

## University Senate

### **Meeting Minutes for Tuesday, February 20, 2024**

**Location:** In Person - Goodwin Forum NHE 102

**Online: Zoom Meeting ID:** 890 8752 0102

**Passcode:** 328012 & **Link:** [Zoom](#)

Chair Woglom called the meeting to order at 3:05pm. A quorum was present.

### **Members Present**

Aghasaleh, Anderson, Banks, Bell, Benavides-Garb, Burkhalter, Capps, Cappuccio, Graham, Harmon, Hill, Ho'ā, Miller, Miyamoto, Mola, Pachmayer, Ramsier, Ronald, Schroeder, Stelter, Thobaben A., Thobaben M., Tillinghast, Virnoche, Woglom,

### **Members Absent**

Deshazier, Holliday, Jackson, Lancaster, McGuire, Parker, Ruiz,

### **Guests**

Amber Blakeslee, Carmen Bustos-Works, Joice Chang, Andrea Delgado, Bethany Gilden, Rachael Gipson, Mike Le, Heather Madar, Patrick Malloy, Sasheen Raymond, Shelbi Schroeder, Kimberly White, Jeanne Wielgus,

### **Announcement of Proxies**

Anderson for Lancaster, Andrea Delgado, for Ruiz, Banks for Deshazier, Mark Johnson for Jackson, Pachmayer for McGuire, Peggy Metzger for Holliday

### **Approval and Adoption of Agenda**

M/S (Mola/Ho'ā) Motion to adopt the Agenda for February 20, 2024

Motion to approve the agenda for ***passed without dissent***

### **Review of Community Participation Options**

### **Approval of Minutes from February 06, 2024**

M/S (Mola/Hill) Motion to approve the minutes from the meetings on February 06, 2024

Motion to approve the minutes ***passed without dissent***

## **Consent Calendar from the Integrated Curriculum Committee**

- Voting Consent Calendar ICC Approved: February 13, 2024 is attached

## **General Consent Calendars**

- 2024-2025
- 2025-2026
- 2026-2027

Senator Mola requested that the 2024-2025 Academic Year Calendar be pulled from the general consent calendar and added as a discussion item to the end of the agenda.

## **Reports, Announcements, and Communications of the Chair**

- The Chair Report is attached.

## **Reports of Standing Committees, Statewide Senators, and Ex-officio Members**

### **Academic Policies Committee (APC)**

Written Report is attached

### **Appointments and Elections Committee (AEC)**

Written Report is attached

### **Constitution and Bylaws Committee (CBC)**

No Report

### **Faculty Affairs Committee (FAC)**

Written Report is attached

### **Integrated Curriculum Committee (ICC)**

Written Report is attached

### **University Policies Committee (UPC)**

Intellectual Property Information will be updated and presented in the next few weeks, and this has been a project that has been worked on for the next year.

### **University Resources and Planning Committee (URPC)**

Written Report is attached

### **Academic Senate of the California State University (ASCSU)**

Written Report is attached

**Associated Students (AS)**

No Report

**California Faculty Association (CFA)**

Written report is attached

**Office of Diversity, Equity, and Inclusion (ODEI)**

No Report

**Emeritus and Retired Faculty and Staff Association (ERFSA)**

No Report

**Labor Council**

No Report

**Staff Council**

Written Report is attached

**President and President's Administrative Team**

Written Report is attached

**TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community**

- Senator Graham comments are attached

**TIME CERTAIN: 3:30-3:45 PM – Health Task Force Update**

- Powerpoint is attached

**TIME CERTAIN: 3:45-4:00 PM - Metrics to Inform Action Planning**

- Top Metrics to Inform Action Planning Powerpoint is attached
- Guidelines for Campus LCD Action Plans-final is attached is attached

**15-23/24-APC - Resolution on the Priority Registration Policy - February 20, 2024 - Second Reading**

Resolution and Approved Policy are attached.

Senator Harmon spoke in favor of the resolution.,

Vote to Pass the Second Reading of the Resolution on the Priority Registration Policy (15-23/24-APC) ***passed without dissent.***

Votes to Pass the the Second Reading

**Ayes:** Aghasaleh, Anderson, Banks, Bell, Benavides-Garb, Burkhalter, Cappuccio, Deshazier, Graham, Harmon, Hill, Ho‘ā, Holliday, Lancaster, McGuire, Miller, Miyamoto, Mola, Pachmayer, Ramsier, Ronald, Schroeder, Stelter, Thobaben A., Thobaben M., Virnoche, Woglom

**Nays:** None

**Abstentions:** Capps, Parker, Ruiz, Tillinghast

**14-23/24-CBC – Resolution on Creation of Committee on Committees - February 20, 2024 – Second Reading**

Resolution is attached.

Senators Burkhalter and Chair Woglom spoke in favor of the resolution.

Motion pass the Resolution on Creation of Committee on Committees (14-23/24-CBC) ***passed***

Votes to Pass the Second Reading

**Ayes:** Aghasaleh, Anderson, Banks, Bell, Benavides-Garb, Burkhalter, Deshazier, Graham, Harmon, Hill, Ho‘ā, Holliday, Lancaster, McGuire, Miller, Miyamoto, Mola, Pachmayer, Ramsier, Ronald, Schroeder, Stelter, Thobaben A., Thobaben M., Tillinghast, Virnoche, Woglom

**Nays:** Cappuccio

**Abstentions:** Capps, Parker, Ruiz,

**17-23/24-CBC – Resolution to update Section 800 Faculty Handbook to update 811. DISABILITY ACCESS AND COMPLIANCE COMMITTEE membership and charge - February 20, 2024 – First Reading**

Resolution is attached.

Senator Graham’s comments are attached.

Senator Harmon comments suggest that the language for students who have disabilities applied to staff Faculty, visitors and volunteers, especially to stay compliant with the executive order.

Senator Miller comments suggest that “experience with disabilities” is more inclusive for those with disabilities, than this language.

Andrea Delgado questions what is the process that the Senate AEC would choose the faculty to appoint.

Senator Miyamoto comments that time on task can be an issue, with who can serve, what competencies they can serve, and this can be a concern, especially when we need more staff participation

**18-23/24-FAC - Resolution to Update the Informative Language in the Student Feedback of Learning Experiences Survey - February 20, 2024 - First Reading**

Resolution is attached.

Motion (Harmon/Benavides-Garb) to waive the first reading on the Resolution to Update the Informative Language in the Student Feedback of Learning Experiences Survey (18-23/24-FAC) ***did not pass.***

Motion (Woglom) for 3 comments in favor and 3 comments against moving forward to vote for the Second Reading of Resolution (18-23/24-FAC).

Those comments in favor: Senator Harmon

Those comments against: Senator Mola, Senator Graham, Senator Tillinghast

Point of information - Senator Burkhalter questions when the administrative bodies need this information? Miller answers that it will go into effect in Fall 2024.

Vote to Waive First Reading

**Ayes:** Bell, Deshazier, Harmon, Ronald, Ruiz, Schroeder, Thobaben A., Thobaben M.

**Nays:** Aghasaleh, Anderson, Benavides-Garb, Cappuccio, Graham, Hill, Ho'ā, Holliday, Lancaster, Miller, Miyamoto, Mola, Stelter, Tillinghast, Virnoche

**Abstentions:** Banks, Burkhalter, Capps, McGuire, Pachmayer, Parker, Ramsier, Woglom

Discussion of 2024-2025 Academic Year Calendar

All Academic Calendars are Attached.

Discussion of Academic Calendar 2024-2025

Senator Mola observes that the Academic year calendar 2024-2025, (E) calendar reduces the grading days by 2 and the 2025-2026 reduces the number of grading days by 1, there may be a solution of reducing the number of final days from 5 to 4, Jenni Robinson Reisinger said that she was able to explore this in the future, however there are a lot of other things that would have to happen and this would not be possible for Academic calendar 2024-2025 but possible for future calendars with back end work. This suggestion also comes with having grades due January 2nd next year, giving a longer academic calendar, and evaluation period  
Provost Capps points out that this may be an issue and not possible

Patrick Malloy shares that it is not a lot of time to grade and the registrar does have the authority to close grade submissions any time they want, however, there is an obscure rule from the Chancellor's office that states, "a calendar month can't contain days from 2 separate semesters". Therefore January cannot have Fall work days if it has Spring work days in it.

Kimberly White states that there can be multiple grade submission days however up to, 2 of them can be included as green days, and it says preferable 1. So the university has adopted the 1 green day from grade Submissions days.

Miller clarifies that we cannot change the 24/25 calendar but we might be able to change 25/26.

Provost Capps reaffirms that it cannot change but still needs to be submitted.

Senator Virnoche asks if we can collect more information about alternative days.

Point of information: Woglom clarifies the due date, Patrick Malloy affirms that it was due to the Chancellor's office 2/16/2024. However, Woglom also asks if it can be changed after submitted? Patrick Malloy confirms.

Chair Woglom proposes that we collect more information and acceptable that we change the calendars after.

Motion (Mola/Miller) to pass the General Consent Calendar with current versions of academic calendars 24/25, 25/26, 26/27, ***passed without dissent.***

Votes to Pass the General Consent Calendar

**Ayes:** Anderson, Bell, Benavides-Garb, Burkhalter, Capps, Cappuccio, Deshazier, Graham, Harmon, Hill, Holliday, Lancaster, Miller, Miyamoto, Mola, Pachmayer, Ronald, Stelter, Thobaben A., Thobaben M., Virnoche, Woglom

**Nays:** None

**Abstentions:** Aghasaleh, Banks, Ho'ā, McGuire, Parker, Ramsier, Ruiz, Schroeder, Tillinghast

**M/S (Burkhalter/Graham) adjourn**

**Meeting adjourned at 5:00PM**

## Integrated Curriculum Committee

University Senate Consent Calendar for February 20, 2024

Approved: February 13, 2024

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### Consent Calendar

[BIOL - 451 - 23-2297 - New Course - Phylogenetic Systematics](#) This proposal is to make a co-listed version of a graduate-level course that is currently being offered on a biannual rotation by our department. An undergraduate course will provide an additional elective option for majors in Biology, Botany and Zoology. It will also provide training in advanced evolutionary topics and increase coding literacy for enrolled students.

#### [BIOL - 550 - 23-2296 - Course Change - Phylogenetic Systematics](#)

1) Change the course number from BIOL550 to BIOL551. This change will make it possible to co-list this course as an undergraduate course (the course number at the 400-level (BIOL450) is already in use for another course).

2) Change the C-classification of the course so that the course has a laboratory component. Total units of course will remain the same.

[CHEM - 325L - 23-2337 - Organic Chemistry II Laboratory](#). When this lab course was separated from the lecture and re-numbered in 2017, we forgot to add the co-requisite CHEM 323 - Nuclear Magnetic Resonance Spectroscopy (NMR) Techniques. CHEM 323 and CHEM 325 already have the correct co-requisites.

[SED - 790 - 23-2338 - Supervised Teaching Experience](#) Changing grading modality from Optional Grade Basis to Credit/No Credit based on requirements set by the California Commission on Teacher Credentialing.

## Provost and Vice President for Academic Affairs

ADMINISTRATIVE MEMORANDUM

VPAA 23-##

[DATE]

**Subject:** Academic Calendar 2024-2025 (Draft)

### **Fall Semester 2024**

Academic Year and Fall Semester Begin	M	August 19
Advising, meetings, orientation, testing, etc.	W-F	August 21-23
<b>Classes Begin</b>	<b>M</b>	<b>August 26</b>
<i>Labor Day Holiday</i>	<i>M</i>	<i>September 2</i>
<i>Veterans Day Holiday</i>	<i>M</i>	<i>November 11</i>
<i>Fall Break</i>	<i>M-F</i>	<i>November 25-29</i>
Classes End	F	December 13
<b>Final Examinations</b>	<b>M-F</b>	<b>December 16-20</b>
<b>Fall Commencement</b>	<b>F</b>	<b>December 20</b>
Weekend Work Day	S	December 21
Evaluation Day	M	December 23
Grades Due (by 11:59 pm)	M	December 23
Fall Semester Ends	M	December 23

### **Spring Semester 2025**

Spring Semester Begins	W	January 15
Advising, meetings, orientation, testing, etc.	W-F	January 15-17
<i>Martin Luther King Day Holiday</i>	<i>M</i>	<i>January 20</i>
<b>Classes Begin</b>	<b>T</b>	<b>January 21</b>
<i>Spring Break</i>	<i>M-F</i>	<i>March 17-21</i>
<i>Cesar Chavez Day Holiday</i>	<i>M</i>	<i>March 31</i>
Classes End	F	May 9
<b>Final Examinations</b>	<b>M-F</b>	<b>May 12-16</b>
<b>Commencement</b>	<b>S</b>	<b>May 17</b>
Evaluation Day	M	May 19
Grades Due (by 11:59 pm)	W	May 21
Spring Semester and Academic Year End	W	May 21



**Summer Semester 2025**

<i>Memorial Day Holiday</i>	<i>M</i>	<i>May 26</i>
<b>Classes Begin</b>	<b>M</b>	<b>June 2</b>
<i>Juneteenth Holiday</i>	<i>R</i>	<i>June 19</i>
<i>Independence Day Holiday</i>	<i>F</i>	<i>July 4</i>
<b>Classes End</b>	<b>F</b>	<b>August 8</b>
Grades Due (by 11:59 pm)	W	August 13

Instructional Day Days

Fall	73
Spring	73
<b>Total</b>	<b>146</b>

Academic Work Days

Fall	85
Spring	85
<b>Total</b>	<b>170</b>

**Recommended by the University Senate:**

**Approved by the CSU:**

**Signed by President Jackson:**



## Provost and Vice President for Academic Affairs

ADMINISTRATIVE MEMORANDUM

VPAA 23-##

[DATE]

**Subject:** Academic Calendar 2025-2026 (Draft)

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### **Fall Semester 2025**

Academic Year and Fall Semester Begin	M	August 18
Advising, meetings, orientation, testing, etc.	W-F	August 20-22
<b>Classes Begin</b>	<b>M</b>	<b>August 25</b>
<i>Labor Day Holiday</i>	<i>M</i>	<i>September 1</i>
<i>Veterans Day Holiday</i>	<i>T</i>	<i>November 11</i>
<i>Fall Break</i>	<i>M-F</i>	<i>November 24-28</i>
Classes End	F	December 12
<b>Final Examinations</b>	<b>M-F</b>	<b>December 15-19</b>
<b>Fall Commencement</b>	<b>F</b>	<b>December 19</b>
Evaluation Day	M	December 22
Grades Due (by 11:59 pm)	T	December 23
Fall Semester Ends	T	December 23

### **Spring Semester 2026**

Spring Semester Begins	W	January 14
Advising, meetings, orientation, testing, etc.	W-F	January 14-16
<i>Martin Luther King Day Holiday</i>	<i>M</i>	<i>January 19</i>
<b>Classes Begin</b>	<b>T</b>	<b>January 20</b>
<i>Spring Break</i>	<i>M-F</i>	<i>March 16-20</i>
<i>Cesar Chavez Day Holiday</i>	<i>T</i>	<i>March 31</i>
Classes End	F	May 8
<b>Final Examinations</b>	<b>M-F</b>	<b>May 11-15</b>
<b>Commencement</b>	<b>S</b>	<b>May 16</b>
Evaluation Day	M	May 18
Grades Due (by 11:59 pm)	W	May 20
Spring Semester and Academic Year End	W	May 20

**Summer Semester 2026**

<i>Memorial Day Holiday</i>	<i>M</i>	<i>May 25</i>
<b>Classes Begin</b>	<b>M</b>	<b>June 1</b>
<i>Juneteenth Holiday</i>	<i>F</i>	<i>June 19</i>
<i>Independence Day Holiday</i>	<i>F</i>	<i>July 3</i>
<b>Classes End</b>	<b>F</b>	<b>August 7</b>
Grades Due (by 11:59 pm)	W	August 12

Instructional Day Days

Fall	73
Spring	73
<b>Total</b>	<b>146</b>

Academic Work Days

Fall	85
Spring	85
<b>Total</b>	<b>170</b>

**Recommended by the University Senate:**

**Approved by the CSU:**

**Signed by President Jackson:**



## Provost and Vice President for Academic Affairs

ADMINISTRATIVE MEMORANDUM

VPAA 23-##

[DATE]

**Subject:** Academic Calendar 2026-2027 (Draft)

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### **Fall Semester 2026**

Academic Year and Fall Semester Begin	M	August 17
Advising, meetings, orientation, testing, etc.	W-F	August 19-21
<b>Classes Begin</b>	<b>M</b>	<b>August 24</b>
<i>Labor Day Holiday</i>	<i>M</i>	<i>September 7</i>
<i>Veterans Day Holiday</i>	<i>W</i>	<i>November 11</i>
<i>Fall Break</i>	<i>M-F</i>	<i>November 23-27</i>
Classes End	F	December 11
<b>Final Examinations</b>	<b>M-F</b>	<b>December 14-18</b>
<b>Fall Commencement</b>	<b>F</b>	<b>December 18</b>
Evaluation Day	M	December 21
Grades Due (by 11:59 pm)	W	December 23
Fall Semester Ends	W	December 23

### **Spring Semester 2027**

Spring Semester Begins	W	January 13
Advising, meetings, orientation, testing, etc.	W-F	January 13-15
<i>Martin Luther King Day Holiday</i>	<i>M</i>	<i>January 18</i>
<b>Classes Begin</b>	<b>T</b>	<b>January 19</b>
<i>Spring Break</i>	<i>M-F</i>	<i>March 15-19</i>
<i>Cesar Chavez Day Holiday</i>	<i>W</i>	<i>March 31</i>
Classes End	F	May 7
<b>Final Examinations</b>	<b>M-F</b>	<b>May 10-14</b>
<b>Commencement</b>	<b>S</b>	<b>May 15</b>
Evaluation Day	M	May 17
Grades Due (by 11:59 pm)	W	May 19
Spring Semester and Academic Year End	W	May 19

**Summer Semester 2027**

<i>Memorial Day Holiday</i>	<i>M</i>	<i>May 31</i>
<b>Classes Begin</b>	<b>T</b>	<b>June 1</b>
<i>Juneteenth Holiday</i>	<i>F</i>	<i>June 18</i>
<i>Independence Day Holiday</i>	<i>M</i>	<i>July 5</i>
<b>Classes End</b>	<b>F</b>	<b>August 6</b>
Grades Due (by 11:59 pm)	W	August 11

Instructional Day Days

Fall	73
Spring	73
<b>Total</b>	<b>146</b>

Academic Work Days

Fall	86
Spring	85
<b>Total</b>	<b>171</b>

**Recommended by the University Senate:**

**Approved by the CSU:**

**Signed by President Jackson:**



Hi Cal Poly Humboldt University Senate!

Thank you so much for your work in week five, and your emerging work through the remaining two thirds of the semester. Our agenda for this week's meeting includes a number of potentially interesting wrap-ups of longstanding considerations.

For instance, the General Consent Calendar finally includes the academic calendars for the next three years through 2027. In a moment of shared governance brilliance, we might have actually come up with a solution to provide ample grading time for faculty, while simultaneously meeting the needs of the shared calendar determined by system policy. Thanks to everyone who put their respective brains to that wicked problem.

We'll also have time to consider activities in the Health Task Force, led and described by Justus Ortega, Associate Dean of the College of Professional Studies. Thanks for joining us and sharing the Task Force's work, Justus!

Provost Capps will be covering the recent development and communication of Metrics to Inform Action Planning for low degree conferring majors on campus. Thank you, Provost Capps for opening this process to collaborative discussion. It is not an easy or comfortable discussion, but working on this document together has been helpful to promoting a sense of

# CAL POLY HUMBOLDT

University Senate Written Reports, February 20, 2024

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee:

Submitted by Nicole Jean Hill, APC Chair

Members: Julie Alderson (Faculty-Art), Frank Cappuccio (Faculty-Chem), Harrelle Deshazier (Advisor-Umoja Center), Tyler Evans (Faculty-Math), Nicole Jean Hill (APC Chair Pro-Tem), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment). *Vacant: AS Student 1st and 2nd Reps, faculty position*

Meeting Date(s): Feb 7 and 14, 2024

Meeting Details: Committee reviewed the most recent [Program suspension and discontinuation policy](#) for obvious changes. The next step is to take up with the ICC whether it makes sense to make any substantive changes to the document while the low-conferring degree conversation is in process.

A request has been brought to the committee from Harrell Deshazier from the Umoja Center to move the CR/NC deadline. The committee seems very open to the idea of moving the CR/NC deadline to week 10 from week 8, but also open to the idea of it getting pushed much later if it makes sense from the registrar perspective. Also discussed the possibility of converting the grade of GE to ABC/NC. These two topics will be taken to ICC for follow up discussion.

Minors, Certificates & Concentrations Policy status: The notes from the ICC were reviewed and they agreed with our recommendation to remove concentrations and non-credit certificates from the policy. We should also remove ILO, assessment and non-enforceable registrar level parts of the policy. The committee has agreed to give this policy a look over before next meeting and await further guidance from the ICC.

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## Appointments and Elections Committee:

Submitted by Jorge Monteiro, AEC Chair

Members: Jorge Monteiro (chair, CNRS), Ara Pachmeyer (CPS), and Michihiro Sugata (CAHSS)

Meeting Date(s): Feb 09, 2024

Meeting Details: The AEC committee met on Feb/09 to go over the open positions foFall 2024 and the ones that are currently vacant. The committee agreed that most of the effort will be out towards recruiting junior faculty to blend with senior faculty in the committees. The AEC thinks that this blend will allow for continuation of ideas within the committee. The AEC will also put in a huge effort to fill up the UFPC as soon as possible.

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## **Faculty Affairs Committee:**

Submitted by Tim Miller, FAC Chair

Members: Ramona Bell, Kim Perris, Lisa Tremain, Marisol Ruiz Gonzalez, Kim White

Meeting Date(s): Wednesdays 11-noon, NHE 106 and Zoom (please email Tim at [tim.miller@humboldt.edu](mailto:tim.miller@humboldt.edu) for more details if you'd like to attend)

Meeting details:

This week we are bringing a resolution for a first reading. This resolution is one way to mitigate bias in the student evaluation process. A research study was conducted that used similar language which showed promising results in reducing bias against women faculty. Fullerton adopted similar language three years ago after a group of faculty there researched wrote a white paper on bias in faculty evaluations.

The language we are proposing will update the current language, which was added in 2015 to remind students of the code of conduct in an attempt to mitigate inappropriate and threatening language that was being used in some student comments. This has appeared to have the desired effect (these types of comments were reduced). As a simple, but apparently effective, change we can update this language to include bias.

This resolution and update to the survey language is one area we are focusing on to reduce bias in and increase response rates for student feedback. We are also looking at ways to support faculty in best practices for increasing response rates, myself and others from Humboldt will be meeting with a CSU-wide group to look at the student evaluation process, and we also intend to look at how the student surveys are administered to see if there is any needed institutional support.

FAC is also looking at presenting a resolution to support faculty engaged in work to improve accessibility through the Allocation of Assigned Time for Exceptional Levels of Service policy. If you have any interest in providing input or feedback on this, please get in touch with Tim.

Lastly, we are looking at the next priorities for spring – if there is anything you would like us to focus on, please let Tim know ([tim.miller@humboldt.edu](mailto:tim.miller@humboldt.edu)).



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## **Integrated Curriculum Committee:**

Submitted by Jill Anderson, ICC Chair

Members: Jill Anderson (Chair), Paul Michael Atienza, Cindy Bumgarner, Carmen Bustos-Works\*, Christine Cass, Amanda Dinscore, Eden Donahue, William Fisher, Cameron Allison Govier, Sara Jaye Hart, Kristin Heese, Alison Hodges, Tasha Howe, Khristan Lamb, Heather Madar, Bori Mazzag, Cindy Moyer, Justus Ortega, Marissa Ramsier, Jenni Robinson Reisinger, Mark Rizzardi, Joshua Smith, Tasha Howe, Lisa Tremain, Melissa Tafoya, Mark Wicklund, Jim Woglom

**GEAR Chair:** Marissa Ramsier

**CDC Chair:** Lucy Kerhoulas

**APC Chair:** Nicole Jean Hill

**Student Representatives:** Vacant

**Administrative Support Coordinator:** Andrea Bright

**Curriculum and Catalog Specialist:** Cameron Allison Govier

**Curriculum Analyst:** Khristan Lamb

Meeting Date(s): 2/3/24

Meeting Details:

### **Course Modality Review**

A spreadsheet was sent out for OAA that included the modalities that courses were offered in over the last two years asking for departments to update expected modalities. Discussion came up about the purpose of this process and clarification of the goal of this information with communication that the goal is to be transparent with students what modalities are available for their courses. It was noted that while adding the possible modalities in the catalog is fine for overall information, it does not help students plan in detail as much as adding modalities to the course rotation would. Additionally, there is a need to determine whether changes in modality will go through Curriculog and if so, what all is needed in that process. In an effort to be as useful to students as possible, the ask of departments is to look at the modalities spreadsheet and reply with any updates based on the modalities that are planned for next AY with an update about long term processes and communication channels for course modalities coming soon.

### **GEAR Subcommittee Update**

The GEAR committee continues to work on the program review and is currently drafting the program review document. Additionally, they are working on a policy for GEAR course offerings that is expected to come to the full ICC at our next meeting.

### **Area E Update**

The BOT is currently considering if the CSU should adopt the Cal-GETC as the only GE pathway and will be voting in the next BOT meeting on whether to change Title 5 accordingly. Depending on this vote, Area E could no longer be required for any students at the system level. At that point, the campus could discuss whether to retain Area E as an all university requirement (like DCG) and if it is not, AREA E would be phased out. Due to this, there will be a pause in Area E course proposals until it is clear if Area E will be phased out or not. A communication to departments is being drafted.

**Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations**

The Academic Policies Committee (APC) is working on updates to this policy and brought it to the ICC for feedback. There is a desire to have a larger conversation about state-side certificates and minors and the scenarios where students can get a certificate/minor and major with the same coursework. Components that are being worked on in the policy:

- Removal of GPA and units requirements that cannot be enforced
- Removal of the assessment requirements for minors and certificates
- Separation minors and certificates into their own policies and removal of concentrations as concentrations are not stand alone and covered in other policies on majors.

**University Policies Committee:**

Submitted by Chris Harmon, UPC Chair

Members:

Meeting Date(s):

Meeting Details: If you do not plan to submit a written report, please write "no report" in the meeting details space of this document, just so I know not to wait on your committee/division

**University Resources and Planning Committee:**

Submitted by Monty Mola, URPC Interim Co-Chair

<input checked="" type="checkbox"/>	Jenn Capps, Co-Chair (non-voting)	<input checked="" type="checkbox"/>	Samuel Parker, Student (voting)
<input checked="" type="checkbox"/>	Monty Mola, Interim Co-Chair	<input type="checkbox"/>	Vincent Zavala, Student (voting)
<input type="checkbox"/>	Amy Sprowles, Faculty (voting)	<input checked="" type="checkbox"/>	Amber Blakeslee, Advisor (non-voting)
<input checked="" type="checkbox"/>	Dave Jannetta, Faculty (voting)	<input checked="" type="checkbox"/>	Melanie Bettenhausen, Advisor (non-voting)
<input checked="" type="checkbox"/>	Ramesh Adhikari, Faculty (voting)	<input type="checkbox"/>	Vacant, Advisor (non-voting)
<input type="checkbox"/>	Sarah McCue-Green, Staff (voting)	<input checked="" type="checkbox"/>	Kendra Higgins, Advisor (non-voting)
<input type="checkbox"/>	Vacant, Staff (voting)	<input type="checkbox"/>	Michael Le, Advisor (non-voting)

<input checked="" type="checkbox"/>	Jeffrey Crane, Dean (voting)	<input checked="" type="checkbox"/>	Brigid Wall, Notes (non-voting)
<input checked="" type="checkbox"/>	Carla Ho'a, VP (voting)	<input checked="" type="checkbox"/>	Patrick Orona, Notes (non-voting)
<input checked="" type="checkbox"/>	Chrissy Holliday, VP (voting)	<input checked="" type="checkbox"/>	Nate Cacciari Roy, Support (non-voting)
<input checked="" type="checkbox"/>	Frank Whitlatch, VP (voting) Proxy: Kevin Furtado	<input type="checkbox"/>	

Meeting Date(s): 02/16/24

Meeting Details:

- The URPC had an initial discussion on what information we would like to hear about on how the Sponsored Programs Foundation (SPF) and the University Advancement Foundation support the work of the University. In particular, there is interest in how during tight budgets these entities may provide alternative streams of revenue to the stateside operations.
- Executive Budget Director Blakesley gave the URPC a [presentation](#) on Reserves at both the system and campus level. This presentation was an excellent reminder that reserves are like a savings account, which can be used in times of need, but when spent the funds are depleted. Hence, using reserves for ongoing budget expenditures is ill advised. Likewise, determining the cost of the enterprise is a necessary step toward maintaining a balanced budget.
- Planning continues on our March 25, 2024 (at 1 PM) open forum, and scheduling of the divisional reduction scenario presentations continues as a Trustee visit has monkey wrenched our initial timeline.
- The URPC approved the final draft of its Early Exit Program recommendation to President Jackson, as was requested by the President in his charge to the URPC this year.

## Academic Senate of the CSU (ASCSU):

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

Members: Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

Meeting Date(s): The ASCSU Standing Committees will meet virtually this week.

The ASCSU received a [Call for Alumni Engagement Proposals](#) for up to \$20,000 per campus. The notice to all campuses requests that the alumni office consult with campus colleagues and make the submission by the March 8, 2024 deadline. The Chancellor's office has allocated AY 23-24 funding for the project that is informed by a report of a special committee of the CSU Alumni Association: [Four Million Ways to Increase Student Success: A Report on Alumni-Student Connections](#). More information about the report, alumni engagement resources, and funding request details can be found in the call and report linked above.

Reminder: Faculty should consider responding to the *ICAS Mathematics Competencies Survey* which closes on February 23. This survey is being conducted by the Mathematics Competencies Subcommittee of the Intersegmental Committee of the Academic Senates ([ICAS](#)) (Co-Chairs: Ginni May, Sacramento City College, Michael O'Sullivan, San Diego State University, & Bob Pelayo, University of California, Irvine). This subcommittee is charged with writing a Statement on Competencies in Mathematics Expected of Entering College Students, which was last [revised in 2013](#).

We are asking that you complete a quick (10 minute) [survey](#) to help define mathematical expectations *in a variety of disciplines* across the California Community Colleges (CCC), California State University (CSU), and University of California (UC) systems. In particular, we are interested in understanding how mathematics is employed in both mathematical *and non-mathematical courses* throughout a student's academic journey.

The majority of the survey is designed to elicit your opinions on the significance of various mathematical skill sets *within your discipline's course offerings*. Your input is invaluable and will aid the subcommittee as it formulates comprehensive mathematical expectations, ultimately guiding high school students aspiring to pursue specific fields.

[Click here to start the 10-minute survey on Mathematical Expectations.](#)

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## **Emeritus & Retired Faculty & Staff Association**

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details: No report

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## **Staff Council:**

Submitted by Senator Sulaina Banks

Meeting Date: February 15, 2024

Meeting Details:

Sulaina Banks requested additional staff scenarios related to the university's intellectual property policy. By providing more scenarios focused on staff, the University Policy Committee (UPC) can enhance its comprehension of the revised policy and its implications for staff.

Carla Ho, Interim VP of Administration and Finance, and Amber Blakeslee, Executive Director of Budget, joined the Staff Council meeting to deliver an update on the budget. During the presentation, Carla Ho addressed the budgetary challenges anticipated for the upcoming 2024/2025 fiscal year, indicating the likelihood of budget reductions. These reductions may potentially impact staff and/or faculty; however, it was noted that they will look at any vacant or intermittent positions before considering other options.

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### President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President

Mark Johnson, Chief of Staff

Jenn Capps, Provost and VP for Academic Affairs

Carla Ho'a, Interim VP for Administration & Finance and CFO

Chrissy Holliday, VP for Enrollment Management & Student Success

Frank Whitlatch, VP for University Advancement

Nick Pettit, Executive Director of Intercollegiate Athletics & Recreational Sports

Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement

#### ACADEMICS

- The Office of Academic Affairs is grateful for the high level of contribution and engagement in a transparent and collaborative process to determine metrics and a strategy for [low conferring degree programs](#). Deans and/or Associate Deans will meet with Department Chairs and/or Program Leaders to collaboratively construct action plans of no more than two pages for each degree program and/or concentration of a degree program by *April 30, 2024*, so that we can submit them together to the Chancellor's Office by the deadline of *May 10, 2024*.
- **Professor Julie Alderson** was recently designated our campus Faculty Athletic Representative (FAR). The FAR is an NCAA-mandated position, which is appointed by the President and serves as a liaison between the athletics department and the university at large. While campuses must have a FAR, the FAR's roles and responsibilities vary widely across universities and are largely determined by specific campus needs. Julie will be reaching out for suggestions and feedback about how academics and athletics can work best together in support of our student athletes. If you have any questions, concerns or ideas, please contact her at [ja19@humboldt.edu](mailto:ja19@humboldt.edu).

#### INCLUSIVE EXPERIENCE

##### Students

- Celebrating its 25th year, Cal Poly Humboldt and College of the Redwoods present the Annual International Latino Film Festival at Mill Creek Cinema, February 27, 28, and 29 from 6 p.m. to 10:20 p.m. Students and the general public are invited to view three outstanding films relating to the theme “Environmental Issues in Latin America:” Nostalgia de la Luz (Ulises Porra & Silvina Schnicer, 2021), Abrazo de la Serpiente (Ciro Guerra, 2015), and A Million Miles Away (Alejandra Márquez Abella, 2023).
- On February 24th the Black Joy Bash will take place at Gutswurak to celebrate Black Liberation Month, culture, music, dancing, games, food, and more.

### **Campus**

Black liberation Month events continue under the direction of the UMOJA Center under Student Success & Enrollment Management.

- On February 20th F.D. Signifier will be the guest speaker in the Native Forum (BSS162). He will unpack and dissect his journey and experiences as a Black content creator.
- On February 29th Athletics will recognize Black staff and faculty at the Lumberjack Arena at the half-time of the Men’s basketball game.

## **INFRASTRUCTURE**

### **CSU Extends Intent to Register Deadline**

In a [recent release](#), the CSU announced that all 23 campuses, including Cal Poly Humboldt, will extend the intent to register deadline from the traditional May 1 date to May 15. This deadline extension will support students who will receive financial aid packages much later this year than usual, because of federal FAFSA changes. Cal Poly Humboldt will likely announce an additional deadline extension once we know final timelines regarding delivery of FAFSA information to campuses and updating of the awarding systems. Our Financial Aid, Admissions, and Strategic Student Communications teams are coordinating efforts to keep current and prospective students, and their families, informed, and to provide reassurance in this time of significant change for this process that sits at the core of affordability concerns for many students.

### **Housing Application Open**

The Fall 2024 Housing application is open for students to explore, with submissions beginning Feb. 20 for new Freshmen, Feb. 21 for new Transfer, and Feb. 22-23 for Continuing students. The priority deadline is April 1, so encourage students to complete their application as soon as they can. It is important to note that we anticipate being able to provide campus housing to all students who want to live in one of our campus housing options. For more details, visit our [Housing Dates & Deadlines](#) page.

## **INNOVATION AND SUSTAINABILITY**

### **Slate CRM Update**

EMSS has provided updates over the past few months about the Enrollment Management (EM) work underway to re-implement Slate, the Customer Relationship Management (CRM) system we use to communicate with prospective students and manage much of our admissions activity. Eventually, it will also become the technological home for campus advising efforts, and that preparation work is also happening via a second project team.

A few important milestones have been achieved on the EM Slate project since the previous update, including:

- Online processing and payment of enrollment deposits and deposit deferrals for qualifying students
- An active Slate Applicant Status Page that allows students to view their admissions decision (with confetti for admits!) as well as important information and next steps/checklist items
- The recruiting team is now processing interaction forms that allow us to track our interactions with prospective students (visits, phone calls, etc.) and establish a basis for better data collection and future projections
- Seven active email campaigns at all stages of the enrollment funnel (prospect, inquiry, applicant, admit, deposited, etc.) with multiple emails per campaign, communicating with more than 426,000 potential students for 2024, as well as additional high school juniors and sophomores
- Beginning with Preview and Preview Plus, we are now able to create and manage events in Slate, which allows communications, registration, and check-in, among other strategic supports.

This [Slate re-implementation project page](#) is kept up to date as the project continues, and a newly-released [timeline](#) also provides insight into key project milestones and their intended completion timeframes. If you have questions, reach out to the re-implementation team via email at [slate-pm@humboldt.edu](mailto:slate-pm@humboldt.edu).

To: President Jackson  
From: University Resources and Planning Committee (URPC)  
Topic: Recommendation regarding utilization of Early Exit Program (EEP)

February 19, 2024

Dear President Jackson,

The University Resources and Planning Committee (URPC) as part of its Academic Year (AY) 2023-2024 charge was asked to offer a recommendation to President Jackson regarding the utilization of EEP to address forthcoming budget reduction efforts. EEP has been utilized at Cal Poly Humboldt in the past, most recently during the AY 2020-2021 budget cycle to achieve similar goals. During AY 2020-2021, 58 employees participated in the program and 25 positions (43%) were reduced through this process. The one-time cost to implement this program was \$2.3 million and yielded initial ongoing cost savings of approximately \$2 million. Strategic rehiring of key positions lost during this EEP cycle have depleted the realized savings over time.

URPC discussed utilizing EEP to address a portion of our projected budget shortfall during our 9/22/23, 10/06/23, and 12/08/23 meetings. The overall sentiment of the committee is that the utilization of EEP raised at least as many financial challenges as benefits when centering the success of student and campus operations.

The primary concerns raised about utilizing EEP are:

1. Reducing the workforce without reducing overall activities at Cal Poly Humboldt is unsustainable and creates lasting negative impacts on the level and/or quality of these activities;
2. The rehiring of “most” of the positions who opted for EEP resulted in limited net gains from implementing this strategy and possibly increasing costs to the university given the current market and challenges with attracting talent to Cal Poly Humboldt; and
3. The loss of historical knowledge and business process information slows progress toward goals by requiring a relearning of different processes.

If EEP is implemented, URPC felt that the following might help mitigate negative impacts.

1. Document business processes as appropriate to serve as a guide for tasks;
2. Identify and develop training and re-distribution of workload to support remaining employees;
3. Reduce the scope of duties assigned to retiring personnel instead of relying on remaining personnel to assume these duties; and
4. Allocate personnel resources in a sustainable and effective way by applying strategic managerial leadership approaches.
5. Look at implementing a restricted approach to EEP limiting job classification type and identifying a dollar amount targeted.



## Recommendation

To implement EEP as a last resort and only with the above concerns addressed. EEP is one of several options which may be available to the university and the committee would recommend considering other actions such as a strategic review of vacant positions as an alternate approach.

Thank you,

Jenn Capps, PhD, Provost and Vice President of Academic Affairs (URPC Co-Chair)

Monty Mola, PhD, Professor of Physics (URPC Co-Chair)

# Comments from Jim Graham on 2/20/2024

Thank you for allowing me to speak today.

First, I need to say that I support Jim Woglom's statements that we need to care for each other. I feel we are a single team working together towards common goals. I believe that part of caring is that we raise issues without anger or pointing fingers at individuals. The challenge for me is what do we do when organizations or individuals are not fulfilling their duties and other people are hurt by this. I have also had folks question statements I have made because I did not provide the individuals involved. Please let me know if you have guidance on how these situations should be handled. For the present, I plan to describe situations that have occurred and just remove the names of the individuals. I hope that is acceptable.

I would also like to add that speaking on this topic is not something that I would not be doing if I did not feel it was absolutely required. My primary disability is arthritis which I have had since I was 14 which makes it painful for me to climb hills and use stairs. I found out that stress is the primary trigger for my arthritis and I left management in the tech industry to become a teacher to control my stress. Speaking before you triggers my stress and causes me physical pain but, like other folks that are members of protected minorities, I feel I have to speak when I see people being discriminated against.

There is a lot to cover when it comes to access for individuals with disabilities at Cal Poly Humboldt. My original plan was to present some background today and then follow up with more information next week but I'm now wondering if a sense of the senate would be a more appropriate approach and would like to request we create one that requests action to resolve outstanding barriers for individuals with physical disabilities on campus.

To continue with some background,

Overall, there are about 40 to 60 million Americans with disabilities depending on how you count them (Pew Research Center, CDC). This includes a wide range of disabilities from vision and hearing impairments, cognitive disabilities, and mobility issues. Traditionally many individuals with disabilities were barred from work and other aspects of life and many were forced to beg and live on the street. The most extreme example of discrimination against people with disabilities was the murder of over 200,000 people with disabilities during World War II by the NAZIs. In the United States, it was commonplace to subject individuals to electro shock therapy, lobotomies, and other damaging treatments without the patient's consent.

Because these situations were identified as civil rights violations, the US government first included Section 504 in the 1973 Rehabilitation Act which protects qualified individuals from discrimination based on disability (HHS.gov). It also prohibits discrimination the basis of disabilities in programs or activities that receive federal financial assistance. In 1990 the American Disabilities Act (ADA) was passed which required that organizations provide appropriate accommodations for individuals with disabilities. Title II of the ADA states:

no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any such entity (ADA)

Title II also includes rules with additional specific instructions on accommodations.

Thank you and feel free to contact me if you would like to talk before our next senate meeting.

With care,

Jim

## References

ADA Title II, <<https://www.ada.gov/law-and-regs/ada/#subchapter-ii---public-services-title-ii>>

CDC, < <https://www.cdc.gov/ncbddd/disabilityandhealth/infographic-disability-impacts-all.html>>

DOR, < <https://www.dor.ca.gov/Home/RehabilitationAct>>

Pew Research Center,

<https://www.pewresearch.org/short-reads/2023/07/24/8-facts-about-americans-with-disabilities/#:~:text=Overall%2C%20there%20are%20about%2042.5,care%20or%20independent%20living%20difficulties.>

I support this section of the Faculty Handbook being updated and appreciate the work that folks are putting into it. I have three requests for changes:

1. The Current Provision states that the committee includes individuals with “experience with disabilities”. Typically, when we have a committee that addresses issues that involve a minority group, we make sure to have participation from the minority group. Rather than remove individuals with experience with disabilities, I would suggest that we change the verbiage to include “individuals with disabilities”. I spoke with Jim Woglom about this and he indicated that the text was removed to prevent taxing individuals with disabilities and so they did not have to reveal personal information about their disability. We appear to have a number of folks that would spend time on this committee and Jim indicated it is one of the most requested committees for folks to serve on. Also, the CDRC has a process that allows individuals to be verified as disabled while keeping the specifics of their disability on a need-to-know basis.

2. Our Senate policy EM:P03-07 Advisory Committee on Services to Students with Disabilities, states that “This committee shall meet regularly during the academic year.” Neither of these committees has been meeting regularly. There has been discussion of combining the two committees and if this is the case, I request that we change the leadership of the committee to a co-chair position with an administrator and a faculty member so there is an increased chance that the committee can meet regularly.

3. I am currently working with Chris Harmon and others to update the senate policy mentioned above and the policy EM:P02-01 Accommodating Individuals with Disabilities Policy and Procedures as they are both over 20 years old. I hope to have a first reading of the updated policy before the Senate in a month. In reviewing the policy with ODEI, the faculty disability fellows, and the Accessible Technology Initiative (ATI) representatives, ATI requested membership on the committee and I would like to request that on their behalf.

# Cal Poly Humboldt Health Taskforce - Update 2/20/24



# **Why do we need this Health Taskforce**

Shortage of health-care professional across the North Coast region, California and United States.

Need to improve coordinated efforts between High School preparation, Community College programs, Cal Poly Humboldt and postgraduate programs

Cal Poly Humboldt has an obligation to support the health and wellbeing of our communities through the development of education pathways that nurture an equitable and inclusive health-related workforce.

**We have the opportunity and the means to make a difference!!!**

# ➤ The Provost Charge

- Determine new academic degree programs in health to address workforce and polytechnic phase two (2026) goals.
- Review existing academic degree programs in and related to health.
- Identify opportunities to improve access to healthcare in Humboldt County through partnerships with the Redwood Coast Collaborative K-16 Grant and local community groups.

## Membership:

**Jamie Jensen** (SW), **Kayla Begay** (NAS), **Eden Donahue** (Nursing), **Jill Anderson** (Kins), **Jenny Cappuccio** (Chem), **Jianmin Zhong** (Bio), **Janelle Adsit** (English), **Rose Francia** (TRIO), **Cameron Govier** (Curriculum), **Liz Laura** (United Indian Health Services), **Chris Snyder** (Open Door Community Health), **Trisha Cooke** (Open Door), **Justus Ortega** (CPS), Brodie Lyon (Pre-Med student)

# ➤ The Provost Charge

Determine new academic degree programs in health to address workforce and polytechnic phase two (2026) goals.


- **Identify Health Workforce needs regionally, across California, and nationally.**
  - Obtained regional, state, and national workforce data
  - Distributed survey for community partners- assess workforce demand and top priority programs and pathways. (February/March)
  - Plan community partner listening sessions (March).
    - Understand workforce needs, issues related to the workforce (retention and recruitment issues), and issues related to student clinical placements (site agreements, student-to-supervisor ratio, etc.).
- **Identify programs already in development at Cal Poly Humboldt.**
  - Survey of Department Chairs (February/March)
- **Develop a Rubric for evaluating possible new Health-related Bachelor's degree, Master's Degree, minor and/or certificate. (February)**
  - Workforce demand
  - Student demand
  - Cal Poly Fit
  - Competitive outlook
  - Resource implications- faulty, facilities, equipment, etc.







# ➤ The Provost Charge

## Review existing academic degree programs in and related to health

- **Identify existing programs and their status. (February/March)**
  - Survey of Program Leads
    - General information- Curriculum
    - Marketing and recruitment
    - Strength, weakness, opportunities for improvement
- **Understand the student experience. (February/March)**
  - Survey of Students
    - Addresses experiences in program
    - Identify strengths of the program, areas for improvement
    - Understand experiences with academic and career advising.
- **Develop actionable plan for supporting existing programs. (April/May)**
  - Plan listening and discussion sessions as develop support plans



Interested in a  
Health-related Career?  
**TAKE THE  
SURVEY**



Cal Poly Humboldt Health Taskforce  
wants your thoughts and opinions



# ➤ The Provost Charge

Identify opportunities to improve access to healthcare in Humboldt County in partnership with the Redwood Coast Collaborative K-16 Grant and local community groups.

- **Aspiration: creating academic pathways for local students (K-12) leading to careers in health may lead to an increase and perhaps better retention in the the regional health workforce.**
- **Understand the needs of local high school students**
  - Survey of local High school counselors (February)
  - Listening sessions with education partners- HCOE, counselors, local HS health-related clubs (March)
- **Examine the Dual-Enrollment needs of local students and possible Dual-Enrollment Models for Cal Poly Humboldt.**
  - Examine dual enrollment programs in regional community colleges and other CSUs (Jan./Feb.)
  - Identify high-demand courses (February/March)
  - Identify barriers to enrollment at CPH and new models we could use.



## GUIDELINES | LCD ACTION PLANS

### Campus Plans of Action to Grow Low-Conferring Degree Programs

In the January 2024 submission of the Academic Master Plan documents, your campus identified the quantitative metrics and qualitative measures used to pinpoint the **low-conferring degree programs (LCDs)** in need of concerted plans of action to grow. The next steps are to:

- (1) develop each action plan,
- (2) summarize the details of each action plan to explain what strategies are being considered, as well as how and under what timeframe these strategies will be implemented, and
- (3) submit the LCD action plan summaries to Academic Programs by **May 10, 2024**.

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### STEP 1. DEVELOPING THE ACTION PLAN

Not intended to be comprehensive, the following provides categories of prompts that may help guide the action planning process.

#### Goals

- What are the overarching goals for increasing the numbers of students completing the degree program?

#### Strategies

- How will your campus meet its goals for program growth?
- Examples of strategies for growing programs are provided in the sidebar (right).

#### Planning and Resources

- How has your campus determined what the plan of action is for this degree program?
- What resources are needed to meet the goals?
- Who will be involved in planning and implementing the actions to grow?
- Is your campus pursuing any external funding, partnerships to resource shared needs, etc.?

#### Timeline

- What are the internal deadlines and timeframe for accomplishing the actions established for growing this program?

#### Program Review

- What adjustments (if any) will be made to the periodic review of this program to capture evidence of how the changes implemented have impacted degree completion?

#### Strategies | Examples

- Intensify marketing/outreach efforts in K-12 and the CCCs
- Create ADT or other 2+2 transfer pathway
- Modify program title, curriculum, consolidate subprograms to enhance program's alignment to student needs/interests and workforce demands
- Offer flexibility in instructional modality
- Reduce number of major requirements and increase major elective options
- Collaborate across departments or the CSU
- Optimize course offerings and class schedules to meet needs of more students, e.g., evening courses for working professionals, more sections of waitlisted courses to remove bottlenecks
- Provide targeted academic support services

## STEP 2. SUMMARIZING THE ACTION PLAN

A good summary of the LCD action plans should highlight the following key features:

- **what strategies** are being considered,
- **what resources** (including key people who) are needed to implement the strategies, and
- **what timeline** is expected for these actions.

## STEP 3. SUBMITTING THE LCD ACTION PLAN SUMMARIES

- Each LCD action plan summary should be limited to 2 pages. You may opt to provide a summary of LCD action plans through a narrative description or in a more graphically organized way, i.e., via a table or matrix.
- All action plan summaries must be compiled into a single PDF or Word document.
- Provide a cover memo signed by the provost, which includes a statement regarding campus approval and a list of the LCD action plans.
- Submit the cover memo and summary document via the [LCD Action Plan](#) Smartsheet form to the Office of the Chancellor, Academic Programs by **May 10, 2024**.
- For questions, contact the Academic Programs team at [app@calstate.edu](mailto:app@calstate.edu).

## **Metrics to Inform Action Planning for Low Degree Conferring (LDC) Academic Programs**

Dear Academic Affairs Colleagues,

The Office of Academic Affairs is grateful for the high level of contribution and engagement in a transparent and collaborative process to determine metrics and a strategy for [low conferring degree programs](#). Thanks in particular to the Department Chairs, California Faculty Association (CFA), Senate Executive Committee (Senex), Integrated Curriculum Committee (ICC), and Academic Affairs Leadership (OAA) for their feedback. Next steps are to create action plans for each program which will be linked in the table of low degree conferring programs above. Listed below are common themes, values, and data that have been identified as important to our process and will serve as our “metrics” to inform these action plans for each of the low degree conferring programs for our campus.

Deans and/or Associate Deans will meet with Department Chairs and/or Program Leaders to collaboratively construct action plans of no more than two pages for each degree program and/or concentration of a degree program by *April 30, 2024* so that we can submit them together to the Chancellor’s Office by the deadline of *May 10, 2024*. I am happy to join these conversations if desired as is the Associate Vice President of Academic Programs and Dean of Undergraduate and Graduate Studies Dr. Carmen Bustos-Works.

Some or all of the metrics below will be applied or used to gather additional information to inform program degree action plans. These action plans will build off our already established process in program review and may consist of strategies aimed at growing programs, identifying resources to support that growth, plan curricular changes, gather additional data, and have honest conversations about the ongoing viability of some degree programs. It will also be used to identify responsible parties and timelines for implementation. These are already built into our internal processes for department action plans and align with the request from the Chancellor’s Office. Many of these programs recently went through a program review process and we can build directly on existing action plans in place or are in the process of a program review in which case we can use the action plan established here to complete the MOU in the process. For the remaining we will make sure these plans align with the program review process when the time comes.

Our overall goals for increasing the number of students in these areas will be based on the financial cost of the program, regional workforce demand, student success- in particular the success of BIPOC students, service to general education and how the programs uniquely contribute to Humboldt. Below are the six metric categories the campus community identified as most important to inform action planning.

### Cal Poly Humboldt Metrics:

- Alignment of academic programming with our declared value of being a different kind of polytechnic centering arts, humanities, environment and social impact, interdisciplinarity, traditional ecological knowledge, and STEM programming.
- Unique/Rare programs at Humboldt, in the CSU, in CA, and Nationally.

### Financial Metrics:

- Additional cost of offering major/concentration above General Education and core classes and/or are upper division (UD) courses offset by large enrolled lower division (LD) classes?
- Cost of delivering the program vs money saved by cutting the program in consideration of things like Full-Time Equivalent Students (FTES), Student Faculty Ratio (SFR), and Weighted Teaching Units (WTUs).
- Revenue generation by grants and other activities.

### Demand metrics:

- Regional, State, and National Workforce demand.
- Value and Service of programming to the North Coast Community.

### Student Success Metrics:

- Program graduation rates.
- Program retention rates.
- How programs serve or impede BIPOC student success. One example of how this may be measured is by an equity gap analysis.

### General Education (GE) and Value of Interdisciplinarity metrics

- Service to university General Education.
- Value of courses that serve requirements beyond their program; valuing interdisciplinarity.

### Enrollment Trend Metric

- Enrollment trends in academic programs over the past seven years (as opposed to just the last year).

Academic degree programs have different strengths and challenges. Honoring those differences, not every metric and associated action plan will be the same. Deans and/or Associate Deans in partnership with Department Chairs and/or Program Leaders will determine which metrics to adopt, specific targets and goals to identify, data to collect, and timeframes to meet these goals. These action plans will be collected and reviewed by Dr. Carmen Bustos-Works and approved by me similar to the program review process.

It is my commitment to continue to lead this process with transparency, shared governance, and reliance on your expertise as an academic affairs division. I am truly grateful for your partnership.

Sincerely,

Jenn Capps, PhD  
Provost and Vice President of Academic Affairs  
Cal Poly Humboldt

**Cal Poly Humboldt  
University Senate**

**Resolution on Creation of Committee on Committees  
under the Constitution and Bylaws Committee**

14-23/24-CBC –February 20, 2024 – Second Reading

**RESOLVED:** The University Senate of Cal Poly Humboldt recommends the establishment of the *Sub-committee on Committees* (COC) within the purview of the *Constitution and Bylaws Committee* (CBC), as delineated in the University Senate Bylaws and Rules of Procedure, to address the CBC's requirements in fulfilling its charges and duties.

**RESOLVED:** The University Senate of Cal Poly Humboldt hereby recommends the amendment of the Faculty Handbook (Section 800) to incorporate the following provision.

**RATIONALE:** *Driven by the imperative to efficiently address the requirements of the CBC in fulfilling its duties, as delineated in the University Senate Bylaws and Rules of Procedure. The rationale stems from the explicit duty outlined in CBC Duties (Senate Bylaws 11.64.iii), which mandates the annual consideration of revisions to the list of Standing and Ad hoc committees, along with their membership and functions. This task necessitates a comprehensive approach with representation from divisional leadership, faculty, staff, and students. Currently, with 113 campus committees identified by the CBC, while the Faculty Handbook Section 800 recognizes only 56, there exists a clear disconnect. The existing membership of the CBC is insufficient to effectively evaluate and make recommendations regarding the creation, maintenance, merging, and sunseting of committees. Thus, the establishment of the COC, incorporating designated representatives from key administrative offices, is crucial to streamline the committee evaluation process and ensure thoroughness in fulfilling the CBC's obligations.*

**Amendment:**

*To be added to Faculty Handbook- Section 800:*

**856. UNIVERSITY COMMITTEE ON COMMITTEE**

**Duties:** The Committee is tasked with the annual review, as deemed necessary, of the Standing and Ad hoc committees' roster, along with the membership and functions of each committee.

**Chair:** Chair of the Constitution and Bylaws Committee (elected by the Senate)

**Type:** University

**Meeting:** as-needed, with a minimum requirement of an annual meeting.

**Membership:**



- Chair of the Constitution and Bylaws Committee (elected by the Senate)
- Parliamentarian
- Three (3) Faculty members, appointed by the Appointments and Elections Committee
- Vice President for Administrative Affairs or designate
- Vice President for Enrollment Management or designate
- Vice President for Academic Affairs or designate
- One (1) non-MPP Staff representative, appointed by the Staff Council
- One (1) Student representative, appointed by the Associated Students

**Priority Registration Policy**  
**Policy Number 15-23/24-APC**  
Academic Policies Committee

**Applies to:** Students, Staff

**Supersedes:** P15-02 October, 2015

**Purpose of the Policy** The purpose of this policy is to define the different types of registration considered priority registration, the student groups eligible for priority registration, and the order in which the Office of the Registrar assigned enrollment appointments. This policy reflects the students required to receive priority registration based on the California Education Code, as well as priority registration eligibility based on existing campus practices.

## DEFINITIONS

### Student populations:

Group 1: Graduate program and credential-program students

Group 2: Undergraduate students

The enrollment windows for students in this group are assigned by the number of units a student has completed. Enrollment windows are arranged in descending order, starting with students who have accumulated the highest number of earned, and progressing to those with fewer accrued units.

Group 3: All other unclassified graduate students and transitory students

Group 4: Students who are obligated to register after all regular students have registered based on participation in specific programs

### Day one registration:

All students eligible for day one registration will be assigned an enrollment window date/time on the first day of registration regardless of the number of units earned. Students eligible for day one registration include:

Category A - Current foster youth and former foster youth and/or homeless youth and former homeless youth per Ed Code Article 3, Section 66025.9

Category B - Member or former member of the armed services per Ed Code Article 3, Section 66025.8

Category C - Students with disabilities registered with the Campus Disability Resource Center (CDRC) who would not otherwise achieve their academic goals within a reasonable period of time due to an ongoing disability

Category D - Students who participate in intercollegiate sports governed by the NCAA

Category E - Students who would not otherwise achieve their academic goals within a reasonable period of time because they participate in an ongoing, university-sanctioned activity that significantly benefits the university (See Procedures, Section B.3 for general eligibility criteria.)

Category F - Rare and extraordinary circumstance

The provost or vice president for enrollment management & student success may grant an individual student access to priority registration for a rare and extraordinary circumstance on a one-time basis.

### Early registration:

Refers to registration occurring before others within their class. **Class is defined as undergraduate, credential, or graduate. Undergraduate class level is determined by the number of units: Frosh/First-year less than 30 semester units, Sophomore 30-59.9 semester units, Junior 60-89.9 semester units, Senior 90 or more semester units.** Students eligible for early registration include:

Category G - (*Undergraduate only*) Students currently approved into the California Promise program per Ed Code Title 3, Division 5, Part 40.2, Section 67434

Category H - Students with a dependent child or children younger than the age of 18 years of age who will receive more than half of their support from that student per AB 2881

*Both definitions above fulfill the legislative requirements for priority registration under the California Education Code.*

## PROCEDURES

### A. Schedule of Registration

- Enrollment windows will be assigned in the following order:
  - Group 1 (Day one registration eligible)
  - Group 2 (Day one registration eligible)
  - Group 1 (Early registration eligible)
  - Group 1
  - Group 2 Senior 90 or more semester units (Early registration eligible)
  - Group 2 Senior 90 or more semester units
  - Group 2 Junior 60-89.9 semester units (Early registration eligible)
  - Group 2 Junior 60-89.9 semester units
  - Group 2 Sophomore 30-59.9 semester units (Early registration eligible)
  - Group 2 Sophomore 30-59.9 semester units
  - Group 2 Frosh/First-year less than 30 semester units (Early registration eligible)
  - Group 2 Frosh/First-year less than 30 semester units
  - Group 3
  - Group 4

## B. Eligibility Procedures for Day One Registration

1. Category A - Current foster youth and former foster youth and/or homeless youth and former homeless youth will be eligible in accordance with the CSU Priority Registration for Current or Former Foster Youth (<https://calstate.policystat.com/policy/14569419/latest/>).
2. Category B - Member or former member of the armed services will be eligible in accordance with the CSU Priority Registration for Servicemembers and Veterans (<https://calstate.policystat.com/policy/14094995/latest/>).
3. Category C - Students with documented disabilities registered with the Campus Disability Resource Center (CDRC) will be coded with the Office of the Registrar for day one registration. The CDRC shall submit a list of students in this group eligible for day one registration to the Office of the Registrar by the date set by the registrar.
4. Category D - Students with documented eligibility and participation in intercollegiate athletics will be coded with the Office of the Registrar for day one registration. The Department of Intercollegiate Athletics shall submit a list of students in this group eligible for day one registration to the Office of the Registrar by the date set by the registrar.
5. Category E - Coordinators student groups who wish to apply for day one registration on behalf of their students, including those who currently hold such status, shall apply to the Academic Policies Committee (APC) for continuation or granting of day one registration status. The APC, in consultation with the registrar and the vice president for enrollment management and student affairs, shall determine which student groups should receive day one registration. Any group that is not granted day one registration may re-apply the following year. The APC shall provide a written explanation to any student group that has been denied day one registration.

All three of the following criteria must be met in order to be granted day one registration under this category:

- The student must participate in a university-sanctioned activity that significantly benefits the university. This means that the benefits of the activity for the university as a whole are a consideration. However, participation in such an activity is a necessary but not sufficient condition for the privilege of day one registration.
  - Day one registration must be necessary for the student to successfully participate in the activity. If the student can successfully participate in the program without day one registration, then day one registration will not be granted.
  - Day one registration must be necessary to allow a sufficient number of students to participate in the activity to ensure its success.
6. Category F - The provost or vice president for enrollment management and student success may grant day one registration to a student when the student and his/her academic advisor request and document a rare, extraordinary, and unforeseen hardship that would prevent such student from graduating or progressing towards graduation. The student-supplied documentation of the hardship, along with the written request from the academic advisor, must be forwarded to the Office of the Registrar in a timely fashion to allow day one registration for the following semester. Such exceptions would be made on rare occasions, case by case, and never more than once for any student.

**Related Policies:**

<https://calstate.policystat.com/policy/13057384/latest>

<https://calstate.policystat.com/policy/14569419/latest/>

<https://calstate.policystat.com/policy/14094995/latest/>

**History** (required)

All changes must be listed chronologically in the format below, including all edits and reviews. Note when the policy name or number changes. Note if an edit or revision date is exclusively for the policy section or the procedure section:

Academic Policies Committee: 02/05/2024  
 Reviewed by University Senate: MM/DD/YYYY  
 Approved by Provost/President: MM/DD/YYYY

*Template Updated: January 31, 2024*

**CAL POLY HUMBOLDT**  
**University Senate**

**Resolution on the Priority Registration Policy**

15-23/24-APC – February 20, 2024 – Second Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the president that the attached Priority Registration Policy be approved; and be it further

**RESOLVED:** That the policy be implemented beginning AY 24/25

**RATIONALE:** The purpose of this policy is to define the different types of registration considered priority registration, the student groups eligible for priority registration, and the order in which the Office of the Registrar assigned enrollment appointments. This policy reflects the students required to receive priority registration based on the California Education Code, as well as priority registration eligibility based on existing campus practices.

**Cal Poly Humboldt  
University Senate**

**Resolution to update Section 800 Faculty Handbook  
to update 811. DISABILITY ACCESS AND COMPLIANCE COMMITTEE membership and charge**

17-23/24-CBC –February 20, 2024 – First Reading

**RESOLVED:** The University Senate of Cal Poly Humboldt hereby recommends that the membership and duties of the DISABILITY ACCESS AND COMPLIANCE COMMITTEE, as delineated in the University Senate Bylaws and Rules of Procedure, be revised to align with the Educational Code requirements set forth by the Chancellor's Office and to ensure compliance with Statewide Policies.

**RESOLVED:** The University Senate of Cal Poly Humboldt hereby recommends the amendment of the Faculty Handbook (Section 800) to incorporate the following provision.

**RATIONALE:** Chancellor's Office EO 1111, which supersedes Executive Order 926, requires that each campus establish a standing committee (more info on standing committees to follow) on Disability Access and Compliance to include:

- ADA compliance officer/coordinator
- A representative from Academic Affairs,
- A representative from Business and Finance,
- A representative from Human Resources,
- A representative from Information Technology,
- A representative from Parking,
- A representative from Procurement,
- A representative from Student Services,
- One student representative appointed by the Associated Students, Inc.,
- One faculty member appointed by the Academic Senate,
- and one staff representative,

"to discuss, monitor, and evaluate campus-specific issues relating to compliance with this executive order and applicable federal and state laws and regulation" and "assist in the evaluation of current campus policies and procedures relating to students with disabilities, develop plans relating to programs and services for students with disabilities, recommend priorities, review barrier removal priorities as specified in State University Administrative Manual (SUAM), and develop timelines as defined in each campus' transition plan."

**Current Provision:**

To assist in the evaluation of current campus policies and procedures relating to students with disabilities; develop prioritized plans relating to programs and services for students with disabilities;

review barrier removal priorities as specified in the State University Administrators Manual (SUAM); and develop timelines (See Executive Memorandum).

Chair: To be appointed by the President from the committee membership (two-year term)

Type: Administrative

Membership:

Two students who have experience with disabilities, appointed by the Associated Students (one-year term)

Two faculty, appointed by the Senate Appointments and Elections Committee, at least one who has experience with disabilities (two-year staggered terms)

Ex-Officio:

Provost and Vice President for Academic Affairs (or designee)

Vice President for Student Affairs (or designee)

Director, Student Disability Resource Center

Director, Diversity and Compliance Services

Chief Information Officer (or designee)

Director, Facilities Management (or designee)

Director, Fiscal Affairs (or designee)

#### **Amended Provision:**

Duties: Serves as a forum to discuss, monitor, and evaluate campus-specific issues relating to compliance with this executive order and applicable federal and state laws and regulations and assist in the evaluation of current campus policies and procedures relating to students with disabilities, develop plans relating to programs and services for students with disabilities, recommend priorities, review barrier removal priorities as specified in State University Administrative Manual (SUAM), and develop timelines as defined in each campus' transition plan.

Chair: AVP, Campus Resilience and Response (appointed by the President)

Type: University

Membership (appointed by the President):

One (1) student, recommended by the Associated Students (one-year term)

Two (2) faculty, recommended by the Senate Appointments and Elections Committee,

One (1) staff, recommended by the Senate Appointments and Elections Committee, Director, Campus Disability Resource Center

Director, Accessibility Resource Center (or designee)

AVP, Diversity, Equity, and Inclusion (or designee)



Director, Student Services (or designee)  
AVP, Facilities Management (or designee)

Ex-Officio:

Provost and Vice President for Academic Affairs (or designee)  
Vice President for Enrollment Management & Student Success (or designee)  
Chief Information Officer of Information Technology Services (or designee)  
Director, Budget and Finance (or designee)  
AVP, Human Resources (or designee)  
Director, Parking and Transportation Services (or designee)  
Director, Procurement (or designee)

**CAL POLY HUMBOLDT  
University Senate**

**Resolution to Update the Informative Language in the Student Feedback of Learning Experiences Survey**

18-23/24-FAC — February 20, 2024 — First Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the President that the attached language be included at the beginning of the Student Feedback on Learning Experiences; and be it further,

**RESOLVED:** That these changes become effective at the beginning of the 2024 fall semester; and

**RESOLVED:** That these updates are intended to reduce bias in the student feedback process to support faculty of color and faculty who identify as femme, trans, women, or non-binary as they progress through the RTP process; and

**RESOLVED:** That the University Senate of Cal Poly Humboldt acknowledges that bias exists in the process of gathering student feedback as well as in the collegial evaluation of student feedback; and be it further

**RESOLVED:** That informative language about bias has been shown to reduce bias in student responses and therefore the included language should be included at the beginning of the student feedback surveys as an update to the current language about the student code of conduct.

**RATIONALE:**

*Research demonstrates that bias in the student evaluation process exists and disproportionately impacts faculty of color and faculty who identify as femme, trans, women, or non-binary. The evidence also has found bias against faculty with other identities and characteristics, including sexual orientation, age, rank, disability, accent, pregnancy or parental status.<sup>1</sup> These biases add*

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<sup>1</sup> Lillian MacNeill, Adam Driscoll, and Andrea N. Hunt, "What's in a Name: Exposing Gender Bias in Student Ratings of Teaching," *Innovative Higher Education* 40, no. 4 (August 1, 2015): 291–303, <https://doi.org/10.1007/s10755-014-9313-4>; Peterson, David A. M., Lori A. Biederman, David Andersen, Tessa M. Ditonto, and Kevin Roe. "Mitigating Gender Bias in Student Evaluations of Teaching." *PLOS ONE* 14, no. 5 (May 15, 2019): e0216241. <https://doi.org/10.1371/journal.pone.0216241>; Rebecca J. Kreitzer and Jennie Sweet-Cushman, "Evaluating Student Evaluations of Teaching: A Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform," *Journal of Academic Ethics* 20, no. 1 (March 1, 2022): 73–84, <https://doi.org/10.1007/s10805-021-09400-w>; Anne Boring and Kellie Ottoboni, "Student Evaluations of Teaching (Mostly) Do Not Measure Teaching Effectiveness," *ScienceOpen Research*, January 7, 2016, <https://doi.org/10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1>; Friederike Mengel, Jan Sauermann, and Ulf Zöllitz,

to the myriad of circumstances that make it difficult for faculty from marginalized groups to advance through the RTP process and take on leadership roles in the University.

The [2021-2022 UFPC End of Year Report](#) recommends developing “guidance to address student and collegial biases in evaluating the teaching effectiveness of women faculty and faculty of color.”<sup>2</sup>

The proposed language is to be added to the student feedback survey instrument so that before starting a survey, the student will see this language. The current language refers to the student code of conduct but does not mention bias. The proposed language is adapted from a research study that found promising results if students are reminded about bias just before starting the survey.<sup>3</sup> Similar language has been adopted by CSU Fullerton (see [University Policy Statement 200.000](#)).

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“Gender Bias in Teaching Evaluations,” *Journal of the European Economic Association* 17, no. 2 (April 1, 2019): 535–66, <https://doi.org/10.1093/jeea/jvx057>; Anish Bavishi, Juan M. Madera, and Michelle R. Hebl, “The Effect of Professor Ethnicity and Gender on Student Evaluations: Judged before Met,” *Journal of Diversity in Higher Education* 3 (2010): 245–56, <https://doi.org/10.1037/a0020763>; Bettye P. Smith and Billy Hawkins, “Examining Student Evaluations of Black College Faculty: Does Race Matter?,” *The Journal of Negro Education* 80, no. 2 (2011): 149–62; Dana A. Williams, “Examining the Relation between Race and Student Evaluations of Faculty Members: A Literature Review,” *Profession*, 2007, 168–73. <https://www.jstor.org/stable/25595863>

<sup>2</sup> The University Faculty Personnel Committee (UFPC), “2021-2022 UFPC End of Year Report,” April 29, 2022, <https://hraps.humboldt.edu/2021-2022-ufpc-end-year-report>.

<sup>3</sup> David A. M. Peterson et al., “Mitigating Gender Bias in Student Evaluations of Teaching,” *PLOS ONE* 14, no. 5 (May 15, 2019): e0216241, <https://doi.org/10.1371/journal.pone.0216241>.

### **Current language in the survey instrument:**

Your responses provide valuable information to the instructor about their course design and teaching methods and may be used as part of evaluation of teaching in the retention, tenure and promotion process. Civil language and constructive comments are expected. The Student Code of Conduct prohibits use of language in written comments that constitutes “disorderly, lewd, indecent, or obscene behavior” or “threatens or endangers the health or safety of any person within or related to the University community.” [See <http://www2.humboldt.edu/studentrights/home>].

### **Updated language to the survey instrument:**

Your opinions and feedback play an important role in the review of your instructors.

Cal Poly Humboldt recognizes that student feedback is often influenced by students’ **unconscious** and **unintentional** biases about the race and gender of the instructor. Faculty of color and faculty who identify as femme, trans, women or non-binary are systematically rated lower in their feedback than white men, even when there are no actual differences in the instruction or in what students have learned.

As you fill out the course evaluation please keep in mind:

- Provide constructive feedback.
- Focus on your opinions about the content of the course (the assignments, the textbook, the in-class material).
- Be aware of how biases can affect your feedback.
- Obscene or threatening language is prohibited by the Student Code of Conduct (for more information, visit [Student Rights and Responsibilities](#)).

Thank you! Your feedback provides valuable information to the instructor about their course design and teaching methods.