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## Faculty Trustee's Report

### CSU Board of Trustees Meeting – March 23, 2021 (virtual)

Hereby I respectfully submit a summary of the Board of Trustees meeting. My report is largely based on the agenda materials provided to the trustees and to the public, my personal notes, my memory, and a partial review of the archived livestream of the meeting accessible at

<https://www2.calstate.edu/csuo-system/board-of-trustees/past-meetings/2021/Pages/march-23-2021.aspx>

I tried my best to accurately reflect the deliberations, and I hope to have quoted correctly and paraphrased in the spirit of the speakers' and presenters' intentions. If you notice any inaccuracy or misrepresentation, please let me know ([Romey.Sabalius@sjsu.edu](mailto:Romey.Sabalius@sjsu.edu)).

This meeting of the Board of Trustees took place at the one-year mark of CSU's pivot to a totally virtual modality due to the COVID-19 pandemic. As in previous virtual Board meetings, the public was invited to comment live at the beginning of the meeting or to submit their comments in writing.

This was an unusual single-day meeting, and I presume that the topics of the greatest interest to the faculty would be the items of the **Committee on Educational Policy** and the *State Legislative Update*.

I hope that you had a restful spring break, and I wish you timely vaccinations without major side-effects. Hopefully, we will be able to meet in person at some point during this year,

Romey Sabalius

San José, CA – April 5, 2021

# Faculty Trustee's Report

## CSU Board of Trustees Meeting: March 23, 2021 (virtual)

On March 23, the CSU Board of Trustees meeting was held virtually via Zoom due to the COVID-19 pandemic.

At 8:00 am

1. The **Board of Trustees** met in **Closed Session** to discuss Executive Personnel Matters and to receive a report on Pending Litigation.  
[Trustee Sabalius recused himself from a briefing on a legal matter at San José State University]
2. The **Committee on Collective Bargaining** convened in **Closed Session**.  
[Note: According to California Education Code § 66602 (c2) the Faculty Trustee “shall not participate on any subcommittee of the board responsible for collective bargaining negotiations.”]

The **Public Meeting** started at 9:15 am.

The meeting was prefaced by a statement from Chair Kimbell and Chancellor Castro. Chair Kimbell noted that one year ago, the CSU transitioned to virtual instructions due to the pandemic. Despite mourning the loss of many lives, she is hopeful about the future, because the CSU has continued to thrive thanks to the resolve and hard work of its students, faculty, and staff despite the extraordinary challenges.

On behalf of the Board of Trustees and the entire CSU community, Chancellor Castro expressed his condolences for those affected by the shootings in Georgia and Colorado, and he condemned these and all senseless acts of violence as well as “any and all acts of hatred and racism against members of the Asian American and Pacific Islander community.”

He further provided clarification that –contrary to public perception– the CSU has not yet decided to establish a 4<sup>th</sup> year of quantitative reasoning course requirement for admission to the CSU. Rather, an independent study was commissioned to research high school capacities and potential consequences for underserved students. Following the release of the findings, the data will be analyzed, and Chancellor Castro will “bring a recommended course of action before the Board at that time.”

Lastly, he thanked Governor Newsom, Pro Tem Atkins, and Speaker Rendon for committing to restore this year's \$299 million cut to the CSU recurring budget, and for the Governor's proposed \$144.5 million increase to our on-going funds as well as for \$175 million in a one-time allocation for deferred maintenance needs. While grateful for the restoration and the new investment in the CSU, Chancellor Castro will ask the legislators for an additional \$66 million in recurring funds to fully support the Graduation Initiative 2025 and for \$1.025 billion in one-time money for academic facilities and renewal needs, which would enhance the students' learning and discovery experience, while at the same time stimulate the state's economy.

3. Due to the virtual meeting modality, all **Public Comments** were made at the beginning of the open session. There were 60 speakers, and each was allowed one minute for input. Additionally, comments were submitted in writing.

Several speakers representing various community organizations expressed concerns about the proposed requirement of a 4<sup>th</sup> year of quantitative reasoning for admission to the CSU, which is seen as an additional barrier to college access, especially for underrepresented student groups. They called for greater transparency in the decision making process and for a comprehensive study of teacher and course capacities as well as the potential effects on students from underserved and underfunded school districts. One member of the Public Policy Institute of California (PPIC) –which recently released a report entitled “Does Raising High School Graduation Requirements Improve Student Outcomes?”– supported higher math requirements.

Appreciation for a biennial symposium recognizing African American history and achievement and promoting anti-racism work (item 8.c.) was articulated by multiple speakers. However, several members of the California Faculty Association (CFA) remarked that this is not enough to combat structural racism in the CSU and to support BIPOC students and faculty.

CFA President Toombs called on Chancellor Castro to work with unions and the Academic Senate to develop systemwide guidelines for the safe re-population of campuses, and Steven Filling, CFA’s Chair for Political Action and Legislation, welcomed the more aggressive budget request to solve problems, rather than just discussing them.

Various speakers called for the removal of Native mascots, the institutionalization of land acknowledgements, and some demanded an investigation of the soil dumping on sacred Native land at CSU Long Beach [several written comments were also submitted regarding this issue].

Staff members at San Francisco State University bemoaned the layoff of 69 workers in November 2020 and demanded their re-hiring in light of the campus’ plan to fill eleven upper management positions. Similarly, members of the CSU Employees Union (CSUEU) and Teamsters Local 2010 requested the continuation of emergency pay and that federal COVID relief funds be used to improve educational services and investment in the workforce.

Many speakers called for additional paid COVID leave to care for children and elderly family members, which falls disproportionately on female employees, and for more relief and support for burned-out staff and faculty.

Just like during the Board’s January meeting, many speakers demanded CSU’s divestment from the fossil fuel industry for environmental as well as economic reasons.

Reiterating remarks from the previous Board meeting, approximately a dozen representatives from the Students for Quality Education (SQE) demanded the defunding of “over-militarized” University Police Departments and to “re-invest in student resources.”

Many additional comments were made about concerns for a safe re-population of campuses, in favor of a greater faculty diversity, and for increased mental health counseling services on campuses.

#### 4. **The Committee on Governmental Relations**

- a. received as an information item the *State Legislative Update*.

“The legislative bill introduction deadline was February 19. In total, 2,479 measures were introduced this year, and the Advocacy and State Relations staff has identified more than 500 bills for further review or monitoring.”

The CSU sponsors just one bill: AB 940 (McCarty – with potential co-authors), which will appropriate funds to expand mental health services at all three segments of higher education.

Ten Senate bills and twenty-six Assembly bills were listed on the Board’s agenda. In her report, Nichole Muñoz-Murillo, Assistant Vice Chancellor for Advocacy and State Relations, highlighted those that would have the greatest impact on the CSU. She also thanked the CSSA, CFA, CSUEU, ASCSU, and the Alumni Council for concerted budget advocacy efforts.

Both Student Trustees Raynes and Khames commented in support of AB 914, the CSU-sponsored bill to provide funding for expanded mental health services at state universities.

Trustee Sabalius wondered why AB 928 (Berman) was not listed on the agenda, which is the bill discussed most by the Statewide Academic Senate (ASCSU), since it would establish a singular pathway for transfer admission from the California Community Colleges (CCC) to the CSU and the UC. He further inquired why the Chancellor’s Office (CO) does not propose an opposition to AB 927 (Medina), which would make Baccalaureate Degrees in the CCC permanent. He related the faculty’s concerns about duplication of such programs with the CSU and also about the unsatisfactory intersegmental consultation process.

AVC Muñoz-Murillo replied that AB 928 was a spot bill, and significant changes were made only in the week before the Board meeting. The Chancellor’s Office is in communication with the bill’s author, and a position will be presented to the Board in the May meeting. The CO’s recommended position on AB 927 is pending despite concerns about duplication and consultation, because after discussions with the bill’s author, the CO is confident that it will be satisfactorily amended.

Trustee McGrory expressed his skepticism that SB 22 (Glazer) will have a chance to pass, given that a similar ballot proposition to provide public schools and higher education with billions of dollars for facilities failed two years ago. He is also irritated by the bundling of higher education with K-12 schools and expressed his wish to have “our own” bill.

## 5. The Committee on Audit

- a. received by consent as an information item the *Status Report on Audit and Advisory Services Activities*.

“For the 2020-2021 audit plan year, assignments were made to execute individual campus audit plans and conduct financial, operational, compliance, and information technology audits; use continuous auditing techniques and data analytics tools; and provide advisory services and investigation reviews.”

“Audit and Advisory Services continues to make progress on the 2020-2021 audit plan. Twenty-seven audits have been completed as part of the 2020-2021 audit plan and 20 audits are currently in-process.”

- b. received as an information item the *Audited Financial Statements and Single Audit Report*.

“The CSU Single Audit Report will be issued on March 30, 2021. The Single Audit Report covers federal awards received by the CSU, including student financial aid, subject to both compliance and internal control audit procedures as required by the Office of Management and Budget Compliance Supplement and the Uniform Guidance. There were

two audit findings related to internal controls over administration of federal financial aid programs at several campuses. Corrective actions are in progress and a status update will be provided at a future Board of Trustees meeting.”

Trustee Day thanked the CO staff across the system, who “compiled and consolidated the financial information,” for accomplishing this “herculean task.”

According to the presentation by Mary Ek, Assistant Vice Chancellor/Controller for Financial Services, there were “no systemwide audit findings,” which Trustee Day characterized as a “phenomenal accomplishment.” AVP Ek further reported that “of the 91 auxiliary organizations, nine had a mix of material weaknesses and significant deficiencies.” “We are following up with each organization’s Board of Directors to insure appropriate corrective actions are taken.”

## 6. The Committee on Campus Planning, Buildings and Grounds

- a. approved as an action item the California State University, Northridge Sierra Annex Schematic Design.

“Sierra Annex is the first phase of a multiple-phase project to renovate the 58-year-old Sierra Hall, which houses the College of Social and Behavioral Sciences and the College of Humanities and encompasses classrooms, research labs, and faculty offices. Sierra Hall is the largest and the oldest classroom building on campus and has not had a major renovation since 1963. It has been determined that the most cost effective and academically feasible strategy for renovating Sierra Hall is to first construct Sierra Annex as a classroom replacement building.

Sierra Annex would replace nearly all of the lecture classrooms in Sierra Hall, which occupy about 40 percent of its space. Once Sierra Annex is constructed and occupied, it will be possible to renovate the existing Sierra Hall without disruption to the academic programs it houses or the need for temporary surge space. The planned renovation of Sierra Hall is being pursued as a separate project and is not part of the Sierra Annex project.”

The total cost of the project will be \$50 million.

Trustee Sabalius requested a more granular breakdown of the projected expenses that are currently summarized under “Fees, Contingency, Services” for future projects in order to provide greater distinction between obligatory costs (fees) and flexible contingency funds. Trustee Adamson expressed concern [as he did with previous projects] about the design of university buildings that –like in this case– have only a 61% space efficiency.

## 7. The Committee on Finance

[Prior to the discussion of the agenda item, Trustee Sabalius requested that the minutes for the previous Board meeting not only include that Chancellor Castro announced that there will be “no tuition increase in 2021-2022,” but he deemed it important that they reflect that the Chancellor also announced that he “will not support any systemwide furlough program” and will try to “avoid additional layoffs.”]

- a. received by consent as an information item the California State University Quarterly Investment Report.
- b. received as an information item a report on California State University Information Security.

“The CSU’s information security program is overseen by the Chief Information Security Officer (CISO) who reports to the Chief Information Officer at the Chancellor’s Office. Each campus has a designated Information Security Officer (ISO) charged with implementing the program locally. The CISO and the campus ISOs comprise the Information Security Advisory Committee, which meets on a regular basis to advise the CISO on policies, to review campus security posture, and to share vital information on the security threats that campuses are facing and to collaborate on solutions.”

A report by Michael Berman, Chief Information Officer, outlined the “threat landscape” and how the CSU prepares for, manages the risk, and responds. “As the number and severity of attacks have become more apparent over the last year,” the CSU “now has in place a contract covering all campuses that provides for guaranteed rapid response to assist with any incident.”

Trustee Kimbell asked why the implementation of a two-factor authentication for students (63%) lags behind that for staff (88%) and faculty (83%). CIO Berman explained that the CSU started with staff and faculty due to their handling of sensitive and confidential materials, but subsequently expended the extra layer of protection to students as well.

Trustee Fong surmised that cyber-attacks increased during the pandemic, and CIO Berman confirmed a significant rise, which he attributes to “the increase in remote access,” which “created vulnerabilities or the appearances of vulnerabilities.” This is not a CSU specific occurrence, but a phenomenon across the nation.

Trustee Raynes worried that some contracts with proctoring services might allow for the sharing of student data with third parties. CIO Berman responded that the CSU requests specific contract modifications that create boundaries for student privacy and that the institution does not simply sign the vendor’s “boiler-plate contracts.”

## 8. The **Committee on Educational Policy**

### a. received as an action item a report on *Academic Planning*.

“The academic planning topics include:

1. Changes to program projections
  - New projections proposed for addition to 10-year campus academic plans and to the CSU Academic Master Plan
  - Existing projections that will be removed from the CSU Academic Master Plan and campus academic plans
2. Changes to existing degree programs
  - Degree programs suspending new admissions
  - Discontinuance of existing degree programs
3. Total units required for Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degree programs
4. Summary of Western Association of Schools and Colleges Senior College and University Commission (WSCUC) accreditation visits
5. Accredited academic programs and departments
6. CSU degree proposal, review and approval process”

Several trustees expressed curiosity about the new B.A. program in Cannabis Studies at Humboldt State University. Alison Wrynn, Associate Vice Chancellor for Academic

Programs, Innovations and Faculty Development, explained that this new program “examines the intersection of cannabis and society, looking at the business as well as the agriculture and scientific side of things.”

Trustee Sabalius pointed out that this annual report to the Board consisted of 47 pages in the agenda this year and 64 pages last year, covering hundreds of academic programs on 23 campuses. In light of the Board’s authority over this complex academic planning—which already has undergone a rigorous, multi-layer approval process on each campus—he cannot understand the reluctance of some trustees to assert authority over the approval of a few campus-based Category II fees [as discussed in previous Board meetings] with the argument that it would be micro-managing and limiting campus autonomy.

- b. received as an information item the Academic Preparation Annual Report and Quantitative Reasoning Update.

“Prior to fall 2018, incoming first-year CSU students were placed into two broad categories: ‘college-ready’ or not ‘college-ready.’ This designation was based largely on standardized tests and placement exams. Students identified as ‘not ready’ were required to take and pass stand-alone developmental education courses that did not confer college credit. In August 2017, Executive Order 1110 transformed the CSU’s approach to serving students who arrive in need of additional academic support. It broadens the incorporation of information used to assess student readiness for first-year college-level courses through multiple measures, including high school grade point average (GPA) and completed English and mathematics courses. It also allows students participating in the CSU Early Start Program to earn college credit the summer before their first term, and, perhaps most significantly, it discontinued stand-alone, non-credit bearing developmental education courses.

As a result, today first-time first-year students are now placed across four categories to better address their academic needs. They are:

- Category I: Student has fulfilled the GE Subarea A2 or B4 requirement upon arrival  
Student has met the CSU GE Breadth Subarea A2 and/or B4 requirement via Advanced Placement (AP) examination, International Baccalaureate (IB) examination or transferable college course.

- Category II: Student placed directly into a GE Subarea A2 or B4 course  
Student has met the readiness standards via one or several of the multiple measures-informed standards.

- Category III: Student placed into a supported college-level course  
Based on multiple measures, students demonstrate a need for additional academic support in mathematics and/or written communication. These students are placed directly into college-level courses that embed or attach additional academic support. Participation in the CSU Early Start Program is recommended but not required.

- Category IV: Student required to attend the CSU Early Start Program  
Based on multiple measures, students demonstrate a need for intense academic support. Participation in the Early Start Program is required and designed to provide students intense and focused support while allowing them an opportunity to earn college-credit in the summer before their first term.

## **Evaluating Student Outcomes**

The following data reflect outcomes for fall 2018 and fall 2019 student cohorts as it relates to first-year college-level Mathematics/Quantitative Reasoning and Written Communication courses. Information is provided for the total number of students in each cohort, as well as disaggregated data by race/ethnicity.

### *Mathematics/Quantitative Reasoning Outcomes*

Over the last two years, the CSU has observed steady progress of students completing a Mathematics/Quantitative Reasoning general education course in their first year of college. In fall 2017, the year prior to enactment of Executive Order 1110, 63 percent of entering first-time students met this requirement. As Executive Order 1110 changes were enacted, the fall 2018 entering class experienced an 11 percentage point increase with 74 percent completing the requirement. More than three-quarters, or 77 percent, of the fall 2019 student cohort met the requirement. This represented an increase of three percentage points compared to the prior year's entering class.

The gains in Mathematics/Quantitative Reasoning general education completion ensure that more students are on their path to degree after the first year, while also gaining earlier access to discipline and major courses in which to better inform their academic journey. [...]

### *Written Communication*

Success in Written Communication outcomes looks different than in Mathematics/Quantitative Reasoning. The biggest change resulting from Executive Order 1110 in this area was a reduction in students identified as needing additional preparation. In fall 2017, 79 percent of the entering student cohort met the Written Communication general education course requirement (A2) in the first year. The following year, that figure increased to 82 percent of the entering class. The trajectory continues to move upward with a single percentage increase for fall 2019 – as 83 percent of the entering class met the A2 requirement. [...]

Year-over-year results continue to mitigate concerns expressed prior to the enactment of Executive Order 1110 that policy changes would be detrimental to first-year students. For CSU's underserved students, these outcomes can have a significant impact on closing equity gaps.”

In regards to the proposed 4<sup>th</sup> year quantitative reasoning admission requirement, the Board received a pre-recorded report by MDRC (a non-profit and non-partisan education and social policy research organization), contracted by the CSU to study the impact of such a requirement pertaining to access to and student success at the CSU as well as to explore any potential disparate effects on historically underserved students, including –but not limited to– low-income students and students of color. This third-party evaluator is also charged with identifying implementation needs for the proposed change in admission policy to be successful and equitable.

Fred Wood, Interim Executive Vice Chancellor for Academic and Student Affairs, concluded the report by stating that “our forward progress has never been more vital as students throughout the state, predominantly students of color, struggle with learning loss brought on by the pandemic and the digital divide.” He pledged that “the CSU will continue with our PK-12 and community college peers along with our partners throughout the state to help all students reach their full potential.”



Trustee Steinhauser shared data from the Long Beach Unified School District that shows greater student achievement and higher college-going rates across all student groups after requiring a 4<sup>th</sup> year of quantitative reasoning.

Trustee Kimbell wondered whether there will be sufficient teacher capacity in high schools since retirements have spiked during the pandemic. Marquita Grenot-Scheyer, Assistant Vice Chancellor for Educator Preparation and Public School Programs, confirmed the impact of the pandemic on teacher retirement. Yet, she is encouraged by the fact that the enrollment in CSU teacher-preparation programs increased by 15% in the last year.

Trustee Taylor quoted from a recently released report by the Public Policy Institute of California (PPIC): “Higher math graduation requirements are associated with better outcomes, particularly for students in high-need, high-poverty, and high-minority schools. These requirements do not appear to lead to lower high school graduation rates or higher drop-out rates.”

Lieutenant Governor Kounalakis stressed the importance to look at the entire system of education in our state together. “The threshold issue is high school graduation requirements. So if we were to have moved forward with an admission requirement, it would be putting the cart before the horse.”

Trustee Clarke asked whether it is simply the availability of additional quantitative reasoning courses or the teaching methodology that resulted in the increase of student achievement. Not directly answering the question, AVC Grenot-Scheyer stated that the CSU has identified a number of school districts with sufficient teacher and course capacities, and still some of their students are coming to our campuses without the additional year of quantitative reasoning. The CSU reaches out to high school counselors and coordinators to ensure they understand what the proposed requirement is, so that they are able to help students to stay on track to complete these requirements.

Trustee Arambula also experienced –like Trustees Steinhauser and Taylor– that with increased expectations, students rose to the challenge, and hence “we have a real duty to look at everything we can do to give our students a chance to succeed.”

Trustee Khames further stressed the distinction between high school graduation requirements versus a CSU admission requirement in the contribution to increased student success that also Lieutenant Governor Kounalakis and Trustee Arambula had alluded to.

- c. approved as an action item the *Establishing [of] a Biennial Symposium Recognizing African American History and Achievement and Promoting Anti-Racism Work.*

“To recognize the meaningful and lasting contributions African American students, faculty, staff and alumni have made to the University, to California and to the nation, the CSU seeks to establish a biennial symposium recognizing African American history and achievement, as well as promoting and sustaining anti-racism work.”

Many trustees expressed their emphatic support for the institutionalization of this symposium. Trustee Simon summarized the sentiments by stating “not only is getting a college education extremely difficult, it’s extremely difficult when you understand that your institution doesn’t see you – and the CSU does. [...] We are poised to be an anti-racist institution.”

9. **The Committee on University and Faculty Personnel**

- a. approved as an action item the Executive Compensation for Interim Vice Chancellor for University Relations and Advancement.

“Lawrence E. Salinas [will] receive an annual salary of \$306,472 effective April 1, 2021. [...] (This is the same salary as the current incumbent.) In accordance with existing policy of the California State University, Mr. Salinas will receive an auto allowance of \$1,000 per month and standard benefit provisions afforded CSU Executive classification employees.”

10. **The Committee on Organization and Rules**

- a. approved by consent as an action item the CSU Board of Trustees Meeting Dates for 2022.

<b>2022 Meeting Dates</b>		
January 25-26, 2022	Tuesday – Wednesday	Virtually or Chancellor’s Office
March 22-23, 2022	Tuesday – Wednesday	Virtually or Chancellor’s Office
May 24-25, 2022	Tuesday – Wednesday	Virtually or Chancellor’s Office
July 12-13, 2022	Tuesday – Wednesday	Virtually or Chancellor’s Office
September 13-14, 2022	Tuesday – Wednesday	Virtually or Chancellor’s Office
November 15-16, 2022	Tuesday – Wednesday	Virtually or Chancellor’s Office

11. **The Committee of the Whole**

- a. approved by consent as an action item the Appointment of Five Members to the Committee on Committees for 2021-2022.

Christopher Steinhauser, Chair  
Adam Day, Vice Chair  
Larry Adamson  
Jean P. Firstenberg  
Maryana Khames

- b. approved as an action item the Conferral of Title of Vice Chancellor Emeritus on Garrett P. Ashley.

At 4:15 pm, Chair Kimbell called the full **Board of Trustees Meeting** to order.

12. **The Board of Trustees**

- a. received the following Reports:

**Lillian Kimbell**, Chair of the Board of Trustees, expressed “optimism in the face of continued uncertainty caused by the COVID-19 pandemic and the steps we are taking on our road to recovery.” “More than 12.6 million vaccines have been administered across our state, [...] and] if California were its own nation, it would rank fifth in vaccinations around the globe.” The CSU plays an important role in this effort. More than a quarter million vaccines have been administered on 13 of our campuses, and significant research is done to combat the virus.

Chair Kimbell praised the utilization of innovative chat bots on various campuses to stay in touch with, advise, and engage students in the current remote learning environment. “Although we may be temporarily separated by distance, the CSU community has remained unified in its mission to advance inclusive excellence and insure every student regardless of

background, race, ethnicity, identity, and orientation has the opportunity to earn a life-changing degree as well as the once-in-a-generation opportunity to contribute to the full recovery of our state and nation.”

**Joseph Castro**, *Chancellor*, previewed the soon-to-be-released third economic impact study that analyzed the CSU’s return on state investment. According to the findings, every dollar invested in our system generates \$7 in economic output. “And when the impact of the enhanced earnings of Cal State alumni is factored in, the CSU’s ROI jumps to more than \$23 in total economic activity for every dollar invested by the state.” Furthermore, “CSU alumni still active in California’s workforce in 2019 earned incrementally higher earnings of \$70.6 billion because of their CSU degree.”

Chancellor Castro reported that he completed his first three virtual campus visits. He acknowledged the many challenges that the students faced and continue to face, and he was impressed by the “heart-breaking simplicity” of their demands: “they asked for understanding, compassion, empathy, flexibility.”

**Robert Collins**, *Chair of the Academic Senate CSU (ASCSU)*, recognized Women’s History Month and “the value of the women on the ASCSU and in the CSU.”

He outlined the role and activities of the Intersegmental Committee of Academic Senates (ICAS), which during this academic year is chaired by the CSU [Collins].

Chair Collins summarized nine resolutions that the ASCSU passed during its plenary in March, and he introduced three of the additional ten first reading resolutions.

He closed by sharing his conviction that “our collaborative agency, through fight and sacrifice, will enable faculty and student success, and lend to the creation of pedagogies that take appalling acts of anti-Asian hate [...] and turn them into academic knowledge and pedagogies [...] that empower our students to reduce barriers to equity, success, unity, and well-being for all.”

**Zahraa Khuraibet**, *President of the California State Student Association (CSSA)*, acknowledged the first-year mark of the transition to the virtual learning environment and reflected on “both the successes and the challenges we all had to face.”

She reported on CSSA’s work with the legislators and identified financial aid reform as the key advocacy effort. The CSSA adopted an official support position on AB 53, AB 245, AB 288, AB 376, AB 396, and AB 940.

President Khuraibet thanked Chancellor Castro for implementing CSSA’s initiative on food pantry access to CSU students regardless of their campus.

Following student discussions about campus safety and the role of university police, President Khuraibet called for the formation of a task force of 14 students across the system “to research University Police Departments and their impact on CSU students, [in order] to provide recommendations to the CSSA governing members.”

At their next meeting, the CSSA Board of Directors expects to take a position on AB 1456, which would take the total cost of attendance in consideration when calculating financial aid and Cal Grants.

She concluded by sharing that “students are eager, but nervous to return to campus,” and she “encouraged all campuses to actively engage students in their campus re-population plans.” Lastly, she stressed “the importance of the continued flexibility with virtual instructions as well as services.”

**Michelle Power, President of the Alumni Council**, shared “stories how the CSU has changed the lives of our alumni.”

In the past few months, the Alumni Council hosted systemwide virtual international events for alumni living in London, Hong Kong, and Tokyo. The most frequent words to describe their CSU experience were “transformative, opportunity, community, diversity, life-changing, welcoming, inspirational, empowering, and supportive.” “Whether our graduates live in the local radius of their campus or 7,000 miles away, they are enthusiastic about the CSU and remain our biggest advocates.”

- b. approved by consent as an action item the previously passed Committee Resolutions.

The Board of Trustees meeting was officially adjourned on Tuesday March 23, at 5:00 pm.