

University Senate

Meeting Minutes for Tuesday, March 26, 2024

Goodwin Forum & Zoom Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 3:02 pm. A quorum was present.

Members Present

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

Members Absent

Burkhalter, Jackson, Lancaster, McGuire, Parker, Tillinghast, A. Thobaben

Guests

Amber Blakeslee, Sandra Brekke, Carmen Bustos-Works, Joice Chang, Jeff Crane, Michael Fisher, Rachael Gipson, Bella Gray, Kendra Higgins, Mark Johnson, Heather Madar, Maureen Maloney, Peggy Metzger, Bridget Nichols, Raven Palomera, Georgia Sarkin, Amy Spowles, Nicki Viso, Kim White, Mark Wicklund, Jeanne Wielgus

Announcement of Proxies

Virnoche for Burkhalter, Mark Johnson for Jackson, Anderson for Lancaster, Pachmayer for McGuire, Miyamoto for A. Thobaben

Reading of the CFA Statement

Chair Woglom read the Interruption Statement from the California Faculty Association.

Approval and Adoption of Agenda

M/S (Aghasaleh/Banks) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

Consent Calendar from the Integrated Curriculum Committee

It was noted that there were no items on the ICC Consent Calendar.

General Consent Calendar

It was noted that there were no items on the General Consent Calendar.

Reports, Announcements, and Communications of the Chair

Written report attached

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

Academic Policies Committee (APC)

Written report attached

Appointments and Elections Committee (AEC)

The second round of the call for nominations will be going out soon.

Constitution and Bylaws Committee (CBC)

The Committee of Committees had their first meeting and its work is underway.

Faculty Affairs Committee (FAC)

Written report attached

Senator Miller added that Article 15 is about student evaluations. The CBA stipulates that student evaluations must be anonymous, so when a student writes something threatening, there's no way to take action on it. The CBA probably meant "anonymized", but it needs to be part of their negotiations.

Integrated Curriculum Committee (ICC)

Written report attached

University Policies Committee (UPC)

No report

University Resources and Planning Committee (URPC)

At upcoming URPC meetings, we will continue to hear reports from the head of each University division on how they will reach a balanced budget, which will be open to the public.

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

No report

California Faculty Association (CFA)

CFA has Assembly Day coming up

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

The Staff Recognition Award winners were announced today, and congratulations to all the winners!

President’s Administrative Team

Written report attached

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

There were no speakers for the open forum.

TIME CERTAIN: 3:30-4:00 PM – WSCUC Accreditation Preparation

Maureen Maloney from WSCUC gave the attached presentation.

TIME CERTAIN: 4:00-4:30 PM – Campus Physical Plan

Georgia Sarkin from Smith Group and AVP of Facilities Management Michael Fisher gave the presentation found here: https://drive.google.com/file/d/1Gguqp3T2eWTNkJJo1CL3ETI-EU9EFMtU/view?usp=drive_link.

TIME CERTAIN: 4:30-4:50 PM – Graduate Studies Task Force Update

AVP of Academic Programs Carmen Bustos-Works and Professor Amy Sprowles gave the attached presentation.

Resolution to Recommend the Concentration Elevation of Environment and Community Masters of Arts (20-23/24-ICC – March 26, 2024 – Curriculum Reading)

Senator Anderson gave a summary of the resolution.

Senators Virnoche spoke in favor of the resolution.

Senate vote to approve the Resolution to Recommend the Concentration Elevation of Environment and Community Masters of Arts ***passed without dissent.***

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

Nays: none

Abstentions: Capps, Carvajal, McGuire, Pachmayer, Parker, A. Thobaben, Tillinghast

M/S (Cappuccio/Johnson) to adjourn

Meeting adjourned at 4:54 PM

Hey Cal Poly Humboldt!

I hope y'all are doing well at the beginning of the second half of our semester together. Sadly, I have to begin my Chair's Report this week with the bummer news that Andrea Bright has resigned from her position. I will miss working with her, and hope that she finds joy and fulfillment in all of her future endeavors. Patrick Malloy will be returning to his role as Interim ASC of the Senate for the time being. Thank you, Patrick.

We'll have some pretty compelling, future-facing presentations at our meeting this week. At 3:30, a guest from the Western Association of Schools and Colleges' Senior College and University Commission (WSCUC, or colloquially WASC), Maureen "Moe" Maloney, will be joining us to discuss the impending reinitiation of the accreditation process cycle, giving us a heads up about the work we will have to do together on campus to reaffirm our accreditation.

At 4:00 we'll have more special guests, when the Smith Group, the consultants who have been brought in to advise on the Campus' Physical Plan, will be presenting on that plan with AVP of Facilities, Mike Fisher. Their presentation will offer a glimpse into how Cal Poly Humboldt might look as we grow and evolve over the years to come.

Finally, at 4:30, Humboldt's own Dr. Carmen Works and Dr. Amy Spowles will join us to discuss the work that has been ongoing in the Graduate Studies Task Force. They are currently working to draft a strategic plan for graduate programming that is happening now, and for exciting new stuff cropping up on the horizon.

As always, I'd like to thank you all for the incredible work you do to support this University and its community. I appreciate you all so much.

jim

CAL POLY HUMBOLDT

University Senate Written Reports, Date: March 26, 2024

Standing Committees, Statewide Senators and Ex-officio Members

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): March 20, 2024

Meeting Details: The committee approved a resolution that will be headed to senate to move the CR/NC deadline from week 8 to week 11 beginning fall 2024. The committee discussed two main points related to the Minors & Certificates Policy that we are in the process of updating: should programs really need to ever offer a dual minor/certificate if the courses are mostly the same and the issue of “hidden” prerequisites. If the policy is now attempting to define a distinction between minor vs. certificate that is no longer based on the idea that matriculating students cannot/ do not pursue certificates. We determined that we need to meet with folks representing the GSP certificate and Cindy in CEEGE to clarify the needs of programs and terminology.

Appointments and Elections Committee:

Submitted by Jorge Monteiro, AEC Chair

Members: Ara Pachmayer, Jorge Monteiro, Michihiro Sugata

Meeting Date(s): 03/07/2024

Meeting Details: The committee met on 03/07 to appoint positions from the first call for nominations. The committee and Monty Mola also discussed changes to the Faculty Handbook that will need to be voted by the Faculty.

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 for more details if you'd like to attend)

Meeting details:

We are working on two issues: providing stronger language about the importance of accessibility in the classroom within Appendix J (in collaboration with the Accessibility Fellows), and creating a university-wide early tenure policy. If you are interested in either of these issues, let Tim know (tim.miller@humboldt.edu).

A CSU system-wide group met to discuss student evaluations on March 8th. There was a big group- over 50 people from almost every university. A lot of good information was shared from research and projects that have been done but the nutshell is that there really isn't a simple way to improve the process of using student evaluations in faculty RTP. One big takeaway is that a group needs to work with CFA to rewrite the specifics in our CBA (Article 15), to improve on some things that can't be changed as the CBA is currently written. Next steps for this group haven't been decided yet, but we will ensure that Cal Poly Humboldt is part of this effort.

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

*Non-voting member

Meeting Date(s): 3/19

Meeting Details:

Reports

OAA- The Board of Trustees (BOT) will be meeting Wednesday 3/27 at 9am with the changes to GE being on the agenda ([Board of Trustees Agenda | CSU \(calstate.edu\)](#)). Anyone can watch the stream live [here](#).

General Education and All University Requirements Subcommittee- The GEAR subcommittee is collecting feedback and working on edits to the GEAR policy as well as writing the GEAR Program Review.

MAPs

The committee provided some feedback and thoughts on how to illustrate PBLCs in major MAPs. This feedback is being taken back to a PBLC working group.

Curriculum Proposals

The committee approved the [Concentration Elevation for Environment and Community](#) to a stand alone MA and the [Combined Pathway CRGS and E&C](#).

Course Modality Changes

The committee discussed the long term plan for tracking and updating course modality changes. The decision was to have modality changes go through Curriculog and proceed on the ICC consent calendar. The ultimate goal is still to have the modality reflected in the course rotation as well as the catalog. Curriculog proposals will be needed beginning AY 25/26. Emergency situations needing short term modality changes will still be able to be worked out at the College level.

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The ASCSU met for its standing committee meetings and plenary March 13-March 15. Senator Burkhalter and Senator Virnoche attended in person at the Chancellor's Office in Long Beach. The next ASCSU plenary will take place May 15-May 17. Both the March and May plenaries occur during non-green days for Humboldt because the academic calendar differs across campuses, and the ASCSU plenaries are scheduled to occur one to two weeks before the CSU Board of Trustees meetings.

The permanent archive of all ASCSU resolutions, their status, and the Chancellor's Office responses can be found at this [link](#).

The **Board of Trustees** is having its regular meeting March 24- March 27. The full agenda is linked [here](#). Much of the CSU Board of Trustees meetings are live-streamed so you can watch all or part of the meeting [here](#).

Cal-GETC and GE Breadth alignment: During their March meeting, the Board of Trustees will debate and vote on whether to make the Title V changes to align CSU GE Breadth with Cal-GETC. The first vote occurs during the Committee on Education Policy, 9:00am, Wednesday, March 27 (see [agenda](#)). The second vote of the full Board will take place after 1pm during the plenary (see [agenda](#)).

As you might imagine, this was a hot topic at plenary, as ASCSU passed several additional resolutions related to its position that CSU GE Breadth should not be changed to the Cal-GETC transfer pattern at this time. As far as we can tell, the Chancellor's Office believes that aligning GE-Breadth with Cal-GETC will please students because it will reduce their GE units by 5 (eliminating one LD area C, eliminating area E and adding 1 unit of area B), although each CSU can decide to put the 5 units that are being reduced into other all university requirements, such as a college success class. The CO seems to believe that reducing GE to the Cal-GETC pattern will improve 4-year and 6-year completion rates. Yet, there is no data indicating this is the case, and the ASCSU is concerned that the change will impose significant costs, especially as requiring a stand-alone 1-unit lab in area B may be seen as an additional requirement that must be funded. Further, at its last plenary, the California State Student Association (CSSA) declined to endorse the change in GE-Breadth to the Cal-GETC pattern and the Student Trustee on the Education Policy Committee declined to support it.

State budget issues: The Legislative Analyst's Office (LAO) and the Governor's Office disagree on the magnitude of the Fiscal 2024 state budget deficit, with the LAO estimating \$73 billion and the Governor estimating \$38 billion. Some Rainy Day funds will be used to cover the gap, but as legislators work on the state budget, which must be passed by June 15, they are looking to reduce expenditures. In January, Governor Newsom proposed postponing to fiscal year 2025 the 5% increase that the CSU was scheduled to receive in fiscal 2024 as a result of its meeting the requirements of the Governor's Compact. Since it's expected that the state will face a deficit for at least 3 years, in the May budget revise, it may be proposed to further delay any Compact-negotiated increases in CSU Budget appropriations. The LAO recommends that the funding for the CSU remain the same in 2024 as 2023 and that no Compact increases are promised. If the CSU budget is *cut* before the May Revise, that will endanger some of the salary increases that have been negotiated contingent on state funding of the CSU budget remaining at 2023 level. The Higher Education Budget Committees noted during a hearing on March 13 that the CSU is funded for 385,000 FTES and is currently enrolled at 368,000 FTES, which represents a difference of \$239 million. The message seems to be that to address this disparity, the CSU must increase enrollment and reduce costs or the legislature will make choices about how to reduce the CSU budget.

Pending legislation: The ASCSU Fiscal and Governmental Affairs Committee ranks and indicates a position on proposed legislation that will likely have an impact on the CSU. These are listed in AS-3674-24/FGA 2024 [State Legislative Advocacy Positions on the Academic Senate of the California State University](#)

During the plenary, the ASCSU voted to indicate a position of “support” on AB1818 (Jackson) Public postsecondary education: homeless students: parking. It was noted by ASCSU leaders that during their legislative advocacy it was noted that AB1818 was inspired in part by the incident at Cal Poly Humboldt in which students who were living in their vehicles in campus parking lots were evicted in Fall 2023. From LegInfo: “This would require each campus of the California State University and the California Community Colleges, and would request the University of California, to allow overnight parking by a student attending its campus if the student uses the vehicle as housing, the student has a valid parking permit issued by the campus, and the vehicle is parked in or on a campus-owned and controlled parking lot or parking structure. The bill would additionally prohibit each campus of the California State University and the California Community Colleges from citing or otherwise penalizing, and would request each campus of the University of California to not cite or otherwise penalize, a student attending its campus for using a vehicle as housing if specified circumstances apply.”

Some additional notes on Guests who met with the ASCSU During the March 2024 Plenary

Charles Toombs -CFA President, CFA Liaison Report

June 1, 2024 faculty should see the CFA contract pay increases. CFA advocating to secure more diversity and greater faculty and student voice on the Board of Trustees.

Mandara Savage, Assistant Vice Chancellor, Professional and Continuing Education

AVC Savage spoke of the use of funds for Program for Accelerated College Education (PACE).

Genesis Jara, Assistant Director of Systemwide Affairs, CSSA

Passed Gaza cease fire resolution and had legislative conference and training day in Sacramento. Worked on CalGrant reform advocacy. Voted down “support” of GE Breadth change.

Nathan Evans, Deputy VC of Academic and Student Affairs & Chief Academic Officer

Discussed support for Cal-GETC and GE Breadth alignment and Academic Master Plan process identifying low-degree conferring programs for possible elimination. Encourages sustainability and more coordination in the curriculum across campuses. Lumina Foundation grant received by the CSU used to redesign Cal State Apply application which will allow campuses, such as Sonoma, proactively admit high school students who meet CSU minimum eligibility without them initiating an application for admission. Often called "direct admission" it has proven effective for other public institutions in other states. Recent research: <https://eric.ed.gov/?id=EJ1343215>”.

FAFSA Update: Revised May 15 decision date and many campuses pushing back date further yet. Overall CA applications are down significantly.

2024-25 College Year Preliminary Resident FTES Enrollment Target Changes:

Enrollment Target Decreased

Channel Islands, Chico, East Bay, Humboldt, Maritime Academy, Monterey Bay, San Francisco, Sonoma

Enrollment Target Increased

Fullerton, Long Beach, Los Angeles, Northridge, Pomona, San Diego, San Jose, San Luis Obispo, San Marcos

The following resolutions were-heard in second reading and passed

[AS-3660-24/JEDI/FA](#) *Amending the Constitution of the Academic Senate of the California State University to Add Three Designated Lecturer Faculty Positions.* This resolution articulates changes to the ASCSU constitution that adds three designated temporary faculty positions.

[AS-3661-24/JEDI/FA](#) *Change in Bylaws of the Academic Senate of the California State University to Accommodate the Addition of Three Designated Lecturer Faculty Positions* This resolution articulates changes to the ASCSU bylaws that add three designated temporary faculty positions.

[AS-3665-24/AA/FA](#) *On Faculty Choice in Selection of Course Materials* The resolution states ASCSU's opposition to three items regarding faculty selection of course materials: 1) any program at campus or state-wide levels that mandates that faculty use only digital versions of course materials, 2) flat-fee models that do not include opt-out clauses for students and faculty, and 3) flat-fee models that do not address cost differentials between different courses, departments, disciplines, or colleges.

[AS-3668-24/APEP](#) *Funding for Transfer Curriculum Development and Evaluation* The resolution addresses compensation for faculty work pertaining to intersegmental curriculum matters. The implementation of Cal-GETC (in response to AB 928) and the common course numbering project (in response to AB 1111) will require even more faculty participation in intersegmental curriculum review activities. Even at current levels, it is difficult to find sufficient CSU faculty representation for this work. The resolution expresses the ASCSU's belief that a major contributing factor to this is the minimal level (sometimes none) of compensation available for this work.

[AS-3670-24/Exec](#) *Apportionment of Academic Senate CSU Seats* The ASCSU annually reapportions seven seats to seven CSUs based on campus Full Time Equivalent Faculty data. In this cycle, San Francisco State will lose one seat and Cal Poly San Luis Obispo will gain one seat.

[AS-3674-24/FGA 2024](#) *State Legislative Advocacy Positions on the Academic Senate of the California State University* The resolution adopts provisional positions on legislation to guide California legislative advocacy during the 2024 Legislative calendar.

[AS-3675-24/FGA](#) *2024 Federal Advocacy Positions of the Academic Senate of the California State University* The resolution adopts provisional positions on legislation to guide Federal legislative advocacy during the current Legislative calendar.

[AS-3676-24/AA](#) *On Cal-GETC Alignment and Shared Governance* The resolution states ASCSU's objection to and deep concern with the Chancellor's decision to recommend that CSU GE Breadth unit distribution be aligned with Cal-GETC, and reiterates ASCSU's request for the Board of Trustees to adopt Cal-GETC for transfer students and not change CSU GE Breadth without faculty support and engagement.

The following resolutions were heard with a **waiver of first reading and passed**:

[AS-3689-24/FGA](#) *On Estimating the Financial Implications of Adopting Cal-GETC for CSU General Education Breadth* The resolution reaffirms the fiduciary role of the Board of Trustees and requests that the Board of Trustees delay action on the question of adopting Cal-GETC for CSU GE Breadth until a robust estimate of the cost of implementation can be provided in a report with input from faculty, staff, and students.

[AS-3692-24/Exec](#) *Appreciation to California State Student Association for Support of Student Success* The resolution conveys deep appreciation for the passionate opposition to changing CSU General Education (GE) Breadth which California State Student Association (CSSA) Governing Board members expressed at their 2024 February and March plenaries.

The following resolutions were heard in **first reading** and **will return in May plenary** for second reading. **Please provide any feedback directly to your ASCU senators, Stephanie Burkhalter and Mary Virnoche by May 10.**

[AS-3679-24/AA](#) [Support for CSU Institute for Teaching and Learning Artificial Intelligence \(AI\) Professional Development](#) The resolution applauds Chancellor's Office efforts on providing professional development for teaching and learning tools regarding artificial intelligence and urges funding for future professional development courses in AI to enhance ethical AI tool usage in the college classroom by faculty and students.

[AS-3680-24/APEP](#) [Review of Standardized Test Use for Undergraduate Admissions](#) This resolution does NOT call for a return to the use of the SAT/ACT. In AS-3532-22/APEP, the ASCSU endorsed the recommendation of the Admissions Advisory Council to discontinue the use of the SAT and ACT in first-year admissions decisions. That resolution specifically called on the CO to engage in shared governance processes to assess the consequences of the discontinuation of the use of these exams. Recent articles have highlighted possible inequities that have been created by the elimination of these exams. This resolution calls for the AAC to review the elimination of standardized test use for first-time undergraduate admission.

[AS-3681-24/JEDI](#) [Promoting Racial Equity in CSU International Program Participation](#) The resolution commends the leadership of CSU International Affairs and International Programs

(CSUIP) during COVID-19, highlights the underrepresentation of Black and Native American students in study abroad experiences, and requests funding from the Chancellor's Office to support recruitment and advising of these underserved students, along with identifying resources for scholarships and grants to mitigate financial barriers to participation in CSUIP.

AS-3682-24/JEDI [Protecting Workload Equity and Shared Governance Considering the Systemwide Plan to Target and Reallocate Budget of Low Degree Programs](#) The resolution highlights the ASCSU's concerns about the systemwide targeting of low-degree programs, course cancellations and resulting budget limitations for campuses and negative impacts on student retention and time to graduation. Concerns about the suspension of temporary faculty and increase workload of permanent faculty violates the Collective Bargaining Agreement are also articulated. The resolution request that the Chancellor's Office follow shared governance principles and work with campus senates, not just administrators to identify ways each cause can meet enrollment targets, increase graduation numbers, and manage budget cuts.

AS-3683-24/JEDI [ASCSU Support for Reparations Task Force report and Plan for African Americans](#) The resolution, in alignment with the CSU Black Student Excellence Initiative, commends the California Reparations Report from the Task Force to Study and Develop Reparations Proposals for African Americans.

AS-3684-24/JEDI [ASCSU Commends B.A. Program at Pelican Bay Prison](#) The resolution commends the partnership between Cal Poly Humboldt, the College of the Redwoods, and the California Department of Corrections and Rehabilitation for developing and implementing the B.A. Program at Pelican Bay State Prison, the first program of its kind to be taught in person at a high-security facility in the State of California and encourages other CSU Campuses to develop similar programs.

AS-3685-24/[JEDI Affirming Commitment to Accessibility in All Course-And-Instruction-Related Software](#) The resolution reaffirms the ASCSU's commitment to accessibility in all course- and instruction- related software because of this growing and under-serviced problem in higher education. The ASCSU urge the Chancellor's Office and local campus decision-makers to consult with campus disability services to implement accessibility requirements for the acquisition of software necessary to complete course assignments in compliance with the Americans with Disabilities Act and other regulations.

AS-3686-24/JEDI [ASCSU Justice Equity Diversity and Inclusion Strategic Plan](#) The resolution demonstrates the ASCSU's commitment to develop and implement a Strategic Plan for Justice Equity and Divinity for the ASCSU, the encouragement of all CSU senates to develop strategic plans, and the development and maintenance of a repository of these plans by the ASCSU. The ASCSU is the representative body for the CSU system and therefore it serves as a model for all campus senates. The importance of developing and implementing a strategic diversity plan will improve the chances that true change will occur in the diversity of senate leadership across the CSU.

AS-3687-24/JEDI [ASCSU JEDI Committee Bylaw Revisions](#) The ASCSU JEDI Committee has been in existence for almost two years. These bylaw changes clarify the committee's role and responsibilities in the ASCSU, including the development and implementation of a regularly assessed Strategic Justice Equity and Inclusion Plan that focuses on the recruitment and retention of diverse senators, support for campus senates strategic diversity plans, the development of a leadership pipeline, and addressing justice, equity, diversity and inclusion issues impacting society and CSU campuses.

AS-3688-24/FGA/JEDI [Resolution for Equity Data Regarding Student Enrollment, Cost of Instruction, and CSU Equity in Budget Allocation & Reallocation Plans](#) The resolution asks the Chancellor's Office to develop an equity-based calculation for the per student cost of instruction, an assessment of the impacts on equity, retention, and achievement gaps of any reallocation of enrollment targets and budgets, and exploration of equity-driven funding models to address CSU systemic funding inequities that disadvantage already underserved and non- traditional students.

AS-3690/FA/JEDI [Fortifying and Supporting CSU Deferred Action for Childhood Arrivals \(DACA\) through Employment by Advancing their Inclusion and Equity in the CSU](#) The resolution asks the CSU to support its current employees who have DACA status in a variety of ways, including helping such employees find a pathway to permanent employment and providing training to Human Resources employees and others about how to employ and assist people with DACA status.

AS-3691-24/FA [Continuing Support of Faculty Research, Scholarship and Creative Activities \(RSCA\) and Request for Increased RSCA Funding](#) The resolution expresses continuing support for faculty Research, Scholarship and Creative Activities (RSCA). The resolution asks that, given the demonstrated benefit of RSCA to CSU and the system, annual RSCA funding be adjusted for inflation to \$3.3 million from \$2.5 million. The annual RSCA funding level in the CSU budget has been \$2.5 million since 2015-2016 and \$3.3 million represents that level of funding adjusted to account for inflation.

Office of Equity, Diversity, and Inclusion:

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Members:

Meeting Date(s):

Meeting Details: No Report

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

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

No report

WASC

Senior College and
University Commission

California State Polytechnic University, Humboldt

Comprehensive Review for Reaffirmation of Accreditation

2023 WSCUC Handbook and Standards

OSR: Fall 2025

Visit: Spring 2026

Maureen A Maloney, Vice President & Staff Liaison
WASC Senior College & University Commission

mmaloney@wscuc.org

510-219-8737

Key Elements of Comprehensive Review

- Institutional self-study and report
 - Compliance with WSCUC Standards Worksheet
 - Federal Requirements forms
- Institutional review process (peer review)
 - Institutional Report: due 10 weeks before the OSR
 - Offsite Review (OSR)
 - Accreditation Visit (AV)
 - Team report (posted on WSCUC website)
- Commission Action Letter (CAL; posted on WSCUC website)

Characteristics of WSCUC Accredited Institutions

- A maturity to ensure financial and educational sustainability
- Capacity for deep engagement with significant issues
- A robust system to regularly generate, evaluate, and make public student achievement data (graduation and retention rates) and student learning outcome (SLO) results
- Demonstration that institution is using data to make improvements

2023 Standards of Accreditation

- What has *not* changed from the 2013 Standards?
 - Same essential framework, with four Standards
 - Flexibility in application of Standards consistent with an institution's mission
 - Avoidance of overly prescriptive language
 - Maintenance of a manageable number of CFRs (now 41, previously 39 with 2 sub-CFRs)

2023 Standards of Accreditation

- What has changed from the 2013 Standards?
 - More focus on institutional environments promoting student personal well-being and success
 - Increased emphasis on equitable student learning, student success, and institutional effectiveness
 - Institutions expected to demonstrate evidence of actions taken and results for continuous improvement
 - Equity and inclusion woven throughout the Standards and CFRs

Relevant 2023 Standards

2023 Standard 2:

Achieving Educational Objectives and Student Success

- *Degree Programs*
- *Faculty*
- *Student Learning and Performance*
- *Student Support*

2023 Standard 4:

Creating an Institution Committed to Quality Assurance and Improvement

- *Quality Assurance Processes*
- *Institutional Improvement*

The Institutional Report

Cal Poly Humboldt

Tell your institution's story
through an analysis of your institution's strengths and areas for improvement

Standard 2

Achieving Educational Objectives and Student Success

- Demonstrate that **degree programs clearly define** entry requirements, curriculum content, and expected learning outcomes
- Provide evidence that **faculty members serve as primary designers and assessors** of students' performance in programs
- Describe how the institution establishes **expected levels of achievement** for each degree program and **provides evidence of achieved outcomes**
- Provide evidence that an appropriate array of **support services and co-curricular programs** facilitate the goals of the degrees and are assessed for effectiveness

Standard 2 – Guiding Questions to Consider

- To what extent do the degree programs provide a **coherent, comprehensive, and intellectually stimulating educational experience**, and what **factors** contribute to this?
- What factors contribute to the **success or challenges of faculty** in shaping and improving degree programs?
- **How effective are the methods for evaluating student learning outcomes**, are the results **good enough and equitable** among different groups of students, and **how are they determined, communicated, and acted upon?**
- What are the retention, persistence, and graduation **rates**, and are they **equitable** among different groups of students?
- How does the institution **assess the impact of its support programs** on student success, and are the outcomes satisfactory?
- How does the institution **define student success following graduation**, and how effective are its methods for measuring and evaluating this outcome?
- What elements in Standard 2 (the Standard itself, not its CFRs) does the institution consistently use to evaluate its effectiveness as an institution?

Standard 4

Creating an Institution Committed to Quality
Assurance and Improvement

- Document **processes that use evidence to analyze the effectiveness** of operations to achieve established objectives and essential functions
- Show use of **institutional research** to collect and analyze data to make decisions and promote ongoing improvement of the institution
- **Demonstrate analysis and planning** to ensure adaptation to future challenges

Standard 4 – Guiding Questions to Consider

- What **quality assurance processes** does the institution have? What does it **do with the results** of those quality assurance processes?
- **How** does the institution **evaluate whether it is achieving its mission-driven educational and student success objectives**, and how does the evidence enter the **decision-making** streams of the institution?
- How does the institution evaluate and assure attainment of its commitment to **diversity, equity, and inclusion**?
- How does the institution understand and review its organizational climate, and what uses does it make of this review?
- To what degree are **faculty engaged in the evaluation of teaching and learning**, and how are the results of that evaluation **used within the institution**?
- Which members of the institutional community participate in **developing strategic priorities**, what are their roles, and what evidence do they consider?
- What elements in Standard 4 (the Standard itself, not its CFRs) does the institution consistently **use to evaluate its effectiveness as an institution**?

Commission Review

- Commission Panel reads report and documentation and talks with institutional representatives at Commission meeting
- Panel makes recommendation to Commission, and Commission acts
- Commission communicates decision in an action letter
- Letter and team report are publicly available on WSCUC website
- Link provided on WSCUC website, if desired, to institution's response to team report

WSCUC Liaison

Maureen A Maloney
Vice President

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Spring '24 Graduate Studies Task Force Update



› Provost's Charge

- To develop a five year strategic plan (2024-2028) for graduate studies at Cal Poly Humboldt.
- The plan will center the success of students and guide the Office of Graduate Studies and campus leadership on investments and decisions for graduate education over the next five years.
- The strategic plan will outline our goals, objectives, initiatives, and priorities to support graduate education.
- It will be guided by the unique culture at Cal Poly Humboldt, graduate policies of the CSU, and relevant external changes in the national and international graduate education landscape

➤ The strategic plan should include a review and recommendations in a minimum of the following areas:

- Purpose, vision and values for graduate studies at Cal Poly Humboldt
- Graduate student cultures
- Alignment of existing graduate programs with interests and needs of the university and the local, regional, national, and disciplinary communities that we serve.
- Graduate admission process
- Graduate program enrollment/targets
- Graduate program business plan/resource allocation
- Equity in graduate faculty compensation

Members

- **Rouhollah Aghasaleh**-Assistant Professor School of Education
- **Cindy Bumgarner**- Dean of College of Extended Education and Global Engagement
- **Carmen Bustos-Works**- Associate Vice President for Academic Programs and Dean of Graduate Programs
- **Priscilla Ceja**-Graduate Student, Zoology
- **Terri Fisher**-Graduate Studies Specialist
- **Tristan Gleason**-Associate Professor and School of Education Graduate Program Faculty Coordinator
- **Margaret Lang**-Professor and Environmental Resources Engineering Graduate Program Faculty Coordinator
- **Kyle Morgan**- Librarian and Graduate Thesis Formatting Advisor
- **Aolany Navas-Griggs** Interim Director of Admissions
- **Kaitlin Reed**-Assistant Professor and Environment and Community Graduate Program Faculty Coordinator
- **Jenni Robinson Reisinger**-Registrar
- **Amy Spowles**-Associate Professor and Faculty Associate Dean of Graduate Programs
- **Andrew Stubblefield**-Professor and Natural Resources Graduate Program Faculty Coordinator
- **Janet Winston**- Professor and English Graduate Program Faculty Coordinator

➤ Strategy

- Craft Draft Purpose, vision and values for graduate studies at Cal Poly Humboldt in collaboration with the Graduate Council (2/5, 3/4, 4/1, 5/6)
- Collect Input from Campus Stakeholders:
 - Graduate Students (2/15)
 - Faculty, Staff, Students and Administration (3/28)
- Collect Institutional Data
- Collect Information about Community/Workforce Needs
- Present Recommendations and Outline to Campus 4/25
- Write plan Summer '24

Draft Mission/Purpose Statement:

Draft Mission/Purpose Statement A: Cal Poly's Graduate Programs foster an inclusive community where students from all backgrounds thrive. Our mission is to provide a transformative graduate education that equips students with knowledge of their disciplines, and the interdisciplinary skills to advance research knowledge, practices, and dispositions associated with equity and social, racial, economic, and environmental justice as these apply to effective practices in the discipline.

Draft Mission/Purpose Statement B: Cal Poly's Graduate Programs foster an inclusive community where students from all backgrounds thrive and develop dispositions associated with equity and social, racial, economic, and environmental justice. Our mission is to provide a transformative graduate education that equips students with knowledge of their disciplines, and the interdisciplinary skills to advance research knowledge and professional practices.

Draft Mission/Purpose Statement C: Cal Poly's Graduate Programs foster an inclusive community where all students thrive and gain the skills and dispositions needed to transform our diverse state and world.

DRAFT 5 year Goals

Graduate Studies
Enhancement,
Support, and
Recognition

Academic
Excellence and
Sustainable
Programing

Graduate Student
Support
Financial Support
and Opportunities:
Networking and
Community
Building

Professional
Development and
Career Support

Inclusivity and
Equity

➤ **Preliminary Data- What have we learned from our current graduate students?**

- Range of Reasons for Choosing a Cal Poly Humboldt Graduate Degree
 - Access
 - Reputation
 - Program Availability
 - Recruited by Faculty Member
- Graduate Faculty are Supportive
- Lack of graduate courses specific for graduate students (500 and 600)
- Student Concerns about limited Financial Support
 - Scholarships
 - Fee Waivers
 - GA/TA Positions
 - Paid Internships
- Differences in Graduate Student Understanding of timelines, deliverables, and financial support. These seem to correlate with programs.



Preliminary findings from Graduate Coordinators: -What is Working Well For Grad Programs?

- The flexibility of evening classes and the comprehensive curriculum have been highlighted as positive aspects by our students.
- Inspiring and interdisciplinary curriculum
- Excellent, energetic and inspiring affiliated faculty
- Students who excel at demonstrating expertise in their fields and identifying how their work contributes to the field.
- Students present research in conferences, peer reviewed publications, and move on to advanced degrees and employment in the field, including tenure-track professorships.
- Building community, promoting diversity, inclusion, & social justice



Preliminary findings from Graduate Coordinators: What Would Improve Graduate Programming?

- There is Interest in growing centralized University graduate support that is responsible for managing these dimensions of graduate program as well as growing academic programming and community building
- There is interest in developing ways to broaden opportunities for student financial support
- There is interest in growing blended BA/BS to MA/MS programs.
- There is curiosity about developing in Joint PhD Programs
- There is Interest in developing a formula that can be applied across programs that accounts for different kinds of programs, expectations of thesis advisors, and hours/week of student contact time.

Questions? Comments? Ideas?

***Please come to our open house on Thursday
March 28th NHE 102 from 1:00 pm to 2:30 pm***

CAL POLY HUMBOLDT
University Senate

**Resolution to Recommend the Concentration Elevation of Environment and Community
Masters of Arts**

20-23/24-ICC - March 26, 2024 - Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the elevation of the Environment and Community Concentration to a stand alone Masters of Arts program detailed in proposal [23-2314](#) be approved.

RATIONALE: The Environment and Community MA program (E&C) is an interdisciplinary program that focuses on the diverse relationships between environment and community using interdisciplinary perspectives. The program focuses on just and sustainable solutions to complex social and environmental challenges, grounded in the knowledge that racial justice, settler colonialism, and environmental problems are deeply intertwined. The elevation is accompanied by curriculum changes that align with the new mission of the polytechnic for Humboldt, the values and identity of the College of Arts, Humanities, and Social Sciences.

The elevation of Environment and Community from a concentration in the Social Science MA to a stand-alone MA requires no additional faculty, facilities, space needs or staffing. The program will continue to be housed in the Department of Environmental Studies with the new curriculum going into effect with the 25/26 Catalog.

Masters of Arts in Environment and Community Program Learning Outcomes

1. Interrogate the epistemological foundations of multiple disciplinary approaches in order to explore power/knowledge relationships as they pertain to environment & community
2. Analyze just sustainability and environmental justice using frameworks that acknowledge the power-laden connections between race, other axes of social difference, and environment
3. Explore the diverse forms of colonialism (settler, franchise, etc.) within environment-community relations
4. Acquire the necessary skills, knowledge, and ways of knowing to prepare for careers, engagement, and leadership roles in environmental stewardship and community programming.
5. Demonstrate how diverse forms of knowledge production and representation are vital to responsible environmental policy that acknowledges the more-than-human environment

Masters of Arts in Environment and Community Curriculum

Unit Requirement: 30-33

Required Seminars (15 units)

EC 601: E&C Cohort Field & Immersion Experience (3)

EC/NAS 610: Environment and Community Methods: Decolonizing Methodologies (3)

EC 620: Climate Resilience Topic (3)

EC 630: Social Change & Advocacy Topic (3)

EC 640: Critical Ecology Topic (3)

Required Colloquium (3 units)

EC 615 Graduate Colloquium (1 unit, taken each of first 3 semesters)

Thesis/Project (690) or Comprehensive Exam (691) Units (3 units)

Thesis/Project Field Research OR Additional Seminar/Elective Course (3-6 units)

For those students opting for a thesis/project, units will be taken in final fall and/or spring semester. For those students opting for a Master's Exam, they are required to take one additional seminar or elective course.

Elective Courses (1 must be graduate level) (6 units)

Associated Course Proposals

[EC 610 - 22-1874 - Course Change](#)

Renumber course to EC 500

[EC 620 - 22-1870 - Course Change](#)

Renumber course to EC 520

[EC 630 - 22-1871 - Course Change](#)

Renumber course to EC 530

[EC - 640 - 22-1872 - Course Change](#)

Renumber course to EC 540

[NAS - 510 - 22-1833 - New Course](#)

Establishes Decolonizing Methodologies: Place-Based Community Research, currently running as a topic under EC 630, into an independent course.

[NAS - 530 - 22-1840 - New Course](#)

Establishes Klamath River Issues, currently running as a topic under EC 630, into an independent course.