
JOINT COMMITTEE ON EDUCATIONAL POLICY AND FINANCE

The CSU Artificial Intelligence Strategy: Progress Report**Presentation By**

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Summary

This is an information item to update the California State University (CSU) Board of Trustees on the status of the CSU's artificial intelligence strategy. This committee last presented to the board on the topic of the use of artificial intelligence (AI) in January 2025 to: 1) outline support for systemwide AI program developments to be launched in the 2025 calendar year; and 2) propose the establishment of a systemwide AI strategy that equips the CSU to lead California in:

- promoting equitable access to state-of-the-art AI tools;
- creating key partnerships to incentivize change; and
- leveraging emerging AI technologies for greater efficiency and effectiveness.

The CSU system is taking a bold—and necessary—step forward with an innovative AI strategy designed to enhance student success and transform the educational experience. This forward-thinking plan of action leverages AI-powered, personalized learning tools across all disciplines, ensuring that our students are well prepared to become part of an AI-driven workforce. The CSU AI Strategy not only empowers students, but also supports faculty in their teaching and research, as well as addressing critical topics such as academic integrity and the seamless integration of AI in both the systemwide and university contexts. These efforts also align with multiple emergent elements of the CSU Strategic Plan.

A key highlight of the CSU AI Strategy is systemwide collaboration with leading AI organizations, including OpenAI and other major industry partners. Through these partnerships, every CSU student, faculty member and staff member will have equitable access to cutting-edge AI tools, accompanied by comprehensive training to maximize their benefits.

The CSU has pledged to lead the way in the ethical and responsible use of AI, and the system continues to explore tactics for incorporating sustainability and environmental stewardship into the broader AI strategy. The CSU is committed to raising awareness of the environmental impact of AI utilization by embedding sustainability goals into systemwide AI literacy projects and professional development frameworks.

The AI industry recognizes the CSU's leadership. Experts confirm that no other university system—domestically or internationally—is implementing AI programs at this scale. The CSU is setting a new standard for AI integration in higher education, reinforcing our commitment to innovation, accessibility and academic excellence.

This agenda item provides information on the California State University Artificial Intelligence Strategy: "The AI-Empowered CSU." The CSU is embarking on this critical and innovative strategy to ensure that:

- 1) the system remains at the forefront of technological innovations in education;
- 2) our students have access to the tools and resources they need to be successful; and
- 3) workforce development for the State of California continues to be driven by the CSU.

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

Background

Co-sponsored by the Information Technology Services Department and the Division of Academic and Student Affairs in the Chancellor's Office, the CSU's Systemwide Generative AI Advisory Committee was established in 2023 to advise the system on operationalizing guidelines and policy recommendations for generative AI, with a focus on:

- teaching, learning and scholarship;
- applications for enhanced productivity;
- information technology, security and privacy;
- procurement and AI-enabled features in enterprise systems; and
- implications for copyright and intellectual property.

The charge of this cross-functional advisory committee is to:

- update guidance and policy recommendations to reflect the continually evolving AI landscape;
- assess progress on the recommendations of the initial June 2024 CSU Generative AI Committee Report and identify new recommendations as needed;

- support the creation and refinement of shared frameworks for the evaluation and adoption of AI tools;
- support the enhancement of faculty and staff AI capabilities;
- use data and community input to guide AI recommendations, frameworks and efforts; and
- develop recommendations for 2026 and beyond.

Generative AI is a broad-reaching, transformative force in U.S. higher education, with implications for all facets of its institutions. Generative AI requires a dramatic shift in pedagogical practice—one that existing policies, norms and tools may struggle to accommodate effectively. However, generative AI also presents opportunities to enhance the student experience, support student success and improve productivity.

Within the CSU, there is high-level expertise among both faculty members and internal information technology professionals to be leveraged. Simultaneously, students, faculty and staff are discovering together how to learn and create in conjunction with AI tools.

The CSU Generative AI Committee created a report of findings and recommendations in summer 2024, which has informed the current and ever-evolving CSU AI Strategy and the resulting actions.

The CSU AI Strategy outlines a vision and a roadmap that will enable our system to produce the best-prepared, most diverse graduates for an AI-enabled workforce, at an unprecedented scale, and in an optimized and cost-efficient way. This strategy has a four-faceted approach:

- 1) providing equitable access to cutting-edge tools and training for students;
- 2) supporting faculty and incentivizing instructional innovation;
- 3) establishing the CSU–Industry AI Workforce Acceleration Board; and
- 4) leveraging AI tools to improve administrative efficiency and effectiveness.

The AI Commons Hub

The CSU has created a dedicated online platform that offers AI tools, training programs and certification opportunities, as well as CSU-developed AI solutions, to all students, faculty and staff at no cost. The centralization provided by the [AI Commons](#) ensures a broad and inclusive approach to AI skill-building across the system.

Through the AI Commons, CSU students and employees have access to informational resources about [AI tools](#) such as OpenAI’s ChatGPT Edu, Zoom AI Companion, Microsoft Copilot, Google Gemini, LumenGPT and NRP Nautilus. [AI training opportunities and resources](#) are available via the systemwide Canvas system, the OpenAI Academy, CSU Learn and Microsoft Learn. The Introduction to Teaching and Learning with AI for Faculty course has received [positive feedback](#) from many faculty members who have completed it.

Adoption and utilization of these AI resources is already promising. Several campuses—including San Diego State, Cal State Monterey Bay and Fresno State—have shared their online AI training courses so that they are now freely available to faculty, staff and students across the CSU, thanks to coordination from the Chancellor's Office.

At this time, systemwide:

- 2,880 faculty members have completed the AAAI Microcredential for Faculty;
- approximately 1,500 faculty have completed the Introduction to Teaching and Learning with AI for Faculty course; and
- more than 300 staff members have completed the AI Tools for Higher Ed Staff and Professionals course, made available just last month, with more sections scheduled for the summer.

Additional AI courses for CSU alumni are planned for the near future.

The AI Commons also provides links to CSU [degree and certificate programs that prominently feature AI](#), [campus-specific AI resources](#), and [AI research and grant initiatives](#), as well as guidance for the [ethical and responsible use](#) of AI-based technologies.

Leveraging its scale, the CSU will ensure equitable access to tools, development platforms and training—empowering students with AI learning experiences that prepare them to lead in California's AI-enabled workforce.

AI Educational Innovations

The CSU is supporting faculty to enhance teaching, learning and research by empowering them with AI tools, resources and training. This strategy will enable transformative teaching methods, foster groundbreaking research and address key concerns about AI adoption within the academic environment. Focusing on the needs of faculty and in consultation with key stakeholders, the CSU will support the integration of AI into teaching and learning by providing key resources, as well as incentivizing faculty development and innovations in teaching with AI.

Examples of recent educational innovations utilizing AI include:

ChatGPT Edu: In February 2025, the Chancellor's Office announced the CSU's landmark decision to become the nation's first and largest AI-empowered university system, via a partnership with OpenAI, by deploying ChatGPT Edu, a specialized version of ChatGPT that offers advanced AI tools, security and controls specifically designed for educational institutions. This endeavor is enabling students, faculty and staff across the CSU to use AI to accelerate learning, optimize workflow efficiency, and foster cross-departmental and systemwide collaborations.

Each CSU has developed a roll-out plan tailored to its campus community. As of June 2025, more than 93,000 ChatGPT Edu accounts had been activated systemwide—more than twice the number initially projected for the launch period.

CSU Artificial Intelligence Educational Innovations Challenge: In June 2025, the Chancellor's Office awarded a total of \$3 million to 63 faculty-led projects—selected from more than 400 submissions representing 750 faculty members systemwide—in the inaugural CSU Artificial Intelligence Educational Innovations Challenge (AIEIC).

This challenge invited CSU faculty to develop innovative instructional strategies that leverage AI tools, with the goals of integrating AI fluency into curricula, enhancing critical thinking skills and promoting ethical AI use. Projects were evaluated for their potential for systemwide impact, with an emphasis on approaches that could benefit diverse learners across disciplines. The CSU is currently the national leader in exploring and supporting faculty research and in curriculum transformation through AI.

The guiding principles of the AIEIC were:

- 1) AI Literacy: Teach foundational skills and conceptual understandings of AI in context.
- 2) Critical Engagement: Encourage questioning, analysis and co-creation with AI.
- 3) Empowered Ethics: Promote equity, academic integrity and responsible innovation.

Every CSU campus is represented among the winners of the challenge—with a few campuses submitting as many as 40 proposals each—and at least two projects per university were chosen to receive funding to explore creative, scalable and impactful ways of integrating AI into teaching and learning for the benefit of students. Awarded projects span a broad range of academic areas, including engineering, history, ethnic studies, health sciences, teacher preparation, scholarly writing and journalism.

The first goal of the AIEIC—defining AI literacies and competencies—is addressed across disciplines with striking creativity. Faculty aren't simply teaching students to "use" AI tools. Instead, they are helping students to develop a fluent, critical relationship with AI technologies.

As part of the "Utilizing the Information Literacy Framework for the Computer Networks Course at CSUB" project at CSU Bakersfield, for example, faculty will design a generative AI assistant tailored to the university's computer networks coursework, which will merge AI literacy with established information literacy frameworks, such as the standards set by the Association of College and Research Libraries. Students won't just prompt ChatGPT; they will reflect on its outputs, debug inaccuracies and compare the results against established knowledge.

The second goal—critical engagement—speaks to a growing challenge in higher education: how to encourage students to engage in deep learning and critical thinking in the use of AI rather than simply using AI to do the work for them. Many of the funded projects reimagine the student's relationship to the technology. The idea isn't to eliminate AI from the classroom, but to position

it as a thinking partner—one that sharpens reflection, rather than bypassing it. The CSU approach is one of agency. Students are not passive consumers of machine outputs. They are interrogators, editors, partners and even adversaries of AI; students are learning not just *from* AI, but through active engagement *with* AI.

As one example, in selected communication courses at CSU Channel Islands, the “Redesigning Critical Thinking in Communication: Integrating AI as Text, Tool and Topic” project will ask students to analyze AI-generated messages, reflect on media bias and use AI to draft—but not complete—assignments. Generative AI will be a mirror held up to human reasoning, not a replacement for human judgment.

The third goal—redesigning curricula to prepare ethical and empowered AI users and developers—is where the CSU vision takes on its most ambitious form. The projects that focus on these ethical aspects recognize that AI is not a value-neutral technology. Its development and deployment are shaped by cultural values, social dynamics and inequities, and political power structures. Therefore, education that utilizes AI must center equity, access and critical consciousness.

For instance, at CSU Dominguez Hills, the “Revamp Your Course with AI” project will provide professional development for faculty to rework assignments, assessments and syllabi, enabling them to embed ethics, academic integrity and inclusiveness into every aspect of course design.

Additional examples of funded projects include:

- “Artificial Intelligence for Responsible, Ethical and Faculty-Informed Next-Gen Education (AI-REFINE): An AI Course Redesign Institute at Fresno State” (Fresno)
- “Teaching Beyond the Classroom: AI-Supported Retention for Teacher Education” (Long Beach)
- “Redesigning the Psychology Capstone for AI Literacy and Workforce Readiness” (Monterey Bay)
- “Clinical Reasoning in Practice: AI Patient Scenarios for Enhanced Critical Thinking” (San Bernardino)
- “Critical Futures: Bridging Indigenous Knowledge and Innovation to Transform Teaching and Student Learning with AI in American Indian Studies” (San Marcos)
- “Defense Against the Dark Algorithms: A Modular Framework for AI and Critical Thinking Across Area 1B GE Courses” (Sonoma)

Many projects take interdisciplinary approaches or focus on faculty development, equipping instructors with the tools to navigate course design, policy development and classroom practices in an AI-enabled environment. The majority of the funded proposals will conduct extensive research on best-use cases of transformative student learning experiences. These research showcases will be shared among the faculty in order to have the greatest possible impact on future student learning experiences. Faculty will then be able to build upon that research to enhance their students’ preparation for the workforce.

The AIEIC projects tell a story of transformation—not of technological disruption for its own sake, but of a deliberate, values-driven redesign of teaching and learning. Funded projects will launch in summer 2025 and will conclude by spring 2026. A complete list of the funded projects is available in the Faculty section of the AI Commons.

The CSU–Industry AI Workforce Acceleration Board

Leaders from the AI technology sector have joined with California government agencies and the CSU system in a groundbreaking effort to collaborate on and to advance workforce development strategies that align with the state’s higher education mission of equitable access and to ensure that AI-related opportunities are available to all Californians.

This group, the CSU–Industry AI Workforce Acceleration Board—which includes members of Governor Newsom’s cabinet, key CSU stakeholders and representatives from technology industry partners (such as Adobe, Amazon Web Services [AWS], Google, IBM, Instructure, Intel, LinkedIn, Microsoft, Nvidia and OpenAI)—has been created to:

- partner to identify and advocate for the AI skills needed in California’s workforce and beyond;
- host a series of challenges for CSU students to address key issues in using AI technology; and
- provide guidance and opportunities by way of internships, apprenticeships and employment for students.

The board has met twice and is currently developing ideas and recommendations to support the CSU’s goals of ensuring that its students are well-equipped with the skills needed to succeed in an increasingly AI-driven world and enabling them to continue to be strong contributors to California’s workforce.

Improved Administrative Efficiency and Effectiveness

The CSU AI Strategy prioritizes students and actively includes faculty, but we are also innovating on the administrative front to enable our institutions to become more efficient. We are currently piloting several system-developed AI tools that will address important administrative needs such as remediating documentation to improve accessibility, more quickly connecting prospective or current students to relevant campus resources, making policies easier to search, and streamlining processes and workflows.

The efficiencies we gain by using AI-enabled techniques such as these will allow our staff to serve students even more effectively in the years to come.

Conclusion

AI has already proven to be a broad-reaching, transformative force in U.S. higher education and in the workforce, and it will continue to be so for the foreseeable future. This AI renaissance presents us with unique opportunities to enhance the experiences of teaching and learning; to support student success; and to improve productivity for our system.

The CSU has embraced a range of impressive educational innovations made possible by AI. As we continue to refine the CSU AI Strategy in the coming months, we are confident that we will harness even more important affordances of AI—some of which may be beyond our current imagination.

The CSU AI Strategy represents a coordinated transformation in teaching and learning toward an AI-informed education that is inclusive and future-ready. Students will emerge not just as AI users, but as thoughtful, ethical contributors to the AI-enhanced workplace and to society. CSU faculty and staff are not simply adopting AI tools; they are reimagining what it means to teach, learn and prepare students for an AI-driven world.

CSU Generative AI Committee Report

Overview

Generative artificial intelligence (GenAI) is poised to be a broad-reaching disruptive force in U.S. higher education, with implications to all facets of its institutions. While artificial intelligence has been a growing part of our everyday lives for some time, Open AI's release of ChatGPT 3.5 in Fall of 2022 focused the public's attention on Generative AI in a profound way. For some faculty and staff, the proliferation of GenAI technologies feels like a crisis: much like the pivot to online teaching and learning during COVID-19, generative AI requires a dramatic shift in pedagogical practice that policies, norms, and tools will struggle to keep pace with. However, for others, generative AI presents opportunities to enhance the student experience, support student success, and to improve productivity for faculty and staff.

Regardless of one's perspective on generative AI, the reality is that it is here to stay, and it will evolve exponentially in ways that academia will have to reckon with, from teaching and learning to research and campus operations. Many CSU institutions have created guidelines and resources for their own campus communities as they adapt to these technologies, but others have been looking for guidance at the system level. In response to this campus demand, and in parallel with activities by the Academic Senate of the California State University (ASCSU), the CSU Generative AI Committee was convened in the Fall of 2024.

What follows is a report that proposes guiding principles and recommendations by the CSU Generative AI Committee.

Background

The CSU Generative AI Committee (see Acknowledgements) is co-sponsored by the Chancellor's Office divisions of Academic and Student Affairs and Information Technology Services, and co-chaired by Dr. Nathan Evans, Deputy Vice Chancellor for Academic and Student Affairs, and Dr. Ed Clark, Chief Information Officer. Members were appointed to the committee by the co-chairs, with the goal of ensuring that the committee included representation from key functional areas. The committee met regularly from January 2024-May 2024 to develop initial guidelines and recommendations for the CSU on generative AI. The committee recognized that generative AI is a dynamic, evolving force and that such guidance would need to be broad and adaptable. Three sub-committees were formed around specific focus areas,

including: 1) teaching, learning, and scholarship; 2) security, privacy, and procurement; and 3) applications for enhanced productivity.

The Academic Senate of the California State University (ASCSU) also had work underway regarding AI in higher education, and had representation on the CSU Generative AI Committee. In 2019, the ASCSU recognized the need to address the revolutionary changes and [potential impact of generative AI](#). This issue was revisited in March 2023 with a [resolution](#) calling for a working group on artificial intelligence (AI) in higher education. In 2024, the ASCSU [resolved to recognize current systemwide AI professional development opportunities](#) and called for additional AI teaching and learning faculty development. Furthermore, in 2024, the ASCSU [passed a resolution](#) requesting more faculty representation on the Chancellor's Office CSU Generative AI Committee. And finally, a [resolution was issued concerning student intellectual property](#) and the potential use of generative artificial intelligence detection tools in student course assignment submissions.

Guiding Principles

Through discussions, benchmarking with other institutions, and consideration of the CSU's mission and values, the Generative AI Committee recommends the following principles to inform the use, development, and evaluation of generative AI tools and technologies.

1. **Uphold appropriate and responsible use.** Usage of generative AI in the CSU must align to federal and state regulations and CSU and campus policies. Products may not be adopted or used that violate the law, and efforts should be made to use enterprise solutions with commercial data protection where feasible, rather than freely available tools on the open web.
2. **Mitigate risk and promote good data stewardship.** CSU faculty, staff, students, and other CSU affiliated individuals should safeguard personal data and may not expose CSU data (levels 1 and 2) to generative AI in a way that risks data privacy or security.
3. **Ensure inclusivity and equitable access.** The CSU should promote inclusive and equitable access to GenAI technologies and ensure that all CSU faculty, staff, and students have access to GenAI tools and training necessary to leverage them for teaching, learning, research, and work. Users of generative AI technologies should be aware of potential biases and possible toxic and

inaccurate outputs.

4. **Maintain integrity, honesty, and trust.** Individuals using generative AI should do so within the policies and norms that govern their activities and should cite uses of generative AI whenever possible and appropriate. Individuals should take full responsibility for GenAI-generated materials to make sure that they are sound.
5. **Improve efficiency and enable capacity.** Work done with generative AI must be human-led and human-centered. Applications of generative AI in administrative processes should focus on increasing operational efficiency and reducing duplicative efforts. Campuses should exercise discipline in selecting AI tools, with a bias towards those that have proven impact.
6. **Advocate for continuous learning and adaptation.** As generative AI technologies evolve rapidly, the CSU should support ongoing faculty and staff development, training, and curricular integration to build internal capabilities while preparing our students for success during and beyond their academic studies.

Recommendations

In addition to the guiding principles, the CSU Generative AI Committee also created the following set of recommendations for next steps.

Governance and Other Enabling Structures

The committee recommends ongoing governance in the form of working groups that coordinate and support the CSU's effort to explore and adapt to GenAI. It is recommended that the current committee and sub-committee structure be maintained to build momentum and ensure that diverse campus and stakeholder perspectives are represented. Additionally, it is also recommended that multi-campus collaboratives be formed to explore AI tools and conduct pilot projects while creating relevant taskforce groups as needed to evaluate the benefits of adopting specific AI tools across multiple CSU campuses.

While multiple system-wide or multi-campus groups might be established to support this effort, there is consensus about group timelines and characteristics that would be most beneficial for ongoing work. First, given the rapidly evolving nature of generative AI, any committees or groups formed should have a clearly defined scope and defined expiration dates, at which point the continuance of the structure should be evaluated. Every attempt should be made to make the groups appropriately representative. It is

recommended that IT security and risk/legal functions should be represented on any committee/group. Moreover, chief diversity officers (or similar) and students should be included, where suitable.

Other Scaffolding

The committee also made the following recommendations for required supporting structures.

- Provide guidance to help the CSU mitigate risk.
- Provide change management best practice guidance to campuses.
- Provide strong systemwide guidance and up-to-date training on data privacy and security to include relevant information on GenAI, particularly on CSU-protected data.
- Centrally support efforts toward adopting National Institute of Standards and Technology (NIST) guidance for improved information security and research compliance.
- Advocate for a CSU data governance strategy.
- Create a systemwide Generative AI Community of Practice.
- Consider folding guidance and training aids into existing resources such as Curriculum Guides, Faculty Handbooks, etc.

Resources and Technology Investments

Adapting to a new, fast-evolving technology such as generative AI requires coordination, investment, and collaboration. To that end, the committee had several suggestions for systemwide collaborations to increase visibility and share best practices about campus-based activities.

Systemwide Inventories to Enable Collaboration

- Create an [inventory of initiatives at a systemwide](#) and at a campus level.
- Create a pathway to allow successful pilot initiatives at a campus or system level to be expanded to serve other interested institutions.
- Create a library (inventory) of AI tools that could help community members evaluate and select AI tools for implementation.

Leverage and Extend Existing Vendor Relations

- Capitalize on current investments in enterprise tools rolling out AI features and applications with commercial data protection.
- Increase collaboration with vendors and content providers that are developing AI tools.

Enable Testing and Exploration

- Partner with IT to enable broad experimentation and testing with multiple tools.
- Provide enterprise level access to GenAI tools (ChatGPT, Claude, etc.) to enable faculty, staff, and students to try new tools and adapt to the new technology.

Invest in Multi-Campus Solutions

- Coordinate large projects that address mission-critical challenges and scale beyond the purview of a single campus, like transfer and transcript evaluation.

Training, Support, and Capacity Building

With the potential scale and scope of disruption due to generative AI, ongoing training and support is critical to prepare faculty, staff, and students for the adoption, integration, and evaluation of these technologies. Therefore, the committee recommends the following actions:

Sharing Faculty Development Opportunities

- Increase visibility and availability of campus and [systemwide training opportunities](#), such as the Introduction to AI for Teaching and Learning online course and the Academic Applications of AI faculty micro-credential.
- Encourage campuses to [survey campus stakeholders](#) to establish a baseline of perceptions and use of generative AI that can be measured over time.
- Provide faculty with opportunities to play with the most sophisticated GenAI tools while creating space to make sense of the implications for teaching and learning, both across and within disciplines.
- Provide opportunities for faculty and students to co-create GenAI learning objectives, competencies, compacts/agreements, and activities.

Capacity-Building

- Develop a set of core/comprehensive GenAI competencies for faculty, staff and administrators. [See an example](#)
- Provide resources for curriculum revisions that produce cheating-resistant assignments and assessments.
- Define AI literacies and identify ways to incorporate into curricula.
- Support the efforts of CSU Libraries (COLD) and the library profession to adapt the ACRL Framework for Information Literacy for Higher Education to include AI Literacies.
- Collect and disseminate classroom use cases.
- Consider developing a curriculum for GenAI-focused majors or certificates.

Business Processes and Operations

One of the most significant potential benefits of generative AI lies in its ability to alleviate administrative workloads by automating repetitive and redundant tasks. The following recommendations consider the potential of generative AI to augment digital transformation efforts and steps that could enable process improvement.

AI and Existing Processes/Policies

- Review and update supplemental terms & conditions in procurement contracts to account for GenAI.
- New and amended contracts should go through legal review of any artificial intelligence-related matters.
- Review existing policies to account for the impact of GenAI and update as needed.
- Define a review and approval process for new GenAI functionality being added to existing products licensed by the CSU.

Suggested Opportunities for AI Integration

- Identify shared services (such as information technology security and compliance) that would benefit from the integration of GenAI.
- Review digital workflows for error reduction potential, shorter workflows, and lowering administrative barriers.
- Explore areas that could be augmented by custom bot technology, such as student advising and technology help desks.
- Repurpose repetitive, predictable work to GenAI.

Conclusion

The CSU Generative AI Committee recognizes the transformative potential of generative AI and the need for proactive adaptation. Because of current uncertainties, the committee has developed guidelines and recommendations to position the CSU for success in this rapidly evolving landscape. By adopting principles informed by the CSU's mission and values, the CSU can navigate the challenges and opportunities presented by generative AI while prioritizing human involvement, ethical use, and risk mitigation.

To ensure effective implementation and ongoing support, the committee recommends establishing a governance structure comprising working groups and multi-campus collaboratives. These groups will coordinate efforts to explore and adapt to GenAI, conduct pilot projects, and evaluate the benefits of adopting specific GenAI tools across multiple CSU campuses. Maintaining the current committee and sub-committee

structure, in parallel with ASCSU's working groups, will provide diverse perspectives and build momentum, while forming relevant taskforce groups as needed will facilitate agile decision-making.

By embracing these recommendations, the CSU can position itself as a leader in the responsible and innovative adoption of generative AI in higher education. The committee's guidance will enable the CSU to harness the power of this technology while upholding its commitment to educational excellence and serving the diverse needs of its students and stakeholders.

Acknowledgements

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Resources

- [Welcome | Systemwide Generative AI Resources \(calstate.edu\)](#)
- [SDSU AI Student Survey Instrument | ScholarWorks \(calstate.edu\)](#)
- [AI-EDU Arxiv \(calstate.edu\)](#)



Dear Colleagues,

You've likely received a message from the Chancellor's Office or your campus about their new artificial intelligence (A.I.) initiatives. This announcement proclaims significant investments in the use and expansion of A.I. technology on campus and in our classrooms. While we recognize there are multiple perspectives on the use of A.I, we have significant concern about faculty jobs, academic freedom, intellectual property, and surveillance. Any integration and use of A.I. in the classroom must be led by faculty, not by administrators and tech companies. Faculty should have the power to decide how and whether to use these tools and should not be subject to repercussions for using A.I. in responsible ways, nor for refusing to use it.

We also know the many issues with A.I. beyond the impact on our work. There is the profound [environmental toll](#) of A.I., from [significant electricity use](#) to [increasing water consumption to cool servers](#). Amazon workers have complained that [A.I. bots fired them without human interaction](#). Surveillance apps track how [often workers leave their desks](#). A.I. tools for resume screenings have been notorious for [discriminating against people](#) based on race and gender. A.I. models have repeatedly been used to [create racist imagery](#), [perpetuate racial discrimination in policing](#), and the [A.I models themselves are](#) engaging in racist behavior. [Companies are also stealing people's original work](#). Their art, literature, essays, music, data, etc., are being used to train A.I. to reproduce and replace it. It is being used to [replace mental health counselors](#). The list goes on.

Management decision making is directly responsible for cuts, loss of work, and layoffs. At the same time, they continue to invest university resources to launch initiatives with little to no input from faculty, students, and staff.

We will keep you informed as we demand to meet with CSU management to discuss how this new initiative impacts faculty work. Faculty intellectual property is protected by our contract. This includes any and all work produced as we perform our duties, from video recordings and tutorials to lecture notes, from research and creative activities to syllabi, from classroom assignments to athletic regimens. Unless faculty sign a separate agreement detailing how management can use faculty IP, neither the CSU nor third parties have a right to the work we create.

Make sure to [sign up for Headlines](#) to stay up to date on CFA news. If you are not a CFA member, [we encourage you to join](#). We can only maintain a quality higher education by working together.

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Governor Newsom partners with world's leading tech companies to prepare Californians for AI future | Governor of California

State of California

12–15 minutes

“Preparing tomorrow’s innovators, today”

What you need to know: California is leveraging programs from Google, Adobe, IBM, and Microsoft to help prepare the current and future generation to lead an AI-ready workforce, including expanding access to over two million students in public high schools and universities across California, including community colleges and California State Universities.

SAN FRANCISCO – Today, Governor Gavin Newsom announced California has signed agreements with four of the largest technology companies in the GenAI sector, as the state continues to speed forward as the global leader in technology. Working with Google, Adobe, IBM, and Microsoft, the state will help train California’s workforce for a wide range of jobs in AI, including preparing students in grades 9-12, community colleges and California State Universities for high-paying careers in these fields. These agreements — reached at no cost to the state — will also allow schools and industry partners to work together to

make it easier for students to develop the skills they need to move from the classroom to the workforce.

AI is the future — and we must stay ahead of the game by ensuring our students and workforce are prepared to lead the way. We are preparing tomorrow's innovators, today. Fair access to next-generation workforce training tools is one important strategy that California is using to build economic opportunities for all Californians. We will continue to work with schools and colleges to ensure safe and ethical use of emerging technologies across the state, while emphasizing critical thinking and analytical skills.

Governor Gavin Newsom

This agreement will support faculty and students across the community college and California State University systems, and enable high schools across the state to modernize their curriculum offerings to provide students with the latest AI tools, foster networking and internship opportunities, and expand access to state-of-the-art technology.

“AI is expected to touch nearly every aspect of the working world, so making sure California students are fluent in AI tools will give them a huge advantage as they start their careers,” **said Stewart Knox, Secretary of Labor & Workforce Development.**

“Leveraging the state's leadership in technology to train the current and future generation of California workers positions us to remain the world's leader in emerging technologies,” said Nick Maduros, Secretary of California Government Operations Agency.

“With agreements like these, we are doing what California does best — investing in the innovation economy to create new industries and new opportunities,” **said Dee Dee Myers, Senior Advisor to the Governor and Director of the Governor's Office of Business and Economic**

Development (GO-Biz). “Partnering with these industry leaders will further unlock opportunities for Californians to get the skills they need to advance their careers while ensuring employers have access to the most talented workforce in the nation.”

“This new partnership with leading AI companies brings cutting-edge skills and tools directly to our students, faculty, staff, and communities—expanding opportunity and ensuring that Californians are prepared to thrive in the future world of work shaped by AI,” **said California Community Colleges Chancellor Sonya Christian.** “As the largest workforce training provider in the nation, we play a pivotal role in developing California’s talent and guiding the responsible and equitable use of Generative AI.”

“On behalf of the California State University, I commend and deeply appreciate Governor Newsom’s forward-thinking efforts to harness the power of artificial intelligence. The MOU we celebrate today and the CSU-Industry AI Workforce Acceleration Board it memorializes are at the very heart of the CSU’s Artificial Intelligence Initiative, aimed at empowering faculty teaching and research, elevating the student experience, driving the state’s future workforce and, most importantly, equipping our graduates with the essential skills they’ll need to thrive in every field. We look forward to our continued collaborative work – with the governor’s administration, AI industry leaders, and CSU students, faculty and staff – as the CSU seeks to become a global model for an AI-empowered higher education system.” – **California State University Chancellor Mildred Garcia**

View the CSU MOU [here](#).

California’s GenAI economy

California is home to 33 of the top 50 privately held AI companies around

the globe. That figure signifies the state's undisputed leadership in the GenAI arena and highlights why it is critical that California continues to create economic opportunities for our students and integrate these partnerships into educational systems statewide. The agreements will help ensure California remains the location of choice for the world's most innovative companies by placing an emphasis on supporting startups — a critical component of the state's economic engine.

Recognizing GenAI is only the tip of the spear in the world of emerging technologies, the state is placing increased emphasis on sharpening students' skills to keep them competitive in today's workforce and ensure they use these emerging technologies safely and responsibly.

Preparing tomorrow's innovators

Adobe, Google, IBM, and Microsoft have developed several programs they are sharing with educational institutions across the state, including providing cutting-edge AI software, sharing expertise as educators update curricula to reflect the latest technology, and supporting educational and joint research initiatives. This partnership will drive significant advances in educational opportunities, economic development, workforce enhancement, and innovation for all Californians. The solutions are voluntary and will be made available by the companies at no cost to schools and institutions.

Adobe Initiative: Adobe and California are partnering to equip students and teachers with the skills and resources they need to thrive in an AI-driven world. Building on Adobe's long-standing commitment to supporting education, this initiative will expand access to Adobe's responsibly developed generative AI that is designed to be used in classrooms such as [Adobe Express](#), Adobe Acrobat, and Adobe Firefly — as well as AI literacy content, programming and resources. This

partnership will help ensure workforce readiness for the future by preparing students to become the next generation of innovators and leaders. View the Adobe MOU [here](#).

“To create the future, today’s students must learn to speak the language of tomorrow. That means not only having access to Adobe’s world-class, classroom-ready AI-powered tools as they are creating, ideating, or studying, but also becoming fluent in AI itself. This is equally important for educators because when we invest in teachers, we invest in every student they will ever reach. By empowering both students and educators with AI skills and knowledge, Adobe is proud to take a critical step toward building an innovative workforce that thrives in the digital world of today and tomorrow.” **Mala Sharma, Vice President and General Manager, Adobe for Education.**

Google Initiative: Google will help California residents develop tech skills through its extensive online AI training programs and continue to partner with government agencies across the state to transform citizen services, make data-driven decisions, and enhance efficiencies using GenAI. As a partner in this initiative, Google will support the state’s commitment to modernizing government and investing in its workforce. This includes increasing access to [Google’s Prompting Essentials course](#) for students at no cost. Designed and taught by experts at Google, the online course is product agnostic, does not require a degree or experience, and teaches learners how to effectively instruct AI, make the technology work for them, and responsible use. Additionally, Google will offer its no-cost [Generative AI for Educators](#) course to teachers across the state to help them personalize instruction to meet student needs, develop creative lessons and activities, and save time on administrative tasks. This partnership builds on collaboration between California and Google to accelerate the adoption of GenAI at

government agencies in the state and create new upskilling opportunities for the workforce. View the Google MOU [here](#).

“Generative AI is reshaping the future of work, revolutionizing industries and creating entirely new career paths,” **said Matthew Schneider, Managing Director, Education, State & Local Government, Google Public Sector.** “By collaborating with California to make this technology more accessible to K-12 classrooms, higher education institutions, and innovative start-ups, we’re empowering Californians with the skills and knowledge to thrive in the robust GenAI economy of tomorrow.”

IBM Initiative: This initiative aims to integrate AI into career education programs across California’s community colleges, explore opportunities for faculty training, and broaden access to industry-recognized credentials through IBM SkillsBuild. The initiative also seeks to promote the development of regional AI labs, short-term certificates, and hands-on learning experiences aligned with evolving workforce needs. By aligning proven, accessible educational pathways with the demands of a rapidly changing technological landscape, this collaboration aspires to help prepare students for future roles in AI, cybersecurity, and data science fields. View the IBM MOU [here](#).

“IBM is proud to collaborate with the State of California to expand access to AI education and economic opportunity. As AI transforms the workplace, the demand for skilled workers is growing rapidly. Through IBM SkillsBuild and our collaboration with California’s community colleges, we are empowering students and educators with the tools, training, and credentials they need to thrive in an AI-driven economy.”
Dinesh Nirmal, Senior Vice President, IBM Software.

Microsoft Initiative: Microsoft, the Foundation for California Community Colleges, and the California Community College Chancellor’s Office

successfully delivered a comprehensive bootcamp learning series focused on AI Foundations, Cybersecurity, and Microsoft Copilot. This training equipped faculty members from various community colleges across the state to educate students at their respective colleges. This collaborative effort has significantly enhanced the AI and cybersecurity skills of both faculty and students, positioning California's community colleges at the forefront of technological education. View the Microsoft MOU [here](#).

“Microsoft is proud to partner with the State of California to help ensure students, faculty, and staff across the California Community Colleges system have access to the AI skills needed in today's workforce. By supporting AI literacy, cybersecurity training, and hands-on learning opportunities through our Copilot technology and trusted training partners, we're investing in the future of California. We're grateful to Governor Newsom's office and the California Government Operations Agency for their leadership in creating pathways into the digital workforce.” **Beth Dann, General Manager, State, Local, and Education, Microsoft**

What's Next

Key leadership from this newly announced partnership will begin the implementation phase, continuing their efforts to harness GenAI to enhance the lives of all Californians.

California's AI global leadership

California has launched efforts to help the state take advantage of this emerging technology, while also creating responsible policy guardrails to protect Californians.

In 2023, Governor Newsom signed an [executive order](#) laying out California's approach to state GenAI adoption. That EO has shaped the

future of ethical, transparent, and trustworthy GenAI deployment, all while California remains the world's GenAI leader. Within state government, projects are already underway to utilize GenAI to [reduce highway congestion, improve roadway safety, and enhance customer service in a state call center](#), among other new initiatives.

Paving the way for responsible use of AI

Earlier this year, Governor Newsom further [advanced California's ongoing leadership in the responsible development and deployment of AI](#) with the release of a [new report from world-leading AI academics and experts](#). The group, which was convened at the request of the Governor last September, today released its final report, [The California Report on Frontier AI Policy](#). This landmark report will help pave the way for the responsible, ethical, and safe use of AI for the benefit of all Californians by offering a policy framework for workable guardrails based on an empirical, science-based analysis of the technology's capabilities and risks.

**MEMORANDUM OF UNDERSTANDING BETWEEN THE OFFICE OF GOVERNOR
GAVIN NEWSOM AND THE CALIFORNIA STATE UNIVERSITY**

WHEREAS the California State University (CSU) is the nation's largest and most diverse public university system, serving as a model for inclusive excellence, social mobility, and educational equity; and

WHEREAS the California State University serves more than 460,000 students, more than half of whom are from underrepresented backgrounds, nearly half of whom are Pell-eligible, and more than a quarter of whom are undergraduates that are the first in their families to attend college; and

WHEREAS the California State University is consistently recognized for providing opportunities for social mobility, awarding nearly half of the state's bachelor's degrees, graduating more than 125,000 students into California's workforce annually, helping to create more than 200,000 jobs annually, and contributing \$26.9 billion to the State's economy annually; and

WHEREAS the rapid integration of AI into most sectors of the economy and educational community risks increasing socioeconomic disparities and the digital divide, sidelining students and individuals who do not have the necessary resources from important opportunities; and

WHEREAS California is the epicenter of AI innovation, boasting 35 of the top 50 AI companies globally and accounting for a quarter of the world's AI patents, academic papers, and companies; and

WHEREAS leveraging the expertise of leading technology partners to guide workforce development and training within the California State University presents an unprecedented opportunity to prepare our workforce for a diverse, AI-driven future; and

THEREFORE, CSU and the Office of Governor Gavin Newsom, Governor of the State of California ("Governor's Office"), and its agencies and departments, including the Government Operations Agency, Labor and Workforce Development Agency, and Governor's Office of Business and Economic Development (collectively, "the Parties") agree to collaborate on the CSU-Industry AI Workforce Acceleration Board, a partnership between the State of California, AI-industry partners, and the California State University to guide the equitable development of a highly skilled, diverse workforce that can drive California's AI-powered economy.

Through this collaboration among California State officials, California State University leaders and stakeholders, and AI-industry technology leaders, the CSU-Industry AI Workforce Acceleration Board will advance workforce development initiatives that align with California State University's mission of equitable access, support economic mobility, and ensure that AI-related opportunities are accessible to all Californians. The CSU-Industry AI Workforce Acceleration Board will advise on and support efforts to ensure students graduate career-ready with the skills needed to succeed in a workforce that is transformed by AI and also support the CSU's efforts to prepare its own workforce for AI. The Parties agree as follows:

- 1) Non-binding Nature of the MOU.** This MOU is non-binding and does not create any legally binding rights or obligations and does not create any legally cognizable or enforceable rights or remedies, legal or equitable, in any forum whatsoever between the Parties. In addition, the commitments in this MOU are not conditioned upon reciprocal actions by a Party; each Party retains full discretion over implementation of its commitments in light of the Party's individual circumstances, laws, and policies. No Party is required to enter into any binding agreement related to this MOU, including Attachment A

- 2) Term; Termination.** The term of this MOU will commence on the Effective Date and will remain in effect until the earlier of (i) thirty-six (36) months, or (ii) terminated by a Party with thirty (30) days' written notice to the other parties (without any liability or obligation to any Party).
- 3) Relationship between the Parties.** This MOU does not create a joint venture, partnership, agency or other form of business association between the Parties.
- 4) Disclaimers.** No Party will be bound by, or be liable for, any alleged representation, warranty, promise inducements or statement of intention. This MOU does not create any third-party beneficiary rights in any individual or entity.
- 5) Publicity.** Neither Party may make any public statement regarding this MOU without the written approval of the other Party.
- 6) Governing Law.** The rights and obligations of the parties and the interpretation and performance of this MOU shall be governed by the laws of the State of California, excluding any statute which directs application of the laws of another jurisdiction.
- 7) Counterparts and Delivery.** The Parties consent to electronic signatures and may execute this MOU in counterparts, including facsimile, PDF, and other electronic copies, which taken together will constitute one instrument.
- 8) Personnel and Resources.** This MOU does not involve the exchange of funds, nor does it represent any obligation of funds by any Party. All costs that may arise from activities covered by, mentioned in, or pursuant to this MOU will be assumed by the Party that incurs them, unless otherwise expressly stated in a future written arrangement in accordance with applicable laws. All activities undertaken pursuant to this MOU are subject to the availability of funds, personnel and other resources of each Party. The personnel designated by a Party for the execution of this MOU will work under the orders and responsibility of that Party and any other organization or institution to which the personnel already belongs, at all times maintaining any preexisting employment relationship only with that Party and organization or institution, and not with any other Party.
- 9) Compliance with Applicable Laws.** This MOU will be construed consistent with all applicable laws, and activities undertaken in connection with this MOU will be subject to, and will be undertaken in a manner consistent with, all otherwise- applicable laws.
- 10) Interpretation and Application.** Any difference that may arise in relation to the interpretation or application of this MOU will be resolved through consultations between the Parties, which will endeavor in good faith to resolve such differences.
- 11) Amendments.** This MOU may be modified at any time by mutual consent of the Parties. Any modification will be made in writing and specify the date on which such modification is to become effective.

[SIGNATURE PAGE FOLLOWS]

The Parties, by signature of their authorized representatives, have executed this MOU as of the date signed below.

Gavin Newsom
Governor of California

DATE: _____

ON BEHALF OF THE
Governor's Office of Business and
Economic Development

ON BEHALF OF THE
California State University

DEE DEE MYERS
Director

DR. MILDRED GARCÍA
Chancellor of California State University

DATE: _____

DATE: _____

ON BEHALF OF THE
State of California Labor & Workforce
Development Agency

ON BEHALF OF THE
State of California Government
Operations Agency

STEWART KNOX
Secretary

NICOLAS MADUROS
Secretary

DATE: _____

DATE: _____