

## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

**Meeting:** 12:15 p.m., Tuesday, September 22, 2020  
Virtually via Teleconference

Wenda Fong, Chair  
Romey Sabalius, Vice Chair  
Silas H. Abrego  
Larry L. Adamson  
Jane W. Carney  
Rebecca D. Eisen  
Douglas Faigin  
Debra S. Farar  
Maryana Khames  
Christopher Steinhauser

- Consent**
1. Approval of Minutes of the Meeting of July 21, 2020, *Action*
  2. Recommended Amendment to Title 5 Regarding Ethnic Studies, *Information*
  3. California State University Board of Trustees Policy for Awarding Honorary Degrees, *Action*
  4. Academic Master Plan Update for a Fast-Track Program at San José State University, *Action*
- Discussion**
5. Research, Scholarship and Creative Activity, *Information*
  6. Graduation Initiative 2025, *Information*

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

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

**July 21, 2020**

**Members Present**

Wenda Fong, Chair  
Romey Sabalius, Vice Chair  
Silas H. Abrego  
Larry L. Adamson  
Jane W. Carney  
Rebecca D. Eisen  
Douglas Faigin  
Debra S. Farar  
Maryana Khames  
Christopher Steinhauser  
Lillian Kimbell, Chair of the Board  
Timothy P. White, Chancellor

Trustee Fong called the meeting to order.

**Approval of Minutes**

The minutes from May 12, 2020 were approved as submitted.

**Recommended Amendment to Title 5 Regarding Residency Reclassification – Financial Independence**

A summary of the relevant sections of Title 5 regarding determination of California residency was provided by Loren J. Blanchard, executive vice chancellor, and Ray Murillo, systemwide director of Student Affairs Programs. Mr. Murillo continued by presenting background on the student residency reclassification process for tuition purposes. The presentation highlighted proposed criteria in which a failure to demonstrate financial independence would not be an automatic denial of an application for residency reclassification. Such a change would better meet the needs of students with unique situations and create alignment with existing financial aid definitions.

**\*PLEASE NOTE: Due to the Governor's proclamation of a State of Emergency resulting from the threat of COVID-19, and pursuant to the Governor's Executive Orders N-25-20 and N-29-20 issued on March 12, 2020 and March 17, 2020, respectively, all members of the Board of Trustees may participate in meetings remotely, either by telephonic or video conference means. Out of consideration for the health, safety and well-being of the members of the public and the Chancellor's Office staff, the July 21-22, 2020 meeting of the CSU Board of Trustees was conducted entirely virtually via Zoom teleconference.**

Two amendments, including criteria for student populations for whom financial independence shall not be considered in a reclassification, were proposed to the committee as an information item during the May 2020 Board of Trustees meeting. During this meeting, the amendments were presented for board adoption.

Trustees inquired how consideration of COVID-19 might affect the proposed changes, when the financial assistance amount was last adjusted and what costs or forgone revenue might be associated with the amendments.

The committee unanimously recommended approval of the proposed resolution. **(REP 07-20-04).**

### **Recommended Amendments to Title 5 Regarding Ethnic Studies and Social Justice**

A summary of the history, evolution and impact of ethnic studies in the CSU was presented by Loren J. Blanchard, executive vice chancellor, and Alison Wrynn, associate vice chancellor, Academic Programs, Innovation and Faculty Development. Dr. Wrynn continued by reviewing the components of the proposed amendments to Title 5 that would modify CSU general education requirements. Adoption of the proposed amendments would result in requiring all CSU undergraduate students to complete one 3-unit lower-division course in Ethnic Studies and Social Justice as part of CSU General Education Breadth. The presentation also highlighted how an ethnic studies and social justice requirement would prepare students to live and work in a multi-cultural society, aligns with academic work occurring in California Community Colleges and how the requirement will be accommodated within the CSU General Education Breadth.

The amendments were proposed to the committee as an information item during the May 2020 Board of Trustees meeting. During this meeting, the amendments were presented for board adoption.

Trustees posed questions regarding how the academic senate and other stakeholders were engaged in the development of and consultation regarding the CSU proposal, what actions resulted from the original task force report recommendations and how the proposed requirement could be fulfilled by specific coursework. Trustees engaged in active discussion, voicing both support and concerns.

The committee recommended approval of the proposed resolution. **(REP 07-20-05).**

Trustee Fong adjourned the Committee on Educational Policy.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Recommended Amendment to Title 5 Regarding Ethnic Studies**

#### **Presentation By**

Loren J. Blanchard  
Executive Vice Chancellor  
Academic and Student Affairs

Alison M. Wrynn  
Associate Vice Chancellor  
Academic Programs, Innovations, and Faculty Development

#### **Summary**

The amendment to Title 5 introduced at this meeting and presented for board action at a future meeting of the Board of Trustees proposes to amend Title 5 § 40405.1. California State University General Education – Breadth Requirements. This item proposes amending California State University General Education – Breadth Requirements (40405.1) to revise the title of the lower division requirement in Ethnic Studies and Social Justice to read Ethnic Studies in order to comply with Section 89032 of the California Education Code, created by Assembly Bill 1460 (AB 1460).

#### **Background**

AB 1460 was signed into law by Governor Newsom on August 17, 2020 and created Section 89032 of the California Education Code. In order to comply with the new statute, Title 5 § 40405.1 must be revised to include this newly titled requirement.

The following resolution is proposed for adoption:

**RESOLVED**, by the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 66055.8 and 89030 of the Education Code, that section 40405.1 of Title 5 of the California Code of Regulations is amended as follows:

#### **§ 40405.1. California State University General Education – Breadth Requirements.**

(a) Each recipient of the bachelor's degree completing the California State University General Education-Breadth Requirements pursuant to this subdivision (a) shall have completed a program which includes a minimum of 48 semester units or 72 quarter units of which 9 semester units or 12 quarter units shall be upper division level and shall be taken no sooner than the term in which

the candidate achieves upper division status. At least 9 of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree. The 48 semester units or 72 quarter units shall be distributed as follows:

- (1) A minimum of 9 semester units or 12 quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.
- (2) A minimum of 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.
- (3) A minimum of 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages.
- (4) A minimum of 9 semester units or 12 quarter units dealing with human social, political, and economic institutions and behavior and their historical background.
- (5) A minimum of 3 semester units or 4 quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological, social, and psychological entities.
- (6) A minimum of 3 semester units or 4 quarter units at the lower-division in study designed to understand ethnic studies ~~and social justice~~.

The specification of numbers of units implies the right of discretion on each campus to adjust reasonably the proportions among the categories in order that the conjunction of campus courses, credit unit configurations and these requirements will not unduly exceed any of the prescribed semester or quarter unit minima. However, the total number of units in General Education-Breadth accepted for the bachelor's degree under the provisions of this subdivision (a) shall not be less than 48 semester units or 72 quarter units unless the Chancellor grants an exception.

(b) The president or an officially authorized representative of a college which is accredited in a manner stated in Section 40601 (d) (1) may certify the extent to which the requirements of subdivision (a) of this section have been met up to a maximum of 39 semester units (or 58 quarter units). Such certification shall be in terms of explicit objectives and procedures issued by the Chancellor.

(c) In the case of a baccalaureate degree being pursued by a post-baccalaureate student, the requirements of this section shall be satisfied if:

- (1) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

(2) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

Note: Authority cited: Section 89030, Education Code. Reference: Sections 66055.8 and 89030, Education Code.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **California State University Board of Trustees Policy for Awarding Honorary Degrees**

#### **Presentation By**

Loren J. Blanchard  
Executive Vice Chancellor  
Academic and Student Affairs

Alison Wrynn  
Associate Vice Chancellor  
Academic Programs, Innovations and Faculty Development

#### **Summary**

This item presents a revision to the current policy for awarding California State University (CSU) honorary degrees. The proposed amendments will clarify the intent of the policy adopted in 2015.

#### **Background**

The first CSU honorary degree awarded was a Doctor of Laws degree conferred on President John F. Kennedy in 1963 at San Diego State University. Since that time, 502 honorary degrees have been conferred across the system. In July 1983, the Board of Trustees, having consulted with the campus presidents and the Academic Senate of the California State University, approved a set of guidelines for awarding CSU honorary degrees. The guidelines have since been amended four times: in July 1990, January 1992, November 1994 and January 1996. In November 2015 the Board of Trustees adopted the current policy and, in the intervening years, opportunities to address ambiguities and procedural improvements have been identified.

#### **Proposed Revisions**

The first added statement clarifies that current faculty and staff, as well as members of their immediate family, are ineligible to receive an honorary degree, similar to the exclusion of incumbent members of the Board of Trustees, the incumbent chancellor and presidents.

The second addition is a procedural clarification to ensure that all parties are appropriately informed when a member of the Board of Trustees forwards a nomination. Trustees are requested to first consult with the chancellor before making a nomination.

#### **Recommended Action**

Ed. Pol.  
Agenda Item 3  
September 20-23, 2020  
Page 2 of 2

The following resolution is recommended for approval:

**RESOLVED**, by the Board of Trustees of the California State University, that the *California State University Board of Trustees Policy for Awarding Honorary Degrees*, as amended, included in Attachment A to Agenda Item 3 of the September 22, 2020 meeting of the Trustees' Committee on Educational Policy, shall supersede the Policy for Awarding Honorary Degrees and shall be approved for immediate implementation.



**THE CALIFORNIA STATE UNIVERSITY BOARD OF TRUSTEES  
POLICY FOR AWARDING HONORARY DEGREES**

Adopted November 19, 2015

**I. General Provisions**

- A. Honorary Degrees shall be awarded by the California State University (CSU) only at the doctoral level unless board action allows an exception.
- B. All honorary degrees shall be conferred by the Board of Trustees of the California State University, in the name of the California State University or in the names of the California State University and a campus.
- C. The board of trustees shall determine the number of honorary degrees to be awarded in any academic year. In most cases, the board will consider no more than two nominations from each campus in an academic year. Board members and the chancellor may submit nominations during the same period, with a limit of one trustee nomination for conferral at each campus during an academic year.
- D. A campus president and the chancellor will consult when a trustee submits a nomination for conferral at the president's campus. The president will advise the chancellor of any concerns. If the president and chancellor agree to support the nomination, it will be forwarded to the Trustees Subcommittee on Honorary Degrees for review and recommendation.
- E. The following honorary degree types shall be recognized for conferral by the CSU Board of Trustees:
  - 1. Doctor of Fine Arts (D.F.A.)
  - 2. Doctor of Humane Letters (L.H.D.)
  - 3. Doctor of Laws (LL.D.)
  - 4. Doctor of Letters (Litt.D.)
  - 5. Doctor of Science (Sc.D.)

Other types may be proposed to the board for consideration. However, the board will not authorize degree designations that are conventionally conferred as earned doctorates.

## **II. Criteria for the Awarding of Honorary Degrees**

- A. Honorary degrees may be awarded to recognize achievements in all parts of the world. Honorary degrees awarded should represent an appropriate balance between local and non-local, and academic and non-academic recipients, and degrees should represent a wide diversity of fields of endeavor.
- B. Service or benefaction to the university do not alone justify the awarding of honorary degrees. However, these criteria do not preclude nominees who are benefactors of the California State University. Personal relationships alone do not justify the awarding of honorary degrees.
- C. Nominees for honorary degrees must demonstrate high moral character, be distinguished in their respective fields, and the eminence of persons nominated must be widely recognized. Nominees must have demonstrated intellectual and humane values that are consistent with the ideals of the California State University, the aims of higher education, and with the highest ideals of the person's chosen fields.
- D. The following are the criteria for awarding California State University honorary degrees:
  - 1. To recognize inspirational character, excellence and extraordinary achievement in significant areas of human endeavor that reflect the objectives and ideals of the California State University.
  - 2. To honor meritorious and outstanding service to the California State University collectively or to individual campuses, the State of California, the United States, or to humanity at large.
  - 3. To recognize individuals whose lives, conduct, and significant achievements serve as examples of the California State University's aspirations for its diverse student body.
  - 4. The honoree must be present at the appropriate California State University function to accept the degree; or in case of the honoree's severe illness, a family member must be present at the appropriate function to accept the degree.
  - 5. A family member must agree to accept a posthumous degree at an appropriate California State University function.

### **III. Limitations on Eligibility**

Honorary degrees shall not be awarded to:

- A. Incumbent members of the Board of Trustees of the California State University;
- B. The incumbent chancellor of the California State University;
- C. Incumbent campus presidents of the California State University;
- D. A person who already has been awarded an honorary degree by the California State University;
- E. All incumbent elected officials; and
- F. Honorary degrees shall not be awarded solely on the basis of past or present employment by the California State University.
- G. Current faculty and staff, as well as members of their immediate family, are ineligible to receive an honorary degree.*

### **IV. Procedures for Selecting Honorary Degree Recipients**

In all steps of these procedures, utmost care is to be taken to ensure confidentiality. A breach of confidentiality could seriously embarrass the California State University and those individuals under consideration for the receipt of an honorary degree. Members of campus honorary degree selection committees and the Trustees Subcommittee on Honorary Degrees shall maintain the strictest confidences regarding nominations considered and recommended. No campus representative or trustee is to contact a prospective nominee to discuss the possibility of a nomination. Only after the chancellor officially informs the campus of trustee action may campus personnel discuss the honorary degree with the honoree.

- A. Recommendations of persons to receive honorary degrees are encouraged from any member of the California State University community, including trustees, the chancellor, presidents, faculty, students, administrative staff, alumni, campus advisory board members and other friends of the California State University. Such recommendations may include the type of honorary degree believed appropriate.
- B. Trustees who wish to forward a nomination shall first consult with the chancellor prior to making a recommendation.*

- C. In each nomination cycle, the campus (through the president) may submit two nominations for conferral in the current or immediately subsequent academic year. An approved degree may be awarded in the academic year in which it was authorized for conferral and no later than in the year immediately following the originally approved conferral year. Campuses are responsible for maintaining the limit of conferring only two campus-nominated honorary degrees in one academic year. Trustee-nominated degrees are not included in the limits of two campus-nominated and conferred degrees per year.
- D. Recommendations originating in any of the campus communities shall be submitted through the campus president. The submission shall note whether the degree is to be conferred only in the name of the California State University or in the names of the California State University and the campus. Recommendations originating elsewhere within the California State University community at large shall be submitted through the chancellor.
- E. Each campus president, after consultation with the executive committee of the campus academic senate, shall establish an honorary degrees selection committee that includes faculty representation. The committee shall review recommendations and assist in the development and compilation of materials in support of nominations to be forwarded. Following appropriate consultation with this committee, the president shall select no more than two nominations to be forwarded to the chancellor in any given academic year. Honorary degrees awarded to couples (as individuals) shall count as only one degree of the two nominations allowed for each campus annually.
- F. The chancellor, in turn, shall review and forward all qualified nominations, with any appropriate comments to a separately constituted Trustees Subcommittee on Honorary Degrees of the Committee on Educational Policy, which meets in conjunction with the annual January meeting of the board.
- G. The Trustees Subcommittee on Honorary Degrees shall be chaired by a member of the Committee on Educational Policy and shall be named by the chair of that committee. The Subcommittee shall be staffed by a member of the Academic and Student Affairs Division and shall include:
  - 1. One additional trustee (other than the chair of the subcommittee), to be named by the board chair;
  - 2. The chancellor or designee;
  - 3. Two presidents, to be named by the chancellor; and

4. The following representatives, to be appointed by the chancellor following consultation with the respective bodies:
  - a. Two faculty members nominated by the Academic Senate, CSU;
  - b. One alumnus nominated by the California State University Alumni Council; and
  - c. One student nominated by the California State Student Association.
- H. The Trustees Subcommittee on Honorary Degrees, meeting in closed session, shall review all nominations received, and shall forward to the Committee on Educational Policy each nomination with the subcommittee's notation of "recommended" or "not recommended," using the policies and criteria set forth in this policy as the basis for the subcommittee's determinations.
- I. The full Committee on Educational Policy, following similar procedures, shall forward to the full board for final consideration no more than two nominations per campus and those nominations originating with the board and/or the chancellor, indicating in each case the full committee's determination of "recommended" or "not recommended."
- J. The Board of Trustees, meeting in closed session, shall make the final determination in each case, and will, by virtue of its exclusive authority in this matter, agree to award the degree type it considers most appropriate.

## **V. Conferral of Degrees**

- A. Honorary degrees may be conferred during any California State University function that the board of trustees considers appropriate.
- B. If the degree is to be conferred only in the name of the California State University, the chair of the board of trustees, the chancellor, and the campus president, where appropriate, will participate in the conferral ceremony. Convention is as follows:
  1. When a campus is involved:
    - a. The chair of the board of trustees (or designee) will read the citation;
    - b. The chancellor, if present, or the campus president will confer the degree; and
    - c. The campus president (or designee) will hood the degree recipient.

2. When a campus is not involved:
  - a. The chair of the board of trustees (or designee) will read the citation;
  - b. The chancellor (or designee) will confer the degree; and
  - c. The vice chair of the board of trustees (or designee) will hood the degree recipient.
- C. If the degree is to be conferred in the names of the California State University and the campus, the chair of the board of trustees or designee will participate in the conferral ceremony. Usually the campus president or designee will confer the degree.
- D. The Chancellor's Office shall reimburse campus hood and regalia costs for trustee-nominated honorees. Costs associated with campus-nominated honorees will be the responsibility of the campus.

## **VI. Limits of Degree Authorization**

- A. Authorization to confer an honorary degree remains in effect for two academic years after board action. If a confirmed honoree cannot agree to accept the degree at an appropriate California State University function within the year following the originally planned conferral, the authorization shall be rescinded, and the honoree may be nominated subsequently by the same campus or a different campus during a later nomination cycle.
- B. If a CSU honorary degree holder is found not to uphold the criteria and standards for which the degree was awarded, the chancellor may hold the honorary degree in abeyance, pending board action. The board of trustees shall meet in closed session and by virtue of its exclusive authority in this matter shall make the final determination regarding whether any previously conferred honorary degree shall be revoked.

## **VII. Amending Honorary Degree Policy**

- A. Proposals for amendments to this policy may be directed to the chancellor, who will forward proposals to the chair of the board of trustees. The chair shall consider and may forward the proposed amendments to the Educational Policy Committee of the board. The Educational Policy Committee shall consider proposed changes and may present to the board a recommended action.

- B. The full board of trustees shall meet in closed session and by virtue of its exclusive authority in this matter shall make the final determination on proposed changes to honorary degree policy.

**History:**

Approved by the Board of Trustees July 1983

Amended by the Board of Trustees July 1990

Amended by the Board of Trustees January 1992

Amended by the Board of Trustees November 1993

Amended by the Board of Trustees January 24, 1996

Adopted as policy by the Board of Trustees November 2015

*Amended by the Board of Trustees September 2020*

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Academic Master Plan Update for a Fast-Track Program at San José State University**

#### **Presentation By**

Loren J. Blanchard  
Executive Vice Chancellor  
Academic and Student Affairs

Alison M. Wrynn  
Associate Vice Chancellor  
Academic Programs, Innovations and Faculty Development

#### **Summary**

In January of each year, campuses may expand their academic plans by submitting for trustee approval a list of proposed projections for new degree programs. A projection signals campus intention to implement a degree program, and approval authorizes the campus to begin developing a degree program proposal. Subsequent to trustee approval of projections in March, campuses may begin developing corresponding degree program proposals. To allow for an expedited proposal-review-approval-and implementation cycle, policy allows for submission of “fast-track” degree program projections each June, with trustee action following no later than the September board meeting. Fast-track proposals represent bachelor and master’s degree programs that can be implemented without major capital outlay, that do not require accreditation approval and that will require no expenditure beyond the campus’s existing resources. Trustee approval at the September meeting adds the program projection to the Academic Master Plan. This action allows the chancellor to approve the corresponding program proposal for implementation, following a system-level review indicating that the proposed degree program has been planned appropriately.

#### **Background**

To be proposed via fast-track, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus’s existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors.
3. The proposed program can be adequately housed without a major capital outlay project.
4. It is consistent with all existing state and federal law and trustee policy.



5. It is either a bachelor's or a master's degree program.
6. The proposed program has been subject to a thorough campus review and approval process.

### **Proposed Degree**

This year the Office of the Chancellor received one projection for a new degree program. A degree proposal may be developed only after trustees approve the preliminary step: a degree projection, which is a long-term plan to develop a degree program. The following fast-track proposal has been submitted by the campus, and the corresponding degree projection is proposed for inclusion in the CSU Academic Master Plan:

**San José State University**  
Master of Arts in Teaching  
Fall 2021, planned implementation

The following resolution is recommended for adoption and refers to a change in the CSU Academic Master Plan and the campus academic plan described in this agenda item.

**RESOLVED**, by the Board of Trustees of the California State University, that the amended projection to the Academic Plan for the California State University campus (as identified in Agenda Item 4 of the September 22, 2020 meeting of the Committee on Educational Policy) be approved and accepted for addition to the CSU Academic Master Plan and as the basis for necessary facility planning; and be it further

**RESOLVED**, that this projected degree program proposed to be included in the campus academic plan at San José State University be authorized for implementation, in fall 2021, subject in each instance to the chancellor's review, approval, and confirmation that there exists sufficient societal need, student demand, feasibility, financial support, qualified faculty, facilities and information resources sufficient to establish and maintain the program.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Research, Scholarship and Creative Activities**

#### **Presentation By**

Ganesh Raman  
Assistant Vice Chancellor  
Research

Mary Papazian  
President  
San José State University

#### **Summary**

Research, scholarship and creative activities are intrinsic to California State University (CSU), providing students with hands-on learning opportunities where they can develop and test hypotheses and push boundaries in pursuit of new knowledge benefitting California, the nation and the world. The CSU is distinctive for making this high-impact practice available to undergraduate students throughout its 23 campuses and 10 multi-campus affinity groups. As a result, CSU graduates are better prepared to meet today's opportunities and challenges and help transform tomorrow.

Research, scholarship and creative activities also provide an effective strategy for improving student success. Undergraduate research, for example, develops purposefulness, perseverance and collaboration, empowering students and leading to their academic success. Students gain opportunities for deep learning when they work side-by-side with faculty on research, scholarship and creative activities.

#### **Background**

This year has brought unprecedented change, and challenges, to CSU students and faculty. Yet in the face of a global pandemic, racial unrest, economic hardships and wildfires, the need for innovative research, ground-breaking scholarship and creative expression has never been more pronounced for our local communities, the state and the world.

Our faculty experts and undergraduates, oftentimes in partnership with regional affinity groups and government agencies, are exploring areas of directed research that are vital to our collective future. Whether it is efforts to measure and address climate change, remove barriers to student learning, gain better understanding of our universe or create deeper connections to our shared

humanity, these and so many other scholarly and creative efforts of CSU students are contributing to solve society's most urgent and vexing problems. What's more, such activities also help faculty advance their fields of expertise, providing them with opportunities to explore new possibilities and to integrate contemporary scholarship into the curriculum.

And although the scope of research and scholarship at the CSU can be immense, what remains at that heart of this effort is to advance the system's mission of student success and inclusive excellence. CSU campuses continue to pursue external funding grants specifically aimed at engaging and retaining underrepresented students in scientific and technical fields. In addition, creative activities have grown to embrace, and provide a voice for, historically oppressed groups. Through the experience of directed research and creative endeavors, the CSU is preparing a diverse and educated workforce to help lead the future of California.

### **External Funding Accomplishments**

Examples of grants and contracts in areas of education, equity, student success, health research and creative activity received by CSU faculty during the 2019-20 academic year are listed below.

#### *Funding for Education Programs in STEM Fields, Equity and Student Success*

Many of our campuses received federal funding in the areas of education in STEM fields, equity and student success. These awards support the CSU's mission of ensuring equitable opportunity for all students, regardless of their background so that they are prepared to succeed in pursuing careers in Science, Technology, Engineering and Mathematics (STEM) fields. These grants also help in building institutional capacity for effective undergraduate and graduate education.

Selected grants are listed below:

#### California State University, Bakersfield

Funding agency: U.S. Department of Education

Total award: \$2,999,230

Title of proposal: Increasing Hispanic STEM Related Degree Completion

Investigators: Debra Jackson and Anna Jacobsen

#### California State University, Chico

Funding agency: National Science Foundation

Total award: \$2.2 million

Title of proposal: CEMUR: Cultivating a Culture of Entrepreneurial Mindset and Undergraduate Research

Investigators: David Alexander, Debra Larson, Kate McCarthy and Lorena Navarro

California State University, Dominguez Hills

Funding agency: National Science Foundation

Total award: \$1,294,133

Title of proposal: Leveraging a Faculty Community of Practice Model of Professional Learning to Enhance Diversity, Equity, and Inclusion in STEM Teaching, Learning, and Leadership

Investigator: Kim Costino

California State University, Long Beach

Funding agency: National Science Foundation

Total award: \$2,099,874

Title of proposal: An Active Learning-based Educational Program for Hispanic STEM Students through Industry-University Partnership

Investigators: Ehsan Barjasteh, Susan Gomez-Zwiep, Shahab Derakshan and Parviz Yavari

California State University, Northridge

Funding agency: National Aeronautics and Space Administration

Total award: \$2,849,950

Title of proposal: Autonomy Research Center for STEM

Investigators: Nhut Ho

California State Polytechnic University at Pomona

Funding agency: U.S. Department of Education

Total award: \$3 million

Title of proposal: Project CAMINOS: Focused on institutional capacity building for undergraduate education for URM students for student success

Investigators: Terri Gomez and Sep Eskandari

Funding agency: U.S. Department of Education

Total award: \$2.69 million

Title of proposal: Project LOGRAR: Focused on graduate education infrastructure and services to recruit and support URM students to success in graduate studies

Investigators: Laura Massa and Salomon Oldak

California State University, Sacramento

Funding agency: National Science Foundation, IUSE grant

Total award: \$2,679,250 over five years

Title of proposal: Expanding Sustainable Interdisciplinary Research to Inspire Undergraduate Success

Investigators: Kelly McDonald, Enid Gonzalez-Orta, Julie Fogarty, Catherine Ishikawa and Linda Zarzana (professor at American River College)

Funding agency: National Science Foundation, Hispanic Serving Institutions program  
Total award: \$1,814,649 over five years  
Title of proposal: Achieving STEM Persistence through Peer Assisted Learning and Leadership Development  
Investigators: Julie Fogarty, Jennifer Lundmark, Troy Topping and Robin Altman

California State University, Sonoma

Funding agency: National Science Foundation  
Total award: \$1,400,000  
Title of proposal: Transformative Inclusion in Postsecondary STEM: Towards Justice (TIPS Towards Justice)  
Investigators: Dr. Brigitte Lahme, Ben Ford and Omayra Ortega.

*Funding Connected to Health and COVID-19*

Professor Hala Madanat of SDSU heads the evaluation of several National Institutes of Health funded grants, and is the lead principal investigator of the \$12 million San Diego State University/UCSD Cancer Center Partnership. It serves several purposes: advancing discovery in cancer research, reducing cancer health disparities in the region, and providing research opportunities for underrepresented minority students with the aim of developing a pipeline of future researchers from diverse backgrounds. Professor Madanat (with Co-Investigator Professor Corinne McDaniels-Davidson) also leads Communities Fighting COVID-19, a \$3 million contact tracing program funded by the San Diego County Health & Human Services Agency. The project focuses on underserved communities, with Black and Spanish-, Arabic- and Tagalog-speaking health workers trained to help stop the spread of COVID-19.

The National Science Foundation also provided funding of \$199,030 to Professor Claudia Luke of California State University, Fullerton through a RAPID grant to work on “The virtual field: educational mitigation for the COVID-19 pandemic.”

An effort coordinated by Dr. Frank Gomez of STEM-NET on reimagining laboratory work during COVID-19 resulted in funding of about \$200,000 for four CSU campuses (Channel Islands, East Bay, San Bernardino and San Luis Obispo).

*Private Foundation Funding Benefits Students from Low Income Backgrounds*

The Genentech Foundation’s recent \$10.5 million grant to San Francisco State University’s College of Science & Engineering will be distributed over five years. The grant will fund three initiatives managed by the college’s Student Enrichment Opportunities Office. Approximately 80% of the grant will support students from low-income backgrounds, with the remainder going to the management and staffing of the program. Awards will be made annually to 92 undergraduates and 20 graduate students. Recipients will be provided with opportunities to engage

in research, supportive workshops, colloquia, mentoring, special classes, speaker series, tutoring and seminars. A primary goal of the Genentech Foundation programs, designed by Professor Emeritus of Biology Frank Bayliss, is to alleviate the need for STEM students to work additional jobs, so they have time to engage in research instead. Lab experience is also often a requirement for students applying to Ph.D. programs after graduation.

### *Creative Activity*

In the CSU, creative activities are subject to discipline-specific standards for judging academic excellence. Faculty artistic contributions undergo peer evaluation, can qualify for funding from nationally competitive grants, may be included in scholarly conferences and journals and have specific criteria for tenure and promotion. The role research plays in affecting change and solving problems may be more familiar than is the role played by the academic field of arts, which has its own disciplines, theories, critical analyses, standards of excellence, grant funders and procedures for peer review of quality.

Selected grants are listed below:

#### Humboldt State University

Funding agency: National Endowment for the Arts

Total award: \$15,000

Title of proposal: Big Read Humboldt

Investigator: Cyril Oberlander

#### California State University, Stanislaus

Funding agency: California Humanities

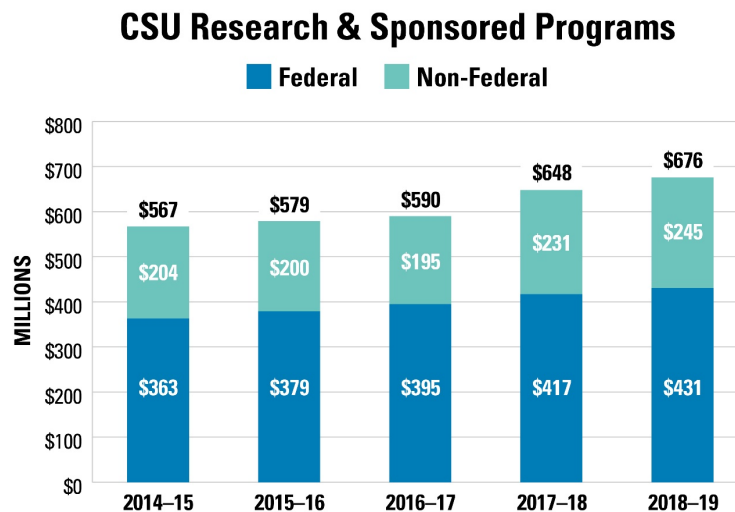
Total award: \$19,921

Title of proposal: Tell Our Stories: Artifacts from the Assyrian Genocide

Investigators: Erin Hughes

### **External Funding**

As demonstrated in the chart below, total external funding—grant and contract expenditures—for CSU research and sponsored programs has increased steadily over the past several years. In 2018-19, the most recent year for which data are available, the total amount was \$676 million. This is an increase of \$28 million from the previous year's \$648 million in external grant-funded expenditures.



Unlike state funds that are used exclusively for basic university operations, faculty compete for these external funds, which are used for innovative projects that benefit local communities and prepare students for 21st century careers.

These external funds include approximately \$82 million to cover institutional overhead, also known as indirect costs. Programs in research, scholarship and creative activities have associated infrastructure expenses that are recovered with indirect costs budgeted into the application for external funding.

### Research in the CSU

Examples of faculty-led and student-led research can be found at all 23 CSU campuses. The following research focuses on addressing the needs facing local communities, California, the nation and the world. Selected examples are included below.

#### *California State University, San Marcos*

CSU San Marcos Professor Gerardo Dominguez is helping to unlock the mystery of the origin of water on the surfaces of asteroids. In his co-published article in *Nature Astronomy*, “Regenerative Water Sources on Surfaces of Airless Bodies” the physics professor answers the question: “How do water and hydroxyl radicals surface on asteroids sluicing through space?” The article concludes that low-temperature oxidation of organics and mineral dehydration are the source of surface water and are transformed through the impact of micrometeorites and the heat

pulses generated during an asteroid's travels. This past summer, a CSU San Marcos team led by Professor Dominguez was one of eight research teams from around the country awarded a \$10.5 million NASA grant to study the origins of ice on the moon.

*California State Polytechnic University at Pomona*

Cal Poly Pomona graduate student Xianmei Lei is the software lead for CATE—Cal Poly Pomona Autonomous Touring Experience. It looks like a robot and runs on a robot operating system, but it's more than that. It's a prototype for an autonomous vehicle that ultimately will serve as a driverless electric cart navigating college campus walkways. The project is a collaboration of Pomona's computer science department in the College of Science, the College of Engineering and the College of Business. Dr. Amar Raheja, computer science professor and Lei's faculty adviser, serves as a resource for this student-driven project that prepares students to conduct research and solve problems.

*California State University Maritime Academy*

Dr. Alejandro Cifuentes-Lorenzen, assistant professor of oceanography at CSU Maritime Academy, currently leads a National Science Foundation collaborative research award. The project focuses on the mechanical energy transfer across the air-sea interface and the role of surface gravity waves at the boundary by dynamically linking the atmosphere and ocean through a unique set of measurements. By measuring the turbulence across the air-sea interface, the researchers hope to enhance the understanding of coupled boundary layer dynamics and improve existing and future air-sea interaction parameterizations to improve ocean-atmosphere circulation and climate models. Undergraduate research experiences are being provided through an existing NSF-REU program (URI) and a new NSF-REU supported student at Cal Maritime.

*California State University, Chico*

The 2018 Camp Fire, which nearly destroyed the town of Paradise in Northern California, released toxic metals and chemicals into the environment as a result of burned houses, industrial structures, cars and more. What remains unknown is the impact these elements have on water quality. Dr. Sandrine Matiassek, assistant professor of geological and environmental sciences, and Dr. Jackson Webster, assistant professor of civil engineering, are collecting a benchmark set of water samples at Chico State. Currently no technologies exist for fast and cost-effective water quality monitoring outside of a controlled lab environment. Their work, in partnership with faculty at Northwestern University, implements a new synthetic biology platform to quickly monitor water quality in the field.



*California State University, San Bernardino*

CSU San Bernardino alumnus Bryan Castillo's (MS, Earth and Environmental Sciences, '19) award-winning master's thesis focused on the San Andreas Fault. When the largest earthquake to hit California in 20 years struck Ridgecrest last year, it was no surprise to find Castillo alongside geologists, students and researchers from across the nation investigating the damage and collecting data. The data will be shared with the volunteer-run organization, California Earthquake Clearinghouse. Castillo also worked with world-renowned geophysicist Dr. Roger Bilham of the University of Colorado Boulder to study the area. He helped set up creepmeters (instruments that measure the slow movement of fault lines) along the earthquake rupture and other nearby faults. They subsequently published their findings—Castillo's first-co-authored paper—in *Seismological Research Letters*.

*California State University, San Francisco*

Dr. Karina Nielsen, director of the Estuary & Ocean Science (EOS) Center and San Francisco State biology professor, is leading the first-ever efforts to perform long-term scientific monitoring of ocean acidity and carbon dioxide in the waters of the San Francisco Bay. Waters from the Pacific Ocean and the Sierra meet in San Francisco Bay. In terms of pollution, the focus traditionally has been on the water brought to the bay by rivers and runoff from the land. However, deep, cold ocean waters that upwell along the California coast may bring their own issues. A portion of the carbon dioxide released into the atmosphere by burning fossil fuels is absorbed by the world's oceans, making them more acidic. This acidity has the potential to affect a variety of marine and estuarine life. The Bay Ocean Buoy (BOB), and its companion mooring for Marine Acidification Research Inquiry (MARI), is made possible through funding obtained from the Environmental Protection Agency.

*California State University, Stanislaus*

Growing the understanding about the vast opportunities in the agriculture industry for students of all ages is behind the partnership between Stanislaus State and the Stanislaus County-based National Ag Science Center. The center's most prominent feature is its Ag in Motion mobile classroom. Inside are hands-on learning labs that 15,000 students, all seventh- and eighth-graders in Stanislaus County, experience throughout the school year. Activities include "CSI Strawberry," where students extract DNA from one of the 200-seed pieces of fruit and "Astronaut Farmer," where students determine whether crops can be grown on the moon. A microscope allows students to look at magnified bugs in the "Zombie Bug Lab." Professor Oluwarotimi Odeh, the Rolland Starn Endowed Chair in Agriculture, oversees the partnership that includes Stan State students serving as Ag Ambassadors.

## **Scholarship and Creative Activities in the CSU**

Faculty scholarship benefits students, particularly as faculty weave their research into curricula and include students in the research and scholarship process. Between 2014 and 2019, CSU faculty authored 38,000 journal publications, the majority of which included student co-authors. Creative activities are subject to discipline-specific standards for judging academic excellence. Faculty artistic contributions undergo peer evaluation, can qualify for funding from nationally competitive grants, may be included in scholarly conferences and journals and may be judged by specific criteria for tenure and promotion.

Below are some prime examples of those scholarly and creative works at the CSU.

### *California State University, Bakersfield*

A native of Delano, California, Maria Rodriguez found herself wanting to learn more about the grape boycott and creation of the United Farm Workers that originated from her hometown and which helped to birth the Chicano movement. Her passion, which sparked as an undergraduate at CSU Bakersfield, only grew when she returned to complete her master's degree in Spanish. Her thesis on the effect of the Chicano movement evolved into the documentary, "5 Decades Later: The Aftermath of the Grape Strike." In the film, she explores the lasting impact of the Chicano movement. Ultimately, she hopes that legacy will be preserved and shared with local schools as a teaching resource.

### *California State University Channel Islands*

A 17-foot California condor sculpture, created by CSU Channel Islands art students Isela Munoz, Jenica Zeta and Maria Zuart soars over Bitter Creek National Wildlife Refuge. They created the project for CSUCI art professor Matt Furmanski's capstone class in partnership with the U.S. Fish and Wildlife Service. In addition to the sculpture, the trio created murals depicting native flora and fauna for the refuge's bunkhouse used by researchers, volunteers, rangers and staff. The 23,572-acre refuge is located approximately two hours north of CSUCI in the Los Padres National Forest at Dough Flat. In 1985, the U.S. Fish and Wildlife Service began acquiring land in the area to conserve threatened and endangered plants and wildlife. The refuge provides habitat for several listed species, but its primary goal is to preserve essential foraging and roosting habitat for the endangered condor.

### *San José State University*

San José State Associate Professor of Journalism Duane "Michael" Cheers, a great-grandson of slaves, is digitally preserving nearly 1,000 damaged photographs and personal documents belonging to W.E.B. Du Bois, the first African American to earn a doctorate from Harvard University and a co-founder of the NAACP. During a 2016 visit to the W.E.B. Du Bois Centre for

Pan African Culture in Accra, Ghana, Professor Cheers noticed ants and termites had eaten away at the materials Du Bois had brought to the home where he died in 1963. The institute granted his request to digitize the materials for preservation. Ultimately, the artifacts belonging to the sociologist, civil rights activist and historian will be added to the collection at the Dr. Martin Luther King, Jr. Library.

## **Systemwide Collaborations**

The CSU is uniquely positioned to have a statewide impact through collaborative research across disciplines and campuses. Through a number of multi-campus partnerships, the CSU brings together researchers from across the 23 campuses to share expertise, initiatives and facilities. As a result of these collaborations, faculty advance knowledge and expose their students to diverse perspectives, regional issues and innovative partnerships.

### *Affinity Groups*

The CSU has 10 multi-campus affinity groups that support research collaborations on a breadth of topics that are important to California.

### Agricultural Research Institute

Through the power of the CSU, the Agricultural Research Institute (ARI) enables applied research that benefits California agriculture, natural resources and food systems while cultivating the next generation of agricultural leaders. The ARI maximizes research dollars and provides actionable, quality research that solves real world challenges and builds opportunity.

Six campuses comprise ARI: Chico, Fresno, Humboldt, Monterey Bay, Pomona and San Luis Obispo. The ARI also engages faculty from multiple disciplines across the entire CSU system to address challenges and opportunities facing California agriculture. ARI faculty conduct research issues related to climate change and sustainability—and growing areas of research, including supply chain efficiency, automation and mechanization, transportation/logistics and human nutrition. ARI students are scientists- and agricultural-leaders-in-training. Working closely with faculty on research projects, they gain comprehensive understanding about their discipline and build critical thinking skills. CSU students are the backbone of the research conducted by the ARI. Each year the ARI funds approximately 125 projects, and virtually all projects support student training. In fiscal year 2019-20, 236 students benefited from 58,000 hours of paid career mentoring and scientific training that prepared them to enter the workforce with necessary experience and skills.

By providing matching funds to industry and agency research dollars, the ARI leverages resources and research funds to provide actionable, quality research that solves real world challenges and builds opportunity. Reflecting the nature of agriculture, its projects address broad issues facing agriculture, with a common goal to advance knowledge, offer solutions and develop future leaders to sustain California's agricultural and natural resource industries well into the future.

#### Council on Ocean Affairs, Science and Technology

The CSU Council on Ocean Affairs, Science & Technology (COAST) is the umbrella organization for marine, coastal and coastal watershed-related activities within the CSU. COAST provides funding to CSU faculty members and students to conduct research that advances our knowledge of marine and coastal resources and the processes that affect them.

COAST is deeply committed to student engagement and development. This year, COAST initiated a sustained campaign to promote equity and inclusion of students from underrepresented groups in marine science. COAST envisions a future in which more students of color go on to pursue advanced degrees and successfully join the marine science workforce, particularly as educators where they can serve as mentors to future students.

In early 2020, COAST launched the State Science Information Needs Program, a new initiative that focuses directly and exclusively on supporting California's highest priority marine, coastal, and coastal watershed related needs for scientific information. In the coming months, COAST will award \$1.6 million to CSU faculty members conducting research on both microplastics and sea-level rise.

#### CSU Program for Education and Research in Biotechnology

The CSU Program for Education and Research in Biotechnology (CSUPERB) mission is to develop a professional biotechnology workforce by catalyzing and supporting collaborative CSU student and faculty research, innovating educational practices and partnering with the life science industry. CSUPERB faculty are committed to ensuring that all CSU biotechnology students have access to an education that integrates experiential learning, especially team-based research and entrepreneurial projects.

Howell-CSUPERB Scholars conduct CSU faculty-mentored undergraduate research in their third or fourth year of college and are supported by CSUPERB and philanthropic partner, the Doris A. Howell Foundation for Women's Health (DAHf). After 20 years of data, we can trace career trajectories of CSU alumni as they enter graduate and medical schools, accept jobs in biotechnology and pharmaceutical companies, and begin practicing as physicians and become assistant professors. In Spring 2020, \$642,855 was awarded to undergraduate researchers (2000-2020), of which \$334,287 of those funds were donated by DAHF. Marisa Briones is an example

of a Howell-CSUPERB scholar who graduated from California State University, Northridge, went on to complete her Ph.D. from UCLA and has cofounded BDH Pharma.

#### California Desert Studies Consortium

The CSU Desert Studies Consortium is a collection of seven CSU campuses—Dominguez Hills, Fullerton, Los Angeles, Long Beach, Northridge, Pomona and San Bernardino. The Consortium hosts several desert-related education, research and outreach activities each year, as well as operates the CSU Desert Studies Center (DSC) located in the Mojave National Preserve.

The Desert Studies Center is a premier location and resource for research and education in geology, geography, biology and anthropology—among other areas—pertaining to California’s deserts and the American West. Typically, more than 20 research groups use the DSC annually, with more than 30 CSU field courses basing their field work from the station. In 2019-20, only half the usual visitors used the station owing to its closure during the COVID-19 pandemic.

In 2019-20, the Consortium hired a new education and research coordinator to be based at the DSC, Dr. Anne Kelly. Dr. Kelly has embraced the disruption caused by the pandemic to initiate and facilitate new remote learning programs based from the DSC. One of these programs, titled the Virtual Field Project, is a National Science Foundation-funded collaboration with colleagues from Sonoma State. The program will film field experiences at research stations globally (including the DSC) to teach field-based skills that would otherwise be difficult to demonstrate in the classroom.

#### CSU Shiley Institute for Palliative Care

As the population ages, the CSU Shiley Institute for Palliative Care works to train healthcare professionals through evidence-based, online and in-person palliative care programs for all clinical disciplines. The Institute, located at CSU San Marcos, includes CSUSM, Fresno State, and CSU Monterey Bay as formal partners, and is in discussions with several more campuses. The Institute supports palliative care education throughout the CSU by collaborating with campus partners, developing faculty resources and hosting an annual national symposium to advance palliative care research, teaching, and practice.

With funding from the California Health Care Foundation, the Institute members created a faculty toolkit for palliative care curriculum integration. The toolkit is a web-based repository of teaching and learning resources that can be used in any classroom. Twenty CSU faculty members piloted the toolkit in 2019, reaching 1,170 students in departments including psychology, nursing, social work, sociology, human development and gerontology. The Institute is working to expand the toolkit and disseminate it more widely across the CSU and beyond.

Dr. Pam Kohlbry, the Institute's director of university relations and research, has also recruited a work group representing about 10 CSU campuses to develop a collaborative proposal related to pending federal legislation and funding that would support palliative care education and faculty training.

#### Moss Landing Marine Laboratories

Moss Landing Marine Laboratories (MLML) is a field station with state-of-the-art research equipment and is a department of San José State University (SJSU) delivering a Master of Science for CSU campuses in central California. MLML is known for its hands-on, field-oriented approach that places students and researchers at the forefront of marine science worldwide. With funding from the National Oceanic and Atmospheric Administration and COAST, MLML/SJSU is collaborating with CSU Monterey Bay on effects of ocean acidification and hypoxia on fishes. MLML scientists also are working with Humboldt State and Cal Poly to monitor marine protected areas statewide. A CSU Agricultural Research Institute project with CSU Monterey Bay is using metagenomic methods to characterize microbial gene activity in groundwater, and CA Sea Grant is funding work between MLML and San Diego State assessing vessel impacts on rhodolith beds.

#### Ocean Studies Institute

The Ocean Studies Institute (OSI) is a consortium of CSU campuses that is pooling resources to more effectively explore the ocean and coastal regions. It is based out of the Los Angeles Harbor and includes nine campuses—Channel Islands, Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona, San Bernardino and San Marcos—addressing research and education on urban ocean and coast sciences.

A recent example of OSI research is a continuing investigation into the life history of juvenile giant sea bass raised in captivity by Dr. Larry Allen, professor of biology at CSU Northridge. Despite the on-going COVID-19 crisis, Dr. Allen and his students in cooperation with Dr. Chris Lowe of the CSU Long Beach's Shark Lab are inserting acoustic tags into 25, one-year old giants in order to track their movements for up to one year after release. The young fish will be tracked using an array of acoustic receivers near the Los Angeles Harbor's Federal Breakwater.

#### Social Science Research and Instructional Center

CSU's Social Science Research and Instructional Center (SSRIC) supports the development and use of quantitative research skills among CSU students, faculty and staff. Activities include hosting an undergraduate research conference each spring, allowing students to present their work, receive feedback and gain experience presenting to others. It also provides awards that facilitate CSU faculty participation in statistical training workshops and allows CSU faculty to place questions on *CALSPEAKS* surveys of California public opinion. Additional stipends are provided to CSU

faculty for developing new instructional materials—including teaching modules, exercises, free textbooks and statistical software guides—that are made freely available to CSU students and faculty member via the SSRIC website. The center also provides all CSU campuses access to more than 70,000 social science databases.

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

Within the next few years, California will have more STEM jobs than any other state in the nation. Hence, it is critical for today's students to have a strong foundation in STEM to meet the workforce needs and the needs of California's burgeoning innovation economy. The CSU is the largest four-year public university system in the United States with more than 480,000 students and is the largest supplier of engineers and leading supplier of top-tier talent to California's high-tech companies.

STEM-NET connects and strengthens faculty research and educational collaborations across the CSU system and across disciplines thereby building research and educational capacity. It expands opportunities for active learning, innovative pedagogy and supports CSU faculty in developing grant proposals with potential for scaling and sustainability with high impact and fundability. STEM-NET provides opportunities for students to pursue STEM careers via involvement in research activities. Through this experience, students learn teamwork and problem solving while also gaining skills to be successful in their future studies and careers. Working with all 23 campuses, STEM-NET helps to inspire students in STEM fields thereby strengthening the California workforce of tomorrow.

#### Water Resources and Policy Initiatives (WRPI)

Founded in 2008, Water Resources and Policy Initiatives (WRPI) is developing and executing solutions for sustainable water resource management that change the way California manages water. It is composed of more than 250 water experts from all 23 campuses across the CSU and is focused on developing water management solutions through research, partnerships, education and training, while providing students directed research opportunities. Through WRPI, the CSU has developed internship programs with the U.S. Department of Agriculture and the Environmental Protection Agency so that students enter the workforce ready to develop solutions for business, government and the public.

In 2018-2019, WRPI provided more than 210 individuals from 20 CSU campuses with faculty research incentives, internship programs and the opportunity to participate in an annual conference. Additionally, WRPI collaborated with other water agencies to co-host symposia on arsenic in water, homelessness and juvenile salmon bioenergetics. WRPI also commercializes new ideas and services in water industries that are making irrigation more efficient than ever. Finally, WRPI and partners are working with communities to promote water education with a WaterTalks toolkit program in the Los Angeles and Ventura regions.

## **Conclusion**

CSU research, scholarship and creative activities contribute to the intellectual and creative vibrancy of campus life while offering solutions to real-world problems. As a high-impact practice, these activities are critical to the success of Graduation Initiative 2025 and to fulfilling the CSU mission of student success, faculty excellence and service to California and beyond.



## **COMMITTEE ON EDUCATIONAL POLICY**

### **Graduation Initiative 2025**

#### **Presentation By**

Loren J. Blanchard  
Executive Vice Chancellor  
Academic and Student Affairs

Jeff Gold  
Assistant Vice Chancellor  
Student Success Strategic Initiatives

Bill Covino  
President  
California State University, Los Angeles

#### **Summary**

As California State University's (CSU) signature program designed to increase degree completion rates and eliminate equity gaps for students from historically underserved communities, Graduation Initiative 2025 continues to drive change systemwide. This information item provides an update on how campuses have prioritized student success in creative ways – such as leveraging technology to reimagine student learning and advisement – despite the challenges created by a global pandemic. Also highlighted in this item are resources provided to staff, faculty and administrators to inform and inspire these efforts including the Certificate Program in Student Success Analytics and the Graduation Initiative 2025 Fall Convening. Additional data, including updated figures on four- and six-year graduation rates and progress in eliminating equity gaps, will be presented at the November 2020 meeting of the Board of Trustees.

#### **Background**

The last six months have brought unprecedented change to the CSU as a result of COVID-19. On the guidance of government and public health officials, CSU leaders made the difficult decision to suspend in-person activities on campuses last March. In less than one month, all 23 campuses – from Humboldt State in the north to San Diego State in the south – successfully transitioned to online instruction and virtual student support. Since then, students, faculty and staff have had to recalibrate what it means to learn and thrive in a virtual environment. Many faculty have embraced their role as learners as they add new tools and modalities to their instructional repertoire. Unfortunately, the pandemic has exacerbated disparities in public health and employment for

already vulnerable populations. According to the Pew Research Center, one quarter of young adult workers (ages 16-24) lost their jobs from February to May. Many CSU students, facing job loss or reduced income for themselves or family members, have turned to campuses to meet a growing demand for basic needs that now include access to learning technology such as laptops and reliable WiFi.

### **Initiative Priorities**

What has not changed in the face of these challenges is the CSU's commitment to improving learning outcomes for all students and reducing equity gaps across all campuses. The following represents the CSU's aspirational goals with respect to the six operational priorities that inform Graduation Initiative 2025:

- **Academic preparation:** We will provide CSU students, including those who require additional academic support, the opportunity and support needed to complete 30 college-level semester units – 45 quarter units – before beginning their second academic year.
- **Enrollment management:** We will ensure students are able to enroll in the courses they need, when they need them.
- **Student engagement and well-being:** We will continue to address the well-being of all CSU students while fostering a strong sense of belongingness.
- **Financial support:** We will ensure that financial need does not impede student success.
- **Data-informed decision making:** We will use evidence and data to identify and advance the most successful academic support programs.
- **Administrative barriers:** We will identify and remove unnecessary administrative impediments.

One critical academic and student support strategy that cuts across all six priorities is advising. From assisting students in exploring academic and career options and supporting students in navigating the college experience to ensuring that students have a consistent connection to the campus community, the CSU faculty, staff and peer students who provide advisement services help anchor a student's undergraduate journey. Prior to the COVID-19 pandemic, campuses worked diligently to implement a balance of "high-tech" and "high-touch" student advising services at scale. CSU campuses have been national leaders in the adoption of technology platforms which provide students with accessible, real-time academic planning and navigation tools. With the power of these technology tools already in place, the "high touch" human element of advising has fostered powerful new connections with students.

## **Meeting the Moment**

The following are just three examples where faculty, staff and administrators have collaborated to provide students with innovative solutions to existing and emerging challenges in timely degree completion. In these specific cases, campuses have leveraged a set of tools from the Education Advisory Board (EAB), an organization that supports more than 1,400 schools, colleges, and universities on topics such as enrollment management, student success, institutional operations and strategy. EAB Navigate, a student success management system, helps campuses to successfully pivot to online support services and address student needs proactively. EAB links administrators, faculty, staff and advisors in a coordinated care network to support students from enrollment to graduation and beyond. In just over three years, the CSU system has gone from seven campuses to 18 campuses using EAB Navigate. In June 2019, the Chancellor's Office expanded the original agreement to offer campuses a new student facing feature of Navigate called "Smart Guidance". Currently, there are five pilot campuses implementing this tool which includes a mobile application, a pre-populated academic planner and schedule optimizer for registration. The Smart Guidance pilot project is targeted for completion in time for fall 2021 registration, with several of the pilot campuses conducting a soft launch during fall 2020. The early investment in EAB provided CSU a head start in supporting students in a virtual learning environment, as highlighted by the successful experiences of Cal State L.A., Pomona and Sonoma outlined below.

### California State University, Los Angeles

Meeting students where they are at has been a longstanding mindset at Cal State L.A. and has taken on additional resonance during the last six months. By removing barriers, improving access, building relationships and promoting equity, the campus has experienced significant success. In fact, the pandemic provided Cal State L.A. with the opportunity to accelerate its transition from a reactive to a proactive advising mindset. Whereas in the past students would seek out advisors, advisors now regularly reach out to students. Students have now established relationships with a person, not a center or department. Communication outreach has been rewired from "send and wait" email outreach to an intentional schedule of email communications, phone calls and follow-ups. Student difficulties that would normally trigger a response are mitigated now through student progress reports that signal the need for proactive intervention *before* an issue arises. Initial results have been positive, with an increase of 12% in scheduled advising appointments and a decrease of 9% in cancelled or no-show appointments compared to last year.

Cal State L.A. has also reimagined new student registration. Last year, students would have attended a one-day event with general information sessions in the morning followed by large-scale class registration sessions in the afternoon. This summer, new students experienced a "bridge to Cal State L.A." beginning with a personal welcome from their advisor, followed by multiple touchpoints ultimately leading to the first day of remote learning. In addition to building stronger relationships with an advisor, Cal State L.A. has made academic support more visible

with real-time Zoom reception rooms available on the Center for Academic Success website, and evening and weekend tutoring to better support students' schedules. Online webinars in topics such as time management, study strategies and career resources have rounded out personal advisement and have been highly popular with students. All new students had access to an introductory remote learning experience in Canvas prior to the first day of class. It has already been activated by 3,640 first-year students and 2,785 transfer students out of a total of 4,012 first-year and 3,391 transfer students. This early, and proactive, outreach offers students the opportunity to acclimate to new virtual learning modalities and should yield ongoing benefits to them throughout the fall term.

#### California Polytechnic State University, Pomona

During the 2019-2020 academic year, Cal Poly Pomona completed Phase II implementation of EAB Navigate (branded as *CPP Connect*). While Phase I launched with staff advisors and tutoring centers, Phase II focused on expanding the tool to additional supplemental advisors (in Athletics, Student Support and Equity Programs, and Kellogg Honors College), as well as the cultural center coordinators, academic coaches and a pilot group of faculty advisors. CPP also piloted the well-being care unit which included staff members from the Integrated Care Network as well as the Disability Resource Center and the Poly Pantry (food pantry). These efforts resulted in some key successes during this challenging year:

- 22,630 distinct students were recorded as having connected with one of the three care units in 2019-20 (85% of all undergraduates);
- College Advising Centers recorded meetings with 17,910 distinct students (73% of all undergraduates);
- The Bronco Advising Center recorded meetings with 5,355 distinct students (21% of all undergraduates); and
- Six university-wide and 130 college-based pro-active outreach campaigns were implemented.

In spring 2020, in response to COVID-19, Cal Poly Pomona's Office of Student Success coordinated the launch of the institution's first university-wide progress report campaign to identify students who were struggling in their classes as a result of the change to virtual instruction and/or challenges related to COVID-19. The progress reports were sent to faculty at the beginning of April and, as a result, nearly 3,400 students were identified in need of additional support.

The Office of Student Success (OSS) partnered with academic affairs and student affairs colleagues from across campus to engage in personalized outreach to these students. Students who were marked as at-risk due to housing or food insecurity, mental or physical health concerns or financial instability were automatically escalated to the well-being care unit via the case management system. The Integrated Care Network team then connected with these 113 students to offer support.

Additionally, 621 students received an invitation for a one-on-one meeting with a staff member to explore additional supports, and 2,895 students received a tailored email communication with resources on tutoring and other academic supports.

In alignment with the California State University System's Graduation Initiative 2025, Cal Poly Pomona has been working to improve graduation rates for our students. To this end, the Office of Student Success (OSS) implemented campus-wide, coordinated campaign strategies in the 2019-2020 academic year to target students in academic difficulty to provide them with support.

In order to coordinate this effort, OSS established guidelines for college-based retention and graduation specialists to implement the campaigns. These guidelines included campaign naming conventions, timelines, communication templates, search criteria and goals. The specialists then conducted the campaigns throughout spring and fall 2019. The academic standing campaign requirements included the completion of a Blackboard-based module titled "Getting Back on Track" as well as meetings with the specialists to explore the challenges they faced in the previous term and to develop a plan for academic success moving forward. OSS met regularly with the specialists to ensure that they had the support needed to carry out the campaigns. These efforts resulted in several key outcomes for students experiencing academic difficulty:

- Improved re-enrollment rates for spring 2020: 66.7% of students who met with an advisor enrolled in spring 2020 compared with 18.2% of students who did not meet with an advisor.
- Average overall GPA for spring 2020: Students who met with an advisor earned an average of a 2.47 overall GPA in spring 2020, compared with students who did not meet with an advisor who earned a 2.36 overall GPA.
- Average units earned for spring 2020: Students who met with an advisor earned an average of 9.25 units in spring 2020, compared with students who did not meet with an advisor with 7.00 units.

### Sonoma State University

During the spring semester and summer term, Sonoma State advisors ran re-enrollment campaigns to closely monitor continuing students who had not yet re-enrolled for fall 2020 by using EAB Navigate Intelligence, multi-channel communications and pro-active outreach tools. Students who initially indicated they were not planning to return were frequently experiencing issues with inadequate technology and/or space to study as well as financial challenges. Advisors helped each non-enrolled student overcome issues related to their re-enrollment challenges such as registration holds and quickly connected them to other support services such as basic needs and housing, academic technology services and/or financial aid.

As a result, Sonoma State had 91.5% of all undergraduate students re-enroll from spring to fall which exceeds their overall enrollment projections for fall, despite having fewer new students committed to enrollment. During the fall semester, proactive outreach work will continue, especially as the campus has launched a new mobile application for “Smart Guidance”. Sonoma is planning to focus primarily on the population of students with undeclared majors as this has historically been the group least likely to be retained. Students will be encouraged to use the major explorer within the mobile application to help undeclared students explore and select a major and connect them to career counselors.

### **Data-Informed Decision-Making**

An integral part of Graduation 2025 efforts is measuring campus progress through tangible metrics. The Certificate Program in Student Success Analytics is an innovative professional development program created by the CSU that provides faculty, staff and administrators with a set of strategies to better understand the data being collected in order to delineate what is working well for students and what needs to be improved to increase student success. The program immerses participants in system and campus data – contextualized within national research on student success in higher education – with the goal of fostering a more intentional and equity-minded approach to meeting the needs of students. The curriculum includes eight interactive web conferences that take place over a three-month period during the spring. Throughout the program, participants study and closely examine applicable student data, consult with national experts and complete an action research project to apply their learning to solve critical equity challenges existing on their campuses.

Since its inception in 2018, the certificate program has grown precipitously. It is now comprised of approximately 450 total participants, including faculty, staff and administrators from the CSU, UC and out-of-state universities. According to program participant Erica Wildy, from Cal State East Bay, “I believe there is more we can do as an institution, as well as specific programs and even individuals, to help reduce the achievement gap and support the Graduation Initiative. So, I see data gathered during our collective initiatives as contributing towards those efforts.”

### **Looking Ahead: Graduation Initiative 2025 Fall Convening**

In October, the Chancellor’s Office will host the first virtual Graduation Initiative 2025 Fall Convening. This online celebration of the CSU’s commitment to student success will feature updates on systemwide progress as well as inspirational stories of how campuses and individuals are serving our students in new and innovative ways. The theme, The Time Is Now, highlights the urgency to act boldly to ensure that more CSU students – particularly those from historically underserved backgrounds – are provided with the support and care needed to earn a high-quality college degree. Registration is free and open to the public. The event will be livestreamed on October 23, 2020 at [www.calstate.edu/GradInitiative2025Convening](http://www.calstate.edu/GradInitiative2025Convening).

## **Conclusion**

Now, more than ever, Graduation Initiative 2025, is a guiding force for the CSU. As faculty, staff and administrators work diligently to address both existing and emerging barriers to graduation, innovative thinking and collaborative partnerships have created new opportunities to better support student success. Advising services and programs provide a set of navigation tools, technologies and resources to guide students on their academic journey. Despite the unexpected and potentially unfamiliar territory created by the COVID-19 pandemic, CSU faculty, staff and peer students are advising and assisting students through a re-envisioned culture and network of care and support that has positioned the CSU to effectively serve students virtually and in-person after the COVID-19 pandemic is behind us.