated with the Chancellor's Office administrative structure and budget estimates have been fully implemented, while the remaining items are still in progress. In December 2024, the Chancellor's Office reported to the State Auditor that Recommendation #5, concerning each university having a full-time and experienced coordinator, has been fulfilled. The next report to the State Auditor is due in June 2025.

Systemwide Policy Development and Listening Sessions

AB 389 requires, and the 2023 state audit recommends, that the Chancellor's Office adopt a systemwide policy to better implement the state and federal NAGPRA laws that includes conducting meaningful consultation and timely repatriation. AB 389 requires that this policy must be done in consultation with Tribes and the Native American Heritage Commission (NAHC). A formal 90-day consultation period for Tribes to offer feedback on the working draft policy concluded on November 30. During that period several one-on-one Tribal consultation meetings took place, as well as virtual consultations. Open forum discussion sessions were held with Tribes in the San Diego, Lemoore, and Chico areas. More than 35 Tribes provided feedback, either verbal or written, during this formal consultation period.

Since the consultation period has concluded, Tribal feedback has been incorporated into a draft systemwide policy. That version will be shared with the NAHC and with CSU stakeholders this winter and spring.

The remaining schedule, with additional descriptions, for the systemwide policy development process is below:

January – March 2025	Draft Systemwide NAGPRA Policy released for review by all stakeholders including Tribes, NAHC, and CSU; consultation opportunities will be offered
April 2025	Incorporate stakeholder feedback to develop the final draft of the Systemwide NAGPRA Policy
May – June 2025	Final draft of the Systemwide NAGPRA Policy stakeholder review period. Additional feedback received will be incorporated.
July 2025	Adoption and implementation by CSU

Campus Coordinators

AB 389 requires campuses with Native American remains and cultural items to have full-time, experienced repatriation coordinators on or before July 1, 2024. The state audit also recommended that universities employ full-time coordinators. As noted above, at the conclusion of 2024, all 21 of the universities required to have a full-time experienced coordinator have hired one. Across the CSU, the Chancellor's Office staff and university leaders continue to work with all coordinators as they conduct campus inventories and consult with tribes to advance repatriation efforts.

Systemwide Committee and Campus Committees

AB 389 requires the creation of systemwide and campus-based NAGPRA committees; the state audit also recommends it. The law requires the NAHC to review applicants and nominate them to the chancellor for appointment. Each systemwide and campus-based committee will include four voting Tribal representatives and three voting university members.

At the NAHC's October 2024 meeting, 21 committee members were nominated, and the Chancellor has appointed each to their campus committee. Additional committee members are expected to be nominated at the NAHC's January meeting. As of December 2024, 50 committee members have now been appointed to committees at 19 universities. Chico State has a full committee, and quorums exist at San Diego State, San Francisco State, Sacramento State and Sonoma State.

More than 100 additional committee members are still needed across the system. In December, the Office of Tribal Relations sent a letter to all Tribes in California encouraging additional committee applicants. All campus presidents and presidential designees have also been asked to encourage qualified campuses representative to apply for vacant positions. The NAHC will continue to take applications for nominations for committee members until all positions are filled.

Prohibition on Teaching, Research, and Display

AB 389 and the new federal regulations place an additional emphasis on prohibiting the use of ancestral remains or cultural items that are in a university's collection for the purpose of teaching, research or display. On March 18, 2024, Chancellor García issued a memorandum directing university presidents to abide by the state and federal regulations and to ensure ancestral remains or cultural items that are in a university's collection are not used in teaching, research or are on display. The future systemwide policy will include this prohibition and federal Duty of Care requirements.

Status of Inventories

AB 389 requires the CSU to report to the legislature on the progress that each university has made reviewing its collections of Native American ancestors and cultural items by December 31, 2024. In 2023 and 2024, each university received instructions from the Chancellor's Office to conduct thorough campus-wide searches for items. Universities subsequently assessed all areas, including departments, labs, offices, storage facilities, and off-site or satellite locations.

In December, the report mandated by AB 389 was submitted to the legislature that outlined the progress each campus has made with the review of their inventories. The 2023 state audit reported that CSU universities had 5,804 ancestral remains and 692,400 cultural items in their collections. The recently completed 2024 report to the legislature showed that CSU universities had 2,245 ancestral remains and over one million cultural items in their collections.

Five universities (Chico, Los Angeles, Northridge, Sacramento, and San Francisco) have made significant progress in repatriating both ancestral remains and cultural items. Chico State has facilitated the repatriation and reburial of 2,567 ancestral remains and more than 97,000 cultural items belonging to a Tribal consortium that includes six Tribes. This represents approximately 94% of the ancestral remains and 86% of the cultural items that were in Chico State's collections. Chico State's repatriation efforts took more than five years to reach this point. Sacramento State has repatriated 91% of ancestral remains and 75% of cultural items representing 1,639 ancestors and 91,235 cultural items (defined as catalog records, not physical items).

Fiscal Planning

The CSU 2024-2025 operating budget request included \$4.25 million for NAGPRA/CalNAGPRA compliance and the Chancellor's Office has allocated the full amount. This was the first time that the CSU has allocated funding to universities for their repatriation efforts. In August, as part of the annual budget allocation process, the Chancellor's Office allocated \$3.4 million to the 21 universities with collections. Each university was allocated between \$115,000 and \$200,000, with the universities with the largest collections receiving the larger amount. Many campuses have used additional campus funds to support repatriation-related costs, including, but not limited to hiring and training staff, supporting university committees, engaging in Tribal consultation, and fulfilling Tribal requests. Universities are also encouraged to use their existing funds in addition to the new allocations. Of the \$4.25 million allocated, \$550,000 was allocated to the Chancellor's Office to support the systemwide efforts that the auditor has recommended and AB 389 requires.

The Board of Trustees' adopted 2025-2026 operating budget request includes an additional \$4.5 million for NAGPRA/CalNAGPRA compliance.

In November, each university shared NAGPRA/CalNAGPRA budget projections for 2025-2026 with the Chancellor's Office. Per AB 389, a report on each campus' fiscal needs will be shared with the legislature by January 31, 2025.

Chancellor's Office Support

In 2024, the Chancellor's Office established the Office of Tribal Relations (OTR) within the Division of External Relations and Communication. In December, Samantha Cypret (Mountain Maidu) joined the Chancellor's Office as OTR's first executive director. Cypret was previously chief of staff for the Wilton Rancheria in Elk Grove and is based in Sacramento. Prior to this role, she served as the Tribe's Tribal Court Director and also brings significant experience from her tenure at the NAHC, where she held progressively senior positions within the legal department, focusing on compliance, government relations, negotiations between Tribes and agencies, and advocacy for Tribal concerns.

The Office of Tribal Relations will be holding NAGPRA training sessions for university staff in 2025. Progress continues to be made implementing a systemwide software system for a collections management database for the use of all campuses to manage, track, and report their NAGPRA collection inventories and activities.

COMMITTEE ON GOVERNMENTAL RELATIONS

Statement of State Legislative Principles for 2025 and 2026

Presentation By

Greg Saks
Vice Chancellor
External Relations and Communications

Nathan Dietrich
Assistant Vice Chancellor
Advocacy and State Relations

Summary

This item contains the proposed Statement of State Legislative Principles for 2025 and 2026.

Background

At the beginning of every two-year legislative session, the Board of Trustees adopts a formal Statement of State Legislative Principles for the California State University. The principles provide basic parameters to guide positions taken by the chancellor and system representatives on matters pending before the California legislature. No revisions from the previous statement are proposed for the 2025-2026 Session.

Statement of Legislative Principles

As the state's greatest producer of bachelor's degrees, the California State University plays a critical role in arming future leaders with the skills and knowledge for them to thrive in the workforce, strengthen the economy and actively contribute to the quality of life in California. The CSU achieves these results by providing affordable, accessible and high-quality education, as outlined in the Master Plan for Higher Education. The system and its leaders, faculty and staff remain committed to this important work for the betterment of today and tomorrow.

The following constitute the core principles guiding recommendations on legislation:

1. Work with the legislature and governor to allow the California State University to continue its oversight of academic affairs and matters relating to the internal governance of the university.

2. Preserve the integrity of the collective bargaining process.
3. Remain neutral on matters in which the state seeks to legislate the general public health and safety while not singling out the California State University.
4. Preserve the integrity of the California State University's budgetary process, and seek adequate funding to serve current and future students, support the work of faculty and staff, provide for ongoing operations, capital outlay and infrastructure needs, and to meet the workforce demands of the state.
 - a. Provide that all funds must be appropriated to the Board of Trustees.
 - b. Proposals for operational, student success and academic programs, and capital outlay needs must be approved and prioritized by the Board of Trustees.
 - c. Provide the operational authority and flexibility, as well as the necessary tools, for the university to respond to the needs of students and the state.
5. Seek to influence the outcome of issues which, while not affecting the California State University alone, would have a disproportionate impact on the university's activities.
6. Seek to secure representation of the California State University on appropriate boards, commissions, task forces, study groups, etc., whose work may have a significant impact on the system. Representatives to such bodies shall be appointed by the Board of Trustees or the chancellor.
7. As both the chief administrative officer and a trustee, the chancellor is recognized and designated by the Board of Trustees as the spokesperson for the California State University regarding its positions on state and federal legislative proposals. When practical, the position to be taken on a legislative proposal should be discussed with the chair and vice chair of the Committee on Governmental Relations before that position is communicated to the legislature. Unresolved positions on a legislative proposal will be decided by the chancellor in consultation with the chair of the board. When practical, changes in position on pending legislative proposals will be shared with the chair and vice chair of the Committee on Governmental Relations prior to communication of the change to the legislature. When this is not practical, changes in position will be shared with the chair and vice chair of the Committee on Governmental Relations immediately following communication of the change to the legislature.

Recommended Action

RESOLVED, by the Board of Trustees of the California State University, that the Statement of Legislative Principles for 2025 and 2026 be adopted; and be it further

RESOLVED, that the chancellor is authorized to take positions on pending legislation on behalf of the California State University system; but prior to taking or changing such positions on legislative matters, the chancellor shall consult, when practical, with the chair and vice chair of the Committee on Governmental Relations; and be it further

RESOLVED, that any unresolved positions on a legislative proposal will be decided by the chancellor in consultation with the chair of the board; and be it further

RESOLVED, that the chancellor shall keep the Board of Trustees regularly informed of the positions taken and of such other matters affecting governmental relations as deemed necessary and desirable.

COMMITTEE ON GOVERNMENTAL RELATIONS

Federal Agenda for 2025 and 2026

Presentation By

Greg Saks
Vice Chancellor
External Relations and Communications

Jeff Cullen
Assistant Vice Chancellor
Office of Federal Relations

Summary

This item contains the proposed Federal Policy Priorities for federal fiscal years 2025 and 2026.

Background:

Every two years, with the start of a new Congress, the California State University (CSU) develops a set of federal priorities to serve as a guide for the Office of Federal Relations (OFR) for the next two years. As part of this process, the Chancellor makes a call to the CSU Community asking for suggestions that can be incorporated into these priorities. Because OFR would historically receive only one or two suggestions through this process, a working group of CSU government relations and research professionals representing ten campuses and the Chancellor's Office developed a new structure that would more actively solicit recommendations for the federal priorities. This process resulted in over 41 suggestions from eleven campuses that were vetted and largely incorporated into the federal priorities.

Lastly, while these priorities include both big picture and more detailed opportunities, the OFR will use these also as a guide as new challenges and opportunities present themselves for the 119th Congress.

Introduction and Priorities:

The CSU is a force for economic mobility, workforce development, development of an engaged and educated citizenry, and will continue to advance our values and our mission. That includes standing resolutely for the success of all our students, regardless of background. The priorities for the CSU include:

Open doors to all students and provide a pathway to success through direct aid

The CSU remains the national leader in affordability while delivering a quality education. Significant state and institutional grants provide vital support to our low-income and underrepresented students. Federal financial aid programs remain critical to these students, including nearly 210,000 who rely on need-based Pell Grants. More than 65,000 Pell recipients earn CSU bachelor's degrees each year. Priorities relating to access include:

- Enhance the Pell Grant program by doubling the maximum grant; restoring automatic cost-of-living increases to the maximum grant; reserving any surplus funds for future program needs or improvements and allowing our students and families ample time and support in filling out the Free Application for Federal Student Aid (FAFSA) form.
- Extend Pell eligibility for graduate students that have not used up their lifetime eligibility while completing their undergraduate degree, as was previously proposed in the Aim Higher Act.
- Revise the campus-based aid allocation formula to further invest in the Supplemental Educational Opportunity Grant (SEOG) and Federal Work-Study (FWS) programs.
- Support policies that minimize college debt burden and promote philanthropic support to our institutions of higher education through scholarship, internships, faculty/student research, capital outlay, tax credits and similar methods of support.
- Encourage interagency data sharing and streamline administrative processes to reduce barriers for students accessing federal assistance programs, like those programs in the BASIC Act.

Ensure comprehensive and inclusive student-success and career readiness programs

The CSU is continuously working to improve K-12 student readiness and measure the performance of CSU-trained teachers. The federal government is a vital partner connecting states, colleges and universities, and industry by investing in our students' career pathways and readiness. Priorities relating to student success and career readiness include:

- Defend and encourage robust funding for effective pipeline programs such as GEAR UP and TRIO.
- Maintain a strong federal partnership with universities to transform the preparation of America's teachers and school leaders, especially for high-need schools.
- Support and grow career and workforce readiness programs.

Foster Degree Completion for California's Diverse Population

The CSU provides more than half of all undergraduate degrees granted to California's Latinx/a/o, Black and African American and Indigenous Native American students and is a leader in transitioning veterans to the workforce. Federal capacity-building programs and targeted grants help bridge completion and equity gaps. Priorities relating to degree completion include:

- Support federal policies that assist California's undocumented community and provide long-term stability and opportunities.
- Maintain strong support for Hispanic- and Asian American and Native American Pacific Islander-Serving Institutions through administrative flexibility and increased investments in capacity-building programs at the Department of Education and other federal agencies, for example with the Hispanic Educational Resources and Empowerment (HERE) Act.
- Support the needs of veterans on campus and smooth their transition to the civilian workforce.
- Promote policies that reduce recidivism by expanding access to a college education.
- Foster community college transition of students to CSUs for successful degree completion, in accordance with Graduation Initiative 2025.
- Support policies and funding opportunities to support CSU's degree completion initiatives.
- Amplify the vital role the United States Department of Education plays in the quality of instruction of our educational system and provides for the long-term success of our students and national workforce pipeline.

Educate Students for Tomorrow's Workforce

Every year, over 125,000 new CSU graduates drive California's and America's economy in the information technology, life sciences, agriculture, business, artificial intelligence, healthcare, education, public administration, entertainment and multimedia industries. Priorities related to educating the workforce of tomorrow include:

- Support strong federal investment in science, technology, engineering and mathematics (STEM) education, especially for Minority-serving Institutions (MSIs) and Emerging Research Institutions (ERIs).
- Ensure our students are well-rounded, educated individuals equipped to navigate a globally diverse world through robust funding for the National Endowment for the Arts and National Endowment for the Humanities.
- Encourage federal policies that allow the CSU to be a leader and magnet for global talent that does not discriminate by country of origin by allowing international students, scholars, and visitors to come to the CSU through improved visa processes, employment-based opportunities, and permanent protections for Dreamers.

- Support funding for co-curricular high-impact practices, internships, fellowships, apprenticeships, and extension curriculum design and deployment and other federal workforce development programs.

Solve Societal Problems through Applied Research

In laboratories, at field sites and through programs at the CSU, including through the CSU Research Clusters, students, faculty and collaborating scientists advance California's capacity to address key issues of significance to our state and nation. By growing and investing in the research capacity at Minority-serving Institutions (MSI) and Emerging Research Institutions (ERI), our nation can continue its global scientific leadership and unleash the dynamic and diverse research talent to solve global problems. Priorities related to growing and supporting applied research include:

- Prioritize the preservation of existing research funding that supports the mission of the CSU.
- Advocate for more equitable Facilities and Administrative (F&A) and Indirect Cost Reimbursements from federal agencies for MSIs.
- Sustain and increase funding for NIH, NSF, NIST, NASA, NOAA, DoD, and other federal scientific research agencies with dedicated allocations for Minority Serving Institutions (MSIs) and Emerging Research Institutions (ERIs) to build sustainable research capacity through instrumentation, upgraded facilities, and expand student research opportunities.
- Identify new opportunities for more federal R&D programs to boost CSU's research capacity such as designated funding for MSIs and ERIs.
- Expand funding from the USDA to Hispanic-Serving Institutions (HSI) and Hispanic-Serving Agricultural Colleges and Universities (HSACU) through reauthorization of the Farm Bill.
- Advocate for agencies to harmonize, streamline, and, when possible, eliminate unnecessary regulations and reporting requirements to maximize federal investments in research.

Enhance Campus Health, Safety and Infrastructure

For students to be successful academically and well positioned for post-graduate success, they need to be positioned to have their basic needs met, be an environment that supports their well-being, and has the facilities that are equipped to develop the workforce needed for future state and national competitiveness. Priorities to enhance campus health, safety, and infrastructure include:

- Student-centered success starts with well-being both inside and outside the classroom and catering to basic needs to ensure a safe and equitable learning environment for all students.

- Promote federal funding and policies that support students' well-being and basic needs, including housing and food security and mental health, including support for the BASIC Act.
- Fund programs that enhance campus safety, health, and wellness for federal support and funding to assist campuses with addressing sexual violence and other threats to campus wellbeing.
- Support investments in infrastructure and assets that provide campuses opportunities to partner with their communities, improve facilities, and promote job training and strategic economic growth.
- Support legislation related to sustainability and climate adaptation to support investments by the CSU in achieving greater energy efficiency and moving toward Net-Zero Carbon Emissions.

Recommended Action

RESOLVED, by the Board of Trustees of the California State University, that the Federal Agenda for federal fiscal years 2025 and 2026 be adopted.

AGENDA

COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL

Meeting: 2:50 p.m., Wednesday, January 29, 2025
Glenn S. Dumke Conference Center

Wenda Fong, Chair
Lillian Kimbell, Vice Chair
Larry L. Adamson
Diego Arambula
Raji Kaur Brar
Jean Picker Firstenberg
Julia I. Lopez
Sam Nejabat

- Consent** 1. Approval of Minutes, *Action*
Discussion 2. Update on Civil Rights (Title IX and Other Nondiscrimination) Programs and Services, *Information*

**MINUTES OF THE MEETING OF THE
COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL**

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

November 21, 2024

Members Present

Wenda Fong, Chair
Larry L. Adamson
Raji Kaur Brar
Jean Picker Firstenberg
Julia I. Lopez
Sam Nejabat

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

Trustee Wenda Fong called the meeting to order.

Consent Agenda

The minutes of the September 25, 2024 meeting of the Committee on University and Faculty Personnel were approved as submitted.

Item 2, Annual Report on Outside Employment for Senior Management Employees, was approved as submitted (RUF 11-24-17).

Item 3, Annual Report on Vice President Compensation and Executive Relocation, was submitted for information.

Discussion Agenda

Item 4 – Annual Report on Executive Transition Assignments

Chancellor Mildred García provided a brief overview of the executive transition programs available to CSU executives (the Executive Consulting program and the Executive Transition II program).

She explained that the governing policies require that transition assignments be reported on the board's discussion agenda at the time they occur and annually. This item presented the annual status report.

The chancellor reported that for the 2023-2024 fiscal year no former executives were in the Executive Consulting program and two former presidents (Thomas Cropper and Framroze Virjee) concluded their assignments in the Transition II program.

(Note that one former president [Tom Jackson Jr.] entered the Transition II program as reported to the board in September 2024.)

Chancellor García's update included remarks on the contributions of Presidents Emeriti Cropper and Virjee during their transition assignments. In addition to supporting their successors to ensure a smooth transition at their respective campus, the former presidents supported the Chancellor's Office with systemwide policy-related matters.

Specifically, President Emeritus Thomas Cropper continued work that he began as a member of the Chancellor's Faculty and Staff Excellence Workgroup to examine strategies to create affordable on-campus housing options. He also assisted in a comprehensive analysis aimed at addressing housing affordability for university employees. His efforts contributed to identifying areas for staff to explore, including: the California Dream For All Shared Appreciation Loan Program; initiatives targeted at providing mortgage assistance, as well as salary and down-payment support; and affordable housing development opportunities.

President Emeritus Fram Virjee played an important role in assisting the Chancellor's Office during his transition program. He conducted extensive research on issues related to human resources focusing on employment policies that would enhance the university's competitiveness. He also met with legal experts and human resources professionals while researching best practices from other institutions and industries. Staff was presented with recommendations to consider that emphasized the value of flexible employment practices to attract top talent and the need for clear guidelines and mechanisms to manage today's complex regulations and employment practices.

President Emeritus Cropper concluded his transition program in June 2024 and President Emeritus Virjee in August 2024. Chancellor García expressed her gratitude for their contributions. Trustee Wenda Fong and Chair Jack Clarke appreciated the chancellor's detailed report and the outcome of the transition assignments.

Item 5 – Update on Civil Rights (Title IX and Other Nondiscrimination) Programs and Services

Interim Vice Chancellor for Human Resources Albert Liddicoat introduced the item which he noted would highlight the ongoing collaboration between the civil rights teams and university partners across the CSU. As previously requested by the board, a session on the rights and options of the parties involved in civil rights cases would follow the regular report.

Associate Vice Chancellor for Civil Rights Programming and Services Hayley Schwartzkopf reported on feedback received from the California State Student Association plenary meeting that took place at Cal State Monterey Bay on October 19-20. The session provided valuable insights into students' experiences and focused on four key areas: 1) Student annual training: Students advocated for an earlier deadline for annual Title IX and gender equity training, as the current timeline misses opportunities to address conduct that occurs early in the semester. 2) Respondent's Advisors: Students strongly supported having dedicated confidential advisors for respondents on each campus. 3) Visibility of Title IX Coordinator and DHR Administrator: Students highlighted the need for more visible and current information about civil rights offices on campus websites. AVC Schwartzkopf reported that the Chancellor's Office has partnered with Strategic Communications to create short videos featuring civil rights practitioners at each university. 4) Location of Title IX and DHR office: Student feedback revealed that locating civil rights offices within administrative or human resources buildings can feel like these services are not student centered or focused.

AVC Schwartzkopf noted that the plenary session reinforced the value of the partnership and collaboration with students. Their feedback informed strategies to improve student support in civil rights processes. She next highlighted the CSU's prevention education and awareness events in October for Domestic Violence Awareness Month. These initiatives fostered collaboration among university civil rights teams, campus stakeholders, and community organizations.

AVC Schwartzkopf reminded trustees that the Chancellor's Office developed a new approach to addressing unprofessional behaviors that disrupt the CSU's living, learning, and working environments – referred to as "Other Conduct of Concern." Dr. Sarah Fried-Gintis, Senior Systemwide Director of Academic and Staff Human Resources, provided a brief update.

Dr. Fried-Gintis reported on progress since the board was last updated in May 2024. A key update is the extensive community engagement by the Chancellor's Office with 14 stakeholder groups and 9 trainings. Additionally, misconduct at CSU is now categorized into three types: violations of nondiscrimination policies, violations of other policies, and Other Conduct of Concern.

The updated guidance on Other Conduct of Concern adopts a people-centric approach with accessible language and reinforces CSU's commitment to equity, inclusion, and accountability. Additionally, the guidance reinforces it will not jeopardize core tenets of academic life such as rights of faculty to exercise Academic Freedom and the rights of all to freedom of speech and expression. The guidance establishes clear expectations for university actions, highlights the importance of training on performance and conflict management, and navigating difficult conversations. These changes aim to foster a supportive and equitable environment across the CSU system.

Next steps include final revisions by December 2024, followed by distribution to the community and CSU universities by early January 2025 and to the California State Auditor by the end of January 2025. Implementation will involve outreach, awareness, training, and ongoing refinement, with progress updates to follow.

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Interim Vice Chancellor Liddicoat and Associate Vice Chancellor Schwartzkopf presented a high-level training session on the rights and options of the parties in civil rights cases. The session emphasized key support mechanisms, such as confidential advocates and respondent advisors, as well as procedures that are available within the CSU system.

The complete report presented to the board is available on the CSU's Civil Rights Status Updates web page at:

<https://www.calstate.edu/csu-system/administration/systemwide-human-resources/civil-rights/Pages/status-update.aspx>

Following the presentation, trustees posed questions and provided feedback. The session highlighted progress in CSU's civil rights initiatives while reinforcing the commitment to fostering safety, equity, and humanity across all campuses. The meeting concluded with positive feedback on the ongoing efforts and their integration into CSU's broader mission.

Trustee Wenda Fong adjourned the meeting of the Committee on University and Faculty Personnel.

COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL

Update on Civil Rights (Title IX and Other Nondiscrimination) Programs and Services

Presentation By

Albert A. Liddicoat
Interim Vice Chancellor
Human Resources

Hayley Schwartzkopf
Associate Vice Chancellor
Civil Rights Programming and Services

Summary

In furtherance of the commitment to the CSU's transformation of its civil rights programming and services, this report provides the status and progress of the critical civil rights work being undertaken at the Chancellor's Office and across the CSU.

Civil Rights Program Reviews

The California State University (CSU) promotes a safe learning, living, and working environment through educational programming and systemwide policies and procedures. To help measure our success in these areas, the Chancellor's Office regularly reviews the civil rights¹ programs of each university campus. Five university campuses underwent a program review in the Fall 2024 semester: Chico State, Cal Maritime, CSU Bakersfield, Cal Poly Pomona, and Cal State Long Beach.

The objective of a program review is to determine whether the university's practices are in alignment with the Nondiscrimination Policy, state and federal law, and best practices for identifying, preventing, and addressing Discrimination and Harassment, including Sex-based Harassment and misconduct. Additionally, the reviews provide the Chancellor's Office with insight into areas where university campuses may benefit from additional guidance or support. The reviews also highlight the strengths, achievements, and positive strides made by university campuses with respect to their civil rights programs and services and provide an opportunity for the Chancellor's Office to share best practices adopted by university campuses across the entire CSU system.

¹ Title IX and Discrimination, Harassment, and Retaliation (DHR)

In June 2024, the Chancellor's Office updated the CSU Nondiscrimination Policy to outline the process and procedures for conducting Civil Rights Program Reviews (See Attachment 1). Civil Rights Program Reviews include the completion of a self-assessment survey; review of the university implementation plan, Title IX/DHR webpage, and prevention education and training materials; evaluation of case files from the evaluation period reflecting various forms of resolution; submission of written information and documents to the Chancellor's Office; an on-site visit; and interviews with a variety of university stakeholders, including students, staff and faculty.

To further our efforts of transparency and accountability, information from the reviews will be aggregated into a systemwide report that will be publicly posted on the Chancellor's Office website.

During the Spring 2025 semester, an additional five university campuses will undergo a Civil Rights Program Review. This cycle will repeat until every campus has completed at least one review within a three-year period.

California State Audit: January 2025 Recommendations

In the July 2023 California State Audit report, there were three recommendations with a requested completion date of January 2025, including:

1. A requirement to update the CSU Nondiscrimination Policy to require regular, written status updates to the parties;
2. The issuance of written guidance on Other Conduct of Concern; and
3. The revision of the CSU's Prevention Policy to align with specific best practices.

The first recommendation to provide regular, written status updates to the parties has been fully implemented. This recommendation was incorporated into the revised Nondiscrimination Policy that was issued on August 1, 2024, requiring written status updates every 30-days. The language in the Nondiscrimination Policy also aligns with a new legal requirement ([AB 2987](#)) to provide written status updates to the parties in sex discrimination cases every 30-days beginning January 1, 2025. The CSU's language goes beyond these minimum requirements to provide status updates to all parties in any discrimination, harassment or retaliation case.

The second recommendation to issue guidance related to Other Conduct of Concern has also been fully implemented. Previous versions of this guidance have been shared with the Board of Trustees. The Chancellor's Office incorporated feedback from stakeholders, the Chancellor's Office Civil Rights Oversight Committee, and the Board of Trustees, and is expected to timely issue the guidance this month.

Finally, the third recommendation is to update the Systemwide Prevention Policy, which is an attachment to the Nondiscrimination Policy. The California State Auditor requested that the

Chancellor's Office incorporate specific best practices into the policy. The best practices required to be included in the policy are:

- How campuses should maintain accessible options for reporting sexual harassment.
- How campuses can widely disseminate information about their sexual harassment reporting options and related processes through methods such as campuswide emails, social media platforms, on campus postings, and student handbooks.
- How campuses can develop and distribute streamlined informational materials that explain key aspects of their processes related to sexual harassment.
- How campuses can monitor whether students and employees have completed the required training.
- How campuses can most effectively make use of climate surveys through steps such as surveying both students and employees, designing surveys to assess the effectiveness of their sexual harassment prevention and education efforts, and establishing a documented process for taking action in response to survey findings.

While the California State Audit requirements are specifically focused on sexual harassment complaints and investigations, the CSU went beyond these requirements to incorporate these best practices into the Systemwide Prevention Policy to cover all forms of discrimination, harassment and retaliation. The policy has been reviewed by various stakeholder groups, including the Nondiscrimination Policy workgroup. The revised Prevention Policy was updated in early January 2025 and aligned with the California State Auditor's recommendations.

The Chancellor's Office will submit a status report to the California State Auditor in February 2025 on our progress.

The final recommendation related to the unified case management system has a recommended completion date of July 2026 and the Chancellor's Office remains on track to timely implement that recommendation as well.

Annual Report Survey

The Annual Report Survey collects standardized data from all university campuses on items such as the number of cases reported, types of cases reported, number of complaints and investigations, and timeline for completion. Each university was required to submit data for 2023–2024 to the Chancellor's Office on October 1, 2024. A summary data sheet is included as Attachment 2 to this update.

The Annual Report Survey provides the Chancellor's Office with critical data necessary to inform decisions related to additional guidance needed for civil rights practitioners, identifying and tracking emerging patterns and trends, and highlighting opportunities for additional prevention education and training. The CSU received 4,530 reports of conduct that could fall under the Nondiscrimination Policy systemwide, including both Title IX and DHR cases. 725 of the reports resulted in a formal complaint, while 433 moved forward to an investigation process. This means that approximately 16% of all reported conduct resulted in a formal complaint under the Nondiscrimination Policy and 60% of those formal complaints moved forward to investigation. Other complaints may have been withdrawn, resolved through an early resolution process such as mediation, or referred to another office after further assessment and inquiry.

In addition, Civil Rights Offices also received reports on 2,428 matters that were later referred to other university offices and campus partners. This "Other Conduct of Concern" represents a large volume of work undertaken and assessed by civil rights practitioners, even if those matters are ultimately referred elsewhere for further review and action.

Context is important to understand these numbers, including the number of reports and those which move forward to formal complaints and investigations. The CSU routinely trains its students and employees to report *any* conduct that could fall under the Nondiscrimination Policy. This includes situations in which the impacted person may not want the university to take any action or provide further support. For example, a report may include information about a situation that was witnessed or overheard on campus, even when the reporting party may not know or be unable to obtain the name of the student or employee in need of support. Nonetheless, we request that this information be reported because the civil rights teams are sometimes able to piece together multiple reports to obtain necessary information to conduct outreach.

In addition, employees are required to report any information related to Title IX or discrimination, harassment, or retaliation to the Civil Rights Office at the university, so that the impacted person can receive support, resources, and information about their rights and options. Following the receipt of a report, the Civil Rights Office will immediately begin outreach efforts. Approximately 60% of reports result in a response from the impacted person, while the remaining reports either did not have enough information to outreach or the Civil Rights Office did not receive a response to their outreach efforts. Outreach includes multiple forms of communication, including emails, phone calls and text messages to inform the impacted party about their rights, options, and supportive services available to them. An impacted party may not respond to this outreach for a variety of reasons including fear, shame, trauma, lack of support, cultural or social norms, or relationship dynamics.

In terms of looking for patterns and trends, there are five specific areas that the CSU collects data on: fraternities and sororities, student clubs and organizations, athletics, conduct that occurred within a specific program or department, and on-campus housing. The largest number of reports received by Civil Rights Offices come from on-campus housing and conduct within specific programs or departments. The Office for Civil Rights Programming & Services has created publicly available dashboards to share the outcomes across the CSU system.

CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation

Revised June 10, 2024

Attachment H: CSU Title IX / DHR Program Compliance Reviews

The California State University (CSU) promotes a safe living, learning, and working environment through systemwide policies, procedures, and educational programming. The CSU prohibits all forms of Discrimination and Harassment, including Sex-based Harassment and misconduct, in accordance with the Nondiscrimination Policy.

To ensure compliance with the Nondiscrimination Policy, the Chancellor's Office will conduct regular compliance reviews of the Title IX / DHR programs of each university campus. These reviews will be conducted in partnership with the university campus under review and completed at least once every three years.

Review Objectives

The objective of a compliance review is to determine whether the university campuses' practices are in alignment with Nondiscrimination Policy, state and federal law, and best practices for identifying, preventing, and addressing Discrimination and Harassment, including Sex-based Harassment and misconduct. Reviews will also provide the Chancellor's Office with insight into areas where university campuses may benefit from additional guidance or support. While reviews provide an opportunity to identify areas where there is a need for increased compliance or oversight, there will also be a focus on strengths, achievements, and positive strides made by university campuses with respect to their Title IX / DHR programs.

Review Criteria

Reviews will evaluate Title IX / DHR program effectiveness relevant to the Nondiscrimination Policy using a defined set of criteria that provide a benchmark for measuring progress over time (maturity indicators) in the following areas:

- 1) Leadership and Oversight
- 2) Policies and Procedures
- 3) Training and Education
- 4) Reporting Protocols or Mechanisms
- 5) Resolution and Discipline
- 6) Monitoring, Response, and Prevention

At the conclusion of the review process, the assigned Systemwide Director for the university campus will complete a memorandum that identifies areas of strength, as well as opportunities for improvement in Title IX / DHR program compliance.

Review Method

Review activities will generally consist of the following:

- Completion of a self-assessment document by the university campus.
- A pre-review meeting with the Systemwide Director assigned to complete the review to discuss the self-assessment document and the most recent compliance review completed for the university campus.
- Review of a sample of case files reflecting various forms of resolution (e.g., investigation with findings, informal resolution, referrals to other units).
- Review of a sample of prevention education and training materials.
- Review of any resource documents/guides provided by the Title IX / DHR office to the campus community.
- Review of campus Title IX webpage.
- Interviews with individuals from the university campus who are directly responsible for Title IX / DHR oversight and compliance. Other relevant stakeholders, students, faculty, or staff may also be interviewed as appropriate.
- Additional on-site or remote activities as proposed by the university campus or Chancellor's Office in the self-assessment document, pre-review meeting, or compliance review process.

Notice of Review

Notice of a Title IX / DHR program compliance review will be provided by letter to the university president and Title IX Coordinator / DHR Administrator with at least 60-days' advance notice. The letter will include information about the compliance review process, including a copy of the self-assessment document and identity of individuals by name or title who may be asked to provide information during the review process. The Chancellor's Office will coordinate with the university campus to schedule the dates of the review, including the pre-review meeting.

Review Memorandum and Closing Meeting

The Chancellor's Office will prepare a review memorandum detailing the observations and findings from the compliance review, including any recommended action items and proposed timeline for completion. The assigned Systemwide Director, Civil Rights Attorney, and University Counsel will review this document with the Title IX Coordinator / DHR Administrator and university president during a closing meeting to discuss the observations and findings from the review. The President may designate others to participate in this closing meeting.

Review Timing

This process is intended to ensure that each university campus undergoes a compliance review at least once every three years. Beginning in Fall 2024, four to five university campuses will be reviewed in each of the next five consecutive semesters. The sixth consecutive semester will be used by the Chancellor's Office to write a comprehensive, systemwide report of the findings from the compliance review cycle.

Publication of Comprehensive Report

Upon completion of the compliance review process, the Chancellor's Office shall create a comprehensive report of the aggregate results to be published online, while maintaining appropriate

confidentiality and privacy. The report will include any identified action items or steps taken to address identified areas of concern.

CIVIL RIGHTS PROGRAMMING & SERVICES

2023-2024 ANNUAL SURVEY

4,530 TOTAL REPORTS → **725** COMPLAINTS → **433** INVESTIGATIONS



2428
Concerns received that were referred to other departments



60%
of all complaints move to investigation

REPORTS AND PENDING REPORTS

40%

Complainant did not respond to outreach or insufficient information to move forward

21%

Requested supportive measures only

32%

of all Protected Status reports were related to race or ethnicity

31%

of all Sexual-in-Nature conduct reports were related to Sexual Harassment - Hostile Environment

76%

Reports received where complainant was a student

REPORTS WHERE COMPLAINANT OR RESPONDENT WAS AFFILIATED WITH:

On-Campus Housing	830
Program or Department	668
Athletics	151
Student Club or Organization	118
Fraternity or Sorority Life	94

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, CA 90802

Wednesday, January 29, 2025

Presiding: Jack B. Clarke, Jr., Chair

3:50 p.m.*

Board of Trustees

Dumke

Call to Order

Roll Call

Consent

Action 1. Approval of the Minutes of the Board of Trustees Meeting of November 20, 2024 and November 21, 2024

Action 2. Approval of Committee Resolutions as follows:

Committee on Organization and Rules

2. Approval of the California State University Board of Trustees' Meeting Dates for 2026

Committee on Institutional Advancement

2. Naming of the Duran Sciences Building – San Diego State University
3. 2023-2024 CSU Report on Donor Support

Committee on Finance

2. California State Polytechnic University, Humboldt - Approval of an Auxiliary Organization Financing
3. Approval of Changes to, and Reauthorization of, the California State University's Commercial Paper Program

Committee on Finance and Campus Planning, Buildings and Grounds

3. San Diego State University, Life Sciences Building Schematic Design and Financing Approval

Committee on Campus Planning, Buildings and Grounds

2. California State University, Chico Human Identification Laboratory Building Schematic Design Approval

*The Board of Trustees is a public body, and members of the public have a right to attend and participate in its meetings. This schedule of meetings is established as a best approximation of how long each scheduled meeting will take to complete its business. Each meeting will be taken in sequence, except in unusual circumstances. Depending on the length of the discussions, which are not possible to predict with precision in advance, the scheduled meeting times indicated may vary widely. For two-day meetings, items scheduled for one day may be heard either the day before or the day after depending upon the time spent on each matter. The public is advised to take this uncertainty into account in planning to attend any meeting listed on this schedule.

Agendas, notices, and information on addressing the Board of Trustees may be found on Board of Trustees website:
<https://www.calstate.edu/csu-system/board-of-trustees/Pages/default.aspx> .

Committee on Governmental Relations

2. Statement on State Legislative Principles for 2025 and 2026
3. Federal Agenda for 2025 and 2026

**MINUTES OF THE MEETING OF
THE BOARD OF TRUSTEES**

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

November 20, 2024

Trustees Present

Jack B. Clarke, Jr., Chair
Diego Arambula, Vice Chair
Larry L. Adamson
Douglas Faigin
Jean Picker Firstenberg
Wenda Fong
Mark Ghilarducci
Leslie Gilbert-Lurie
Jazmin Guajardo
Julia I. Lopez
Jack McGrory
Jonathan Molina Mancio
Sam Nejabat
Anna Ortiz-Morfit
Yammilette Rodriguez
Christopher Steinhauser
Jose Antonio Vargas
Darlene Yee-Melichar
Mildred García, Chancellor

Chair Clarke called the meeting of the Board of Trustees to order.

Public Comment

In an effort to provide accessibility and flexibility for the public, all public comments took place at the beginning of the open session prior to all committees.

The board heard from the following individuals who provided public comment in person: Sang Kil, SJSU; Ingeborg Kisbye, Fresno State; Dagoberto Argueta.

The board also heard from the following individuals who provided public comment virtually: Nathan Stevens, Sacramento State; Rose Soza War Soldier, Sacramento State; Emmanuel Fadollone, Sacramento State; Annette Reed, Sacramento State; Arwa Hammad, CSULA.

Chair's Report

Chair Clarke's report is available online at the following link:

<https://www.calstate.edu/csu-system/board-of-trustees/reports-of-the-chair/Pages/november-2024.aspx>

Report of the Academic Senate CSU

CSU Academic Senate Chair Elizabeth Boyd's report is available online at the following link:

<https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/Pages/ASCSU-Chairs-Report.aspx>

Report of the California State Student Association

CSSA President Iese Esera's report is available online at the following link:

<https://www.calstatestudents.org/public-documents/#president>

Report of the California State University Alumni Council

Alumni Council President John Poli's report is available online at the following link:

<https://www2.calstate.edu/impact-of-the-csu/alumni/council/board-of-trustee-reports/Pages/default.aspx>

Chancellor's Report

Chancellor Mildred García's report is available online at the following link:

<https://www.calstate.edu/csu-system/board-of-trustees/chancellor-reports/Pages/November-20-21-2024.aspx>

Special Presentation: Sova

As a special presentation and part of the Chancellor's Report, Alison Kadlec, co-founder and senior partner of Sova Solutions, provided an update to the board on the system's strategic planning process. Dr. Kadlec discussed the Chancellor's five priorities for the academic year noting the strategic planning process aims to develop a system-level three-year plan that can serve as a roadmap for the CSU system. Sova is planning to present to the board the final strategic plan at the September 2025 board meeting.

Trustees remarked that the presentation provided helpful and insightful recommendations to strengthen the CSU both across the system and within the broader public higher education structure of the California Master Plan. The strategic planning process is anticipated to last approximately one year, and regular updates will be provided to the board.

**MINUTES OF THE MEETING OF THE
BOARD OF TRUSTEES**

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

November 21, 2024

Trustees Present

Jack B. Clarke, Jr., Chair
Larry L. Adamson
Raji Kaur Brar
Douglas Faigin
Jean Picker Firstenberg
Wenda Fong
Leslie Gilbert-Lurie
Jazmin Guajardo
Julia I. Lopez
Jack McGrory
Jonathan Molina Mancio
Sam Nejabat
Anna Ortiz-Morfit
Christopher Steinhauser
Jose Antonio Vargas
Darlene Yee-Melichar
Mildred García, Chancellor
Lieutenant Governor Eleni Kounalakis

Chair Clarke called the meeting of the Board of Trustees to order.

Consent Agenda

There were no requests to remove any items from the consent agenda for separate discussion and approval. There was a motion and a second to approve all items listed on the consent agenda. Chair Clarke called for a roll call vote. The consent agenda – including the minutes of the meeting of September 24, 2024 and September 25, 2024 – was unanimously approved by roll call vote with Trustees Adamson, Brar, Faigin, Firstenberg, Fong, Ghilarducci, Gilbert-Lurie, Guajardo, Lopez, McGrory, Molina Mancio, Nejabat, Ortiz-Morfit, Steinhauser, Vargas, and Yee-Melichar, Chair Clarke, Chancellor García, and Lieutenant Governor Kounalakis voting in favor, and with no opposed and no abstentions.

The Board of Trustees approved the following resolutions:

JOINT COMMITTEE ON EDUCATIONAL POLICY AND FINANCE

Integration of California State University Maritime Academy and California Polytechnic State University, San Luis Obispo
(REP/FIN 11-24-02)

RESOLVED, by the Board of Trustees of the California State University, that the plan proposed in Agenda Item 2 of the Joint Committee on Educational Policy and Finance, titled Integration of California State University Maritime Academy and California Polytechnic State University, San Luis Obispo, is approved; and be it further

RESOLVED, effective July 1, 2025, California State University Maritime Academy (Cal Maritime) and California Polytechnic State University, San Luis Obispo (Cal Poly) will function administratively as a single university under the leadership of California Polytechnic State University, San Luis Obispo with one president; and be it further

RESOLVED, as recommended by the Integration Steering Committee and approved by the Chancellor, the location encompassing all activities on the current 92-acre Cal Maritime campus shall be known as the "Cal Poly, Solano Campus." The unit at the Cal Poly, Solano campus responsible for the administration of the merchant mariner license-track programs, the training vessels, the Corps of Cadets, the port facility, and other associated programs and entities shall be known as the "Cal Poly Maritime Academy." Various approvals are required prior to implementing these naming changes, including approvals by accreditation agencies, and U.S. Maritime Administration, U.S. Coast Guard and other appropriate federal recognition. The effective dates for these naming designations shall therefore be determined by the Chancellor; and be it further

RESOLVED, that the Cal Poly, Solano Campus will be administered under the leadership of a vice president and CEO, who will report to the president and be a member of the Cal Poly leadership team. The Cal Poly Maritime Academy will be led by a superintendent who will also hold the rank of Rear Admiral in the U.S. Maritime Service; and be it further

RESOLVED, that an additional milestone in this integration shall be the completion of accreditation approvals such that all students become Cal Poly students effective the fall semester of 2026 when the integration of the two universities is complete as a singular degree-granting and accredited institution; and be it further

RESOLVED, that the Board of Trustees delegates to the Chancellor and her designees (including the president of California Polytechnic State University, San Luis Obispo) the authority to take any and all necessary actions to accomplish the integration of Cal Maritime and Cal Poly to become a legal and accredited singular degree-granting and accrediting institution. This delegation includes the authority to take all necessary actions to facilitate WSCUC review(s) and obtain WSCUC approval of substantive change processes, after which the institution will operate from a singular curriculum and will have consolidated (singular) programs and degree-granting authority. This delegation also includes the authority to adjust the target dates and timelines set forth in this resolution as necessary to allow for appropriate approvals by federal agencies and accrediting bodies.

COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL
Annual Report on Outside Employment for Senior Management Employees
(RUF 11-24-17)

RESOLVED, by the Board of Trustees of the California State University, that the 2023 Senior Management Outside Employment Disclosure Report, as cited in Item 2 of the Committee on University and Faculty Personnel at the November 20-21, 2024 meeting of the Board of Trustees, is approved.

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS
California State University San Marcos Integrated Science and Engineering Building
Schematic Design Approval
(RCPBG 11-24-10)

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

1. The California State University San Marcos Integrated Science and Engineering building project will benefit the California State University.
2. An Initial Study/Mitigated Negative Declaration (IS/MND) was prepared to evaluate the environmental effects of the California State University San Marcos Integrated Science and Engineering building and confirms that the project will not result in significant impacts that cannot be mitigated, pursuant to the requirements of CEQA (Public Resources Code Sections 21000 et seq.) and the CEQA Guidelines. The IS/MND was prepared in compliance with CEQA (Public Resources Code Section 21080 and the CEQA Guidelines Sections 15070 et. seq.).

3. This resolution is adopted pursuant to the requirements of Public Resources Code Section 21081 and the CEQA Guidelines Section 15091, which require that the Board of Trustees make findings regarding significant project effects prior to the approval of a project.
4. The Board of Trustees finds that the IS/MND reflects its independent judgment and analysis and hereby adopts the IS/MND and approves the project.
5. Mitigation measures contained within the Final IS/MND and applicable mitigation measures adopted in conjunction with the Campus Master Plan Update EIR certified in 1988 shall be implemented, monitored, and reported in accordance with the requirements of CEQA (Cal. Pub. Res. Code Section 21081.6).
6. The schematic plans for the California State University San Marcos Integrated Science and Engineering building project are approved at a project cost of \$110,609,000 at CCCI 9907.

COMMITTEE ON FINANCE

Approval to Issue Debt for an Affordable Student Housing Project at California State University, Long Beach (RFIN 11-24-10)

In coordination with CSU's Office of General Counsel, Orrick, Herrington & Sutcliffe LLP, as outside bond counsel, prepared a resolution that was distributed to the Board of Trustees prior to the November 20-21, 2024 meeting that authorized interim and permanent financing for the Project described in this agenda. The resolutions achieve the following:

1. Authorize the sale and issuance of the Trustees of the California State University Systemwide Revenue Bonds, and/or the sale and issuance of related Systemwide Revenue Bond Anticipation Notes, and/or the issuance of related debt instruments, including shorter term debt, variable rate debt, floating rate loans placed directly with banks, or fixed rate loans placed directly with banks, in an aggregate principal amount not-to-exceed \$57,720,000 and certain actions relating thereto.
2. Provide a delegation to the chancellor; the executive vice chancellor and chief financial officer; the assistant vice chancellor, Financial Services; and the assistant vice chancellor, Financing, Treasury, and Risk Management; and their designees to take any and all necessary actions to execute documents for the sale and issuance of the bond anticipation notes, the revenue bonds, and the related debt instruments.

Approval of the financing resolutions for this project as described in Agenda Item 2 of the Committee on Finance at the November 20-21, 2024, meeting of the CSU Board of Trustees is recommended for:

California State University, Long Beach Hillside North Student Housing

**Approval to Issue Debt for an Affordable Student Housing Project at California State University, Fresno
(RFIN 11-24-11)**

In coordination with CSU's Office of General Counsel, Orrick, Herrington & Sutcliffe LLP, as outside bond counsel, prepared a resolution that was distributed to the Board of Trustees prior to the November 20-21, 2024 meeting that authorized interim and permanent financing for the Project described in this agenda. The proposed resolutions will achieve the following:

1. Authorize the sale and issuance of the Trustees of the California State University Systemwide Revenue Bonds, and/or the sale and issuance of related Systemwide Revenue Bond Anticipation Notes, and/or the issuance of related debt instruments, including shorter term debt, variable rate debt, floating rate loans placed directly with banks, or fixed rate loans placed directly with banks, in an aggregate principal amount not-to-exceed \$19,770,000 and certain actions relating thereto.
2. Provide a delegation to the chancellor; the executive vice chancellor and chief financial officer; the assistant vice chancellor, Financial Services; and the assistant vice chancellor, Financing, Treasury, and Risk Management; and their designees to take any and all necessary actions to execute documents for the sale and issuance of the bond anticipation notes, the revenue bonds, and the related debt instruments.
3. Approval of the financing resolutions for this project as described in this Agenda Item 3 of the Committee on Finance at the November 20-21, 2024, meeting of the CSU Board of Trustees is recommended for:

California State University, Fresno Affordable Student Housing Project

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

**Naming of the San Francisco Federal Credit Union Gymnasium at San Francisco State University
(RIA 11-24-07)**

RESOLVED, by the Board of Trustees of the California State University, that the San Francisco State University Gymnasium be named the SF Federal Credit Union Gymnasium at San Francisco State University for a period not to exceed five years from the date of the agreement, and contingent upon receipt of the annual payment and fulfillment of the other terms as stipulated in the sponsorship agreement.