Cal Poly Humboldt.

University Senate

Meeting Minutes for Tuesday, April 9, 2024

Goodwin Forum & Zoom Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 3:04 pm. A quorum was present.

Members Present

Aghasaleh, Anderson, Banks, Benavides-Garb, Burkhalter, Capps, Cappuccio, Carvajal, Graham, Harmon, Hill, Holliday, Miller, Miyamoto, Mola, Pachmayer, Ramsier, Ruiz, Stelter, Tillinghast, A. Thobaben, M. Thobaben, Virnoche, Woglom

Members Absent

Bell, Deshazier, Ho'ā, Jackson, Lancaster, McGuire, Parker, Ronald, Schroeder

Guests

Amber Blakeslee, Carmen Bustos-Works, Joice Chang, Adrienne Colegrove-Raymond, Aaron Donaldson, Erick Eschker, Bethany Gilden, Rachael Gipson, Bella Gray, Kristin Heese, Kendra Higgins, Mark Johnson, Rob Keever, Maureen Loughran, Peggy Metzger, Cyril Oberlander, Raven Palomera, Jenni Robinson Reisinger, Brigid Wall, Kim White, Mark Wicklund

Announcement of Proxies

Miyamoto for Bell, Banks for Deshazier, Mark Johnson for Jackson, Anderson for Lancaster, Pachmayer for McGuire, Harmon for Schroeder, A. Thobaben for M. Thobaben

Reading of the CFA Statement

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

Approval and Adoption of Agenda

M/S (Mola/Ramsier) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

Approval of Minutes from March 5, 2024 and March 26, 2024

Senator A. Thobaben amended the March 26 minutes to include Senator Miyamoto as her proxy.

M/S (Miller/Ramsier) to approve the minutes as amended from March 5, 2024 and March 26, 2024.

Motion to approve the minutes as amended 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)

We've received quite a few nominations for the second round. We'll be following up in the next few weeks.

Constitution and Bylaws Committee (CBC)

We're working on definitions for University Committees as a foundation for the Committee on Committees.

Faculty Affairs Committee (FAC)

No report

Integrated Curriculum Committee (ICC)

Written report attached

There's concern on the committee that the Academic Scheduler position might not be filled, since it is recently vacant, and that the responsibilities will be divided between other staff.

Senator Mola asked about the plan for that position. Provost Capps said that, since the position is vacant, they are working on an interim plan. Academic Affairs is on pause for filling staff positions right now, but she will update the Senate once a decision is made. Senator Tillinghast said there's concern among Academic Affairs support staff about how it will work without a centralized scheduler.

University Policies Committee (UPC)

UPC is engaging with the information about Centers & Institutes that Kacie Flynn has provided.

University Resources and Planning Committee (URPC)

See the information item at the end of the agenda.

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)
No report

California Faculty Association (CFA)
CFA is saddened by the Board of Trustees decision to amend Title V. This will lead to classes being cut and increases in tuition.

CFA will have a May Day event on the quad.

Office of Diversity, Equity, and Inclusion (ODEI)
No report

Emeritus and Retired Faculty and Staff Association (ERFSA)
Written report attached

Labor Council
Written report attached

Staff Council
No report

President's Administrative Team
Written report attached

TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community
Aaron Donaldson gave the attached comments.

Senator Ruiz made the following remarks:
> I want to speak in support of Aaron's statement and the need for this to be fixed on campus. Campus should be accessible to all people, we should all have the same rights to go on campus and have access to buildings. I want to support him and all people who are going through this.

~~**TIME CERTAIN: 3:30-4:00 PM – Capital Outlay Plan**~~
Mike Fisher was unable to make this meeting.

TIME CERTAIN: 4:00–4:20 PM – Basic Needs Report
Rob Keever presented the attached presentation.

TIME CERTAIN: 4:20–4:50 PM – Resolution on Policy on GEAR Program Features and Course Certification Requirements (22-23/24-ICC – April 9, 2024 – First Reading)
Senator Ramsier went through the points of the resolution.

Senator Harmon asked about courses that are more than 3 units, and Senator Ramsier went into more detail on item 6d. She added that CHEM 109 was used in an earlier draft as an example of a higher unit course under this

section. Senator Harmon asked if courses will have to go through GEAR certification again, and Senator Ramsier said existing policy required courses be recertified as part of program review, though that's not part of this policy.

Senator Mola asked about Guiding Principle 6 and programs that don't have external accreditation but still need those considerations. He asked that the requirement of external accreditation be struck from this section, and that any program requiring a large number of units receive this consideration. Senator Ramsier said she will bring this request back to the committee.

Resolution on Updating the Credit/No Credit Grade Mode Deadline (21-23/24-APC – April 9, 2024 – First Reading)

Senator Hill summarized the resolution, and that it was requested by the Advising Center. This deadline shifted during Covid, and back after. This would shift it back again. This allows students to make the decision after more coursework is completed, and when they're receiving advising for the next semester. It's not so late that students will be using it in a panic. It was asked if the CR/NC deadline could align with the Withdrawal deadline, but that is set by the Chancellor's Office and is very early in the semester, before Census.

Senator Virnoche asked about the financial aid implications. Senator Hill said that students on academic notice need to attempt a certain amount of classes. If they get No Credit, it doesn't count towards those credits, and they may lose their financial aid if that puts them under the required number. Senator Virnoche asked that this be added to the Rationale section.

Information Item: URPC Recommendation Progress to Date

Senator Mola shared the presentation from the URPC open forum, which is attached. They have been having presentations from each division at their meetings, and the recordings are available on their website. The URPC makes recommendations about the percent that the budget should be divided between divisions, and those divisions set their own budgets. We're looking at an $8.5 million deficit. URPC has not yet decided what the percentages will be, but will do its best to get the recommendations to the Senate in two weeks.

Senator Aghasaleh expressed concern that budget cuts to Student Life could have longer term impacts that to other areas, since it both impacts student's holistic experience at the university and those types of programs are difficult to bring back once they're gone. He suggested that they receive higher priority in the budget reductions.

M/S (Miller/Ramsier) to adjourn.

Meeting adjourned at 4:51 PM

Hey Cal Poly Humboldt!

I hope y'all doing well this week and generating meaning, knowledge, and creative expressions across our campus. I am looking forward to our Senate Meeting this Tuesday. It will be a packed one, as will the final two for the semester that follow it.

First, we will have a report regarding the Capital Outlay Plan from AVP Mike Fisher. This will help us to get a sense of the facilities work that will be enacted across campus in the immediate future, and, paired with the Physical Plan presentation from the last Senate meeting, provides us with some of the data needed to imagine what our shared physical space will look like in the coming years. Please come prepared with questions, as this will be a complex and detailed presentation.

Following the presentation from Facilities Management, we will engage with a second informational presentation, this one from members of the Dean of Students' Office regarding their recent report of the campus' work to address students' Basic Needs to the Chancellor's Office. This report, and the work that it reflects is incredibly important, not only in the support to our students that it illustrates and daylights, but also because of the incredible existing needs across our community that it points to. Thanks to this team for the incredible work they do to make education an accessible and viable option for as many students as possible.

Following these two presentations, the GEAR committee, led by Dr. Marissa Ramsier, will present a resolution for first reading regarding the campus' GEAR policy. As might be expected with such a curricularly impactful policy, there is likely to be some dissensus regarding aspects of this policy, but Marissa has done a brilliant job of navigating us towards an operational middle ground, and hopefully the feedback derived from this first reading will help move us towards a policy that will help us to create General Education curriculum that best serves our students.

Once we have completed this first reading, we will then take a look at the Credit/No-Credit Policy developed by the Academic Policies Committee.

Finally, the URPC, coming close on the heels of their open forum earlier that afternoon, will be presenting on their progress towards a budget recommendation for this coming year. This is always a difficult document to write, and I both want to offer my gratitude to the committee and commiserate with them for all of their hard work and the difficult but necessary conversations they are engaging in. The more feedback we provide on this document now, the better the writing process will be for the committee, so please come prepared to have thoughtful and collegially critical discussions about how we hope the budget will reflect our values.

Shared Governance!
jim

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 27,2024
Meeting Details: The group had a robust discussion with Cindy Bumgarner from CEEGE and Prof. Jim Graham related to our work on the Minors/Certificates policy which is almost ready for a review at ICC. We discussed terminology and how CEEGE interfaces with academic credit granting certificates. The term matriculating was further clarified. Cindy brought up how certificates can also be used as a gateway to getting more students enrolled in degree programs. Also, the idea of modality, specifically fully online certificate programs, can be useful for attracting a broader range of students. Julie brought up the idea of a minor being a "baby major" and certificates being able to pluck from a broader range of classes. The issue of the unit range and UD requirements for minors and certificates was discussed and Jenni pointed out that those requirements were removed from Title 5 and it can now be determined by campuses, so we need to do a careful review of that info to make sure we aren't working with outdated guidelines. New to task list: https://policy.humboldt.edu/course-numbering-policy ICC has requested a revision to add the word "primarily" to 600 level classes to open the door for undergrads to take those classes.

Appointments and Elections Committee:

Submitted by Jorge Monteiro, AEC Chair
Members: Ara Pachmayer, Jorge Monteiro, Michihiro Sugata
Meeting Date(s):
Meeting Details: No Report

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: No Report

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:
Curriculum and Catalog Specialist: Cameron Allison Govier
Curriculum Analyst: Khristan Lamb
        *Non-voting member

Meeting Date(s):4/2/2024
Meeting Details:
Reports:
OAA
  ● The BOT voted to update title 5 in alignment with CAL-GETC
  ● WASC representative here last week and presented at the Senate. Feedback about lack
    of faculty representation on the WASC steering committee was heard and steps to add
    faculty are being taken.
  ● Scheduling- Mikey has moved to ITS and that position will not be backfilled so pieces of
    that position will be distributed to others. Concern was expressed about this position
    not being backfilled and the impact this will have on scheduling and students and faculty
    alike.

APC- CR/NC deadline going to senate and the Minors policy coming back to ICC for feedback soon.

GEAR Policy

The committee moved through the policy in sections having discussion and hearing from the GEAR committee the campus feedback that informed the policy language. The policy deals with several questions/issues that have come up in GE for many years and with very differing viewpoints across campus. Ultimately, the language in the policy represents the middle ground which represents the majority viewpoint. The committee acknowledged GE is fluid and this policy will evolve as GE evolves which led to the inclusion of a resolution to review the entire policy in three years. The committee passed the policy with 100% of the vote.

A special thank you to Dr. Marissa Ramsier for her leadership and the GEAR committee for their thoughtful work on the GEAR program review and policy this year.

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators
Meeting Date(s): Next Committee Meetings on April 19, 2024

Over the objections of the ASCSU and the CSSA, on Wednesday, March 27, the CSU Board of Trustees voted to amend Title V of the California Education code to make CSU GE Breadth pattern reflect the Cal-GETC pattern for transfer that was negotiated in response to AB928. GE Breadth will lose 3 units of lower-division area C, 3 units of area E, and a 1-unit lab will be added to area B. Catalog changes are supposed to be in place for Fall 2025. Campuses may propose new "all university" requirement to replace some of the content that is being lost in area C and area E, for example, a first-year college success course. What this means in practice is in the process of development by the Chancellor's Office.

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA
Members:
Meeting Date(s):
Meeting Details:

The Humboldt-ERFSA Executive Committee is pleased to announce the 2024 ERFSA Grant Recipients

Sponsored by the Humboldt-Emeritus and Retired Faculty and Staff Association, grant awards are intended to help tenured-track faculty, lecturers, and staff with less than five years employment at Cal Poly Humboldt seeking to expand professional qualifications.

Justin Luong: Assistant Professor, Forestry, Fire and Rangeland Management Department. *Project*: Assessing solar panel grid impacts on coastal prairies to guide regenerative agrivoltaics

Christa L Meingast: Assistant Professor, Engineering Department. *Project*: Biochar Soil Remediation Study in Distributed Environment

Silvia E Pavan: Assistant professor, Biological Sciences Department. *Project*: Presenting research with students at the 2024 Meeting of the American Society of Mammalogists

Rachael M. Wade: Assistant Professor, Biological Sciences Department. *Projec*t: Ecologically-driven morphological plasticity in coralline algae

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Labor Council:

Submitted by Steve Tillinghast, Labor Council Delegate

Emergency Hire Process

The CSUEU has been working with HR for the last several years to clean up the Emergency Hire process. This has been a difficult road and has led to some difficulties/grumbling at the Dept level for some folks. We understand the frustrations, but changes were needed to bring the hiring process in line with the CBA and to address the serious abuse of the process that had been going on for many years. Emergency hires have very limited rights and benefits.

The Emergency Hire process is meant for emergency vacancies caused by a sudden, unexpected vacancy in a staff position. It was not intended to be an extended probationary, or interview process, for prospective employees. Or to be used for hiring your friend you met at the gym or the spouse of a colleague. Or to be used for the convenience of the hiring Dept. The fact that Faculty or Administrators might be too busy to invest time in following proper hiring procedures is not considered an "emergency".

Please make sure your Dept, Area, or Division takes a thoughtful and serious view of hiring. This requires deliberate planning, and consultation with HR, well in advance for known future vacancies. This will ensure that the University follows the proper process for approving, posting, interviewing, selection and onboarding of new employees.

Student Assistant Bargaining

Student Assistants are marching forward - led by 10 amazing Student Assistant activists who now officially form the [Bargaining Team](#) for the newly formed BU 15.

Nominated from across Northern and Southern CSU campuses, the team is diverse, talented, and determined to win a great first contract with thousands of workers standing right behind them. Bargaining will begin before the fall and we hope to see a new contract early next year.

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President
Mark Johnson, Chief of Staff
Carlo Hoʻā, Interim VP Administration and Finance/CFO
Jenn Capps, Provost and VP Academic Affairs
Chrissy Holliday, VP Enrollment Management and Student Success
Frank Whitlatch, VP Advancement
Nick Pettit, Executive Director of Intercollegiate Athletics and Recreational Sports
Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement

MOMENTS OF PRIDE
Athletics held their 38th Annual Athletics Auction and Dinner and raised just under $90,000 to support student athlete scholarships.

COMMUNITY
Giving Day - The community supported Cal Poly Humboldt over double of last year's donations for scholarships and programs with $325,000 from 1,405 different donors.

Staff Recognition - Congratulations to the 2023-24 recipients of the annual Staff Recognition Awards! Thanks to the Staff Council, fourteen individuals were recognized for their positive contributions to the campus community. We have incredible staff at Cal Poly Humboldt and these individuals exemplify the outstanding work that is done to support the campus through their service to others, dedication, experience, and applied expertise. More information about each recipient can be found on the Staff Council [website](#).

ACADEMICS
The Center for Teaching and Learning will host the **Annual Teaching Excellence Symposium** tomorrow Tuesday, April 9, 2024, from 9:00 am to 1 pm in the Library Authors Hall, 2nd floor. Refreshments are provided for registered guests! For registration information and a program guide click [here](#).

INCLUSIVE EXPERIENCE

Spring Preview - Our March 30 Spring Preview saw us welcome more than 1,100 prospective students and their families to the Cal Poly Humboldt campus. Special thanks to all who made the day a rousing success, with a packed Lumberjack Arena for the welcome ceremony setting an exciting tone for the entire day. Attendees engaged throughout the day with our faculty and staff, as they learned more about programs, support services, and student life, and had the opportunity to explore the local community. Throughout the weekend, 121 students committed or deposited to attend Humboldt this fall, and activity has continued in the current week. Preparations are underway for the April 13 Spring Preview - as of April 5, 867 students and family members have registered to attend. This Preview will also spotlight our community partnerships, as we encourage families arriving early, as well as our Preview Plus attendees, to take part in the Arts!Arcata event on the Plaza April 12, which we are helping to sponsor. We know campus visits and signature events like Preview serve as one of the most important parts of students' college decision process, and their positive interactions with our campus community contribute significantly to that decision.

California Big Time & Social Gathering - on Saturday, April 6th the campus provided a campus preview for Native families and the community at large. This event showcased current and alumni who participated in traditional California Native cultural dances, singing and storytelling. It provided an opportunity for current and future students to learn about "place" and values of the Indigenous communities of California. It was well attended with over 4,000 guests and participants.

INFRASTRUCTURE

Monthly Enrollment Target Progress report - The Enrollment Target Progress team submitted two Enrollment Target Progress reports in recent weeks, one dated April 4 and another March 11, which provide additional information about the current status of Fall 24 applications and confirmations. Cal Poly Humboldt is showing strong continued application and deposit activity, and **we have surpassed last year's year-to-date total application volume and First-time Undergraduate (FTUG) application volume**. Current admit totals are also higher than last cycle, both in total and also for FTUG. Deposits are trending higher than 2019, the only other year in which we had an enrollment deposit. The reports include context about the current status, as well as information about ongoing strategies that will continue to drive application and yield activity. The next report is scheduled for late April, to provide additional insight into deposit and housing application activity.

Reconnecting Communities: Highways to Boulevards - The City of Arcata is one of three communities selected as part of pilot program launched by the state to transform and reconnect underserved communities historically divided by the construction of highways. With the support of Caltrans, the City of Arcata will work with community partners, including Cal Poly Humboldt, on a community-driven vision for reconnecting the city with the university and surrounding neighborhoods currently divided by state highways. More information about the selected projects can be found on the Caltrans website.

INNOVATION AND SUSTAINABILITY

URPC Open Forum Tomorrow *Tuesday, April 9, 2024, from 12 pm-1:30 pm*
It will be held in the Goodwin Forum. The purpose of the Open Forum is to seek your engagement and feedback in our initial drafting of the senate budget recommendation. Lunch will be provided.

I'm Dr. Aaron Donaldson and I came before this Senate in April of last year to give my testimony about the effects of a culture of indifference towards ablism across this campus and to show solidarity with a student who was forced to pursue legal action to address our campus' neglect in enforcing the Americans with Disabilities Act.

Since then, I (along with 2 or 3 friends) have accomplished roughly four things:

1 – In December, 8 months after I came and spoke to this Senate, bushes on the north side of Laurel Drive that were blocking the hand railings *for years* were cleared, leaving only the bushes obstructing the railing on the *south side* of the very same street. On January 8th, *just three months ago*, the railings on Laurel were *finally* cleared of bushes.

2 – I have booked and attended more than a dozen meetings including this one, written and sent more than a hundred emails to explain these issues to passionate people who are crafting policies and committees that everyone agrees are long overdue and which should help alleviate things in the future, if and when they are ever enforced.

3 – I have continued to work with Dr Graham to document visible and known ADA violations across this campus (which are numbering into the hundreds by the way), and to try to work with the union to organize some kind of visible and consistent response.

4 - I have won an award for satire.

To be clear – *I am proud of ALL of these accomplishments*. But they are *not enough.*

Telonicher House, the small yellow building at the bottom of Laurel Drive next to the library still has no ramp, no lift, and continues to house the department I work for. There is no plan to move the department. I pointed this out last year, there is still no signage at all directing folks where to go to "get accommodation."

There is **_never_** " enough funding" or anywhere else the department can go. "Maybe 2026?". So far as I can tell there is still no plan to tear Telonicher House down, no matter how often people say this.

Meanwhile, every working day, I and others are indefinitely segregated from my disciplinary peers. I try to be grateful for online meetings and new policies, but it's been almost _ten years_ since I pointed this out the first time. *Nothing* can be done in all that time besides moving me to Founders Hall?! How much longer should I plan on being excluded? It is harder and harder to be patient. I am annually told "every reasonable accommodation is being made" and THAT makes me *angry*. Anyone else?

I want people to see Telonicher House and the other ADA violations for what they are – emergencies. Smoldering fires that need to be PUT OUT but haven't been! We don't just need new policy; we need a culture that demands enforcement of the laws that already exist.

I recently had an on-campus job interview, and for the three days I was there I wasn't "disabled" anymore. Because all their buildings, built the same years as ours, had ramps, lifts, and signage. To date this campus has been willing to walk past mobility denial indefinitely, even when effected populations speak. I am *tired* of pointing it out. It is past time for *everyone else* to demand solutions that WILL BE IMPLEMENTED *soon*.

Thank you.

CAL POLY HUMBOLDT BASIC NEEDS REPORT

Rob Keever – CARE Services Coordinator

Dr. Mitch Mitchell – AVP of Student Success and Dean of Students

Topics

- **Background of Basic Needs Funding and Programs**
- **22-23 Academic Year Report Information**
- **Ongoing Basic Needs Initiatives**

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CSU Basic Needs Initiative

- Phase 1: In February 2015, California State University Chancellor's Office commissioned a study to analyze how CSU campuses were meeting the needs of displaced and food insecure students and to offer recommendations to ensure success and graduation for these students
  - Results of this initial study found funding for further research and piloting of basic needs programs is needed on campus to meet the needs of food and housing insecure students

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CSU Basic Needs Initiative

- Phase 2: January 2018, Dr. Jennifer Maguire (Humboldt) and Dr. Rashida Crutchfield (Long Beach) completed and published a comprehensive study of student Basic Needs
  - Recommendations for campus' as a result of this study included:
    - Developing affordable housing and food options for students, targeted strategies to address the student populations that reported the highest levels of food insecurity and homelessness
    - Conducting longitudinal research exploring basic needs security as predictors and protective factors for persistence and degree completion in alignment with the CSU effort to increase graduation rates and decrease time to degree completion
    - Incorporate staff as single points of contact who are trained in trauma-informed perspective in programmatic responses to students experiencing food and housing insecurity and co-locate space for the contact and students
    - Identify and institute creative campaigns to develop a campus culture of awareness and response to support students who experience significant material hardships
    - Utilize strategies like CalFresh enrollment and food pantries as preventative measures for food insecurity

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CSU Basic Needs Initiative

- Phase 3: April 2019, Dr. Jennifer Maguire (Humboldt) and Dr. Rashida Crutchfield (Long Beach) completed and published a follow up comprehensive study of College Student Basic Needs
  - Recommendations for campus' as a result of this study included:
    - Create or sustain Single Points of Contact (SPOC) to coordinate student service provision for unmet basic needs.
    - Sustain and evaluate efforts to address food and housing insecurity.
    - Increase awareness, access, and use of on-campus resources for students, specifically for student groups who are disproportionately experiencing the highest levels of basic needs insecurity.
    - Train faculty and staff to identify, respond, and refer students to appropriate points of contact.
    - Institutionalize connectivity across campus services.
    - Promote continued sharing of information across campuses.
    - Advocate to address barriers to off-campus public social services for higher education students

CSU Basic Needs Funding

- Due to the findings of these studies and the passing of Assembly Bill 74 (and AB 74-RRH) from 2018-2020 the CSU provided RFPs for Basic Needs grant funding to each CSU Campus
  - Donors and these grants is what primarily funded the majority of Basic Needs services and programs on campus until the pandemic closed campuses
  - With the guidance of Dr. Maguire and under the management of Oh Snap and Health Education, they developed a Basic Needs Task Force to help guide decisions on Basic Needs Initiatives on campus
  - By 2019 CARE Services Co-Chaired the Basic Needs Task Force to help meet the need of centralizing Basic Need Services on campus

- Since 2020 the CSU CO provided baseline reoccurring funding to all CSU campuses and since 2021 that funding has been managed through the Dean of Students Office and the Basic Needs Task Force
  - The baseline reoccurring funding is typically around $245,000

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› CSU Basic Needs Funding

- Each year the CO requests a Basic Needs & Mental Health Baseline Funding Report which is a collaboration between The Budget Office, Dean of Students Office, Student Health and Wellbeing Services, Health Education, Financial Aid Office, Transportation and Commuter Services, Housing and Residence Life, Enterprise Services, and Information Technology Services

- The following are highlights of the 22-23 AY Basic Needs Funding Report

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22-23 AY Basic Needs Funding Report

- In September of 2022, the CO received a budget increase for Basic Needs and Humboldt received $142,000 to go directly towards students to afford on campus housing
  - The FAO distributed 100% of it to support students with outstanding balances in on campus housing and 84 students benefitted from this to maintain their housing

- OH Snap served 3053 unique students and support 1409 students in applying for Cal Fresh benefits
  - OH Snap also supplemental J-Points/Meal Swipes to students having immediate food insecurity issues
  - Oh Snap maintained fresh produce through a collaboration with local farmer from Earthly Edibles
  - Oh Snap also provided other non-food essentials such a toiletries, bedding, laundry supplies, and items for parenting students

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22-23 AY Basic Needs Funding Report

- DOS CARE Services purchases 8 on campus beds for Temporary Transitional Housing and Housing and Residence Life donated 2-4 extra beds in the Comfort Inn.
  - 61 students at 21+ nights each benefitted form the program and accessed other basic needs services

- Emergency funds were in place through HEERF as the FAO applied for one more year of funding
  - 952 students accessed these funds
  - This demonstrated a need for consideration of future emergency grants to support students with Basic Need crises

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22-23 AY Basic Needs Funding Report

- Currently Cal Poly Humboldt's Children Center does offer fee subsidy for childcare
  - Fee subsidy is provided by a Department of Education grants and Federal grants.
  - Student families not eligible for grant funding pay a reduced fee for services.

- All registered students qualify for JackPass (free rides on all local transit buses).
  - Lumberjack Express offers free on campus rides on a fixed route to all students, staff, faculty Monday – Friday 8:30am – 4pm.
  - Scheduled on campus shuttle rides are available to students with mobility issues and can submit requests to the Parking and Commuter Services Office.

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22-23 AY Basic Needs Funding Report

- Basic Needs Outreach

  - Basic Needs Task Force has website for anyone to visit and communicate to the Basic Needs Coordinator. (basicneeds.humboldt.edu)

  - All offices who focus on basic needs coordinate through the Task Force and attempt to be present at major events for new students, faculty and staff.

  - Basic needs programs are present at many campus events dedicated to promoting services.

  - Trainings are done with students, faculty and staff to promote ways people can be referred to basic needs' programs and services.

  - Additionally, the reoccurring funds allowed us to purchase promotional items for basic needs.

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Ongoing Basic Needs Initiatives

- All the programs and initiatives mentioned in the 22-23 report are still functioning but at higher usage

- With the support of Financial Aid, Student Financial Services, Budget Office, EMSS, and the President's Office, CARE Services currently is piloting a basic needs grants program to supplement financial need

- Meal swipes program runs through CARE Services now and laundry funds are also available

- With collaboration from Women's Resource Center, Library, Office of Student Life, Senate, and EMSS, Menstrual Product funding and distribution efforts have improved

- OH SNAP recently re-established their food recovery program

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Ongoing Basic Needs Initiatives

- Updates
  - Cal Poly Humboldt hopes to apply for future RFPs through the CSU for Rapid Rehousing which can help us establish Off Campus temporary housing options
  - Currently Cal Fresh Benefits (aka: Electronic benefit transfer (EBT)) are being reestablished on campus
  - The CSU hopes to develop a systemwide definition for Basic Needs to help guide what services should be prioritized throughout the system

H.

Policy on GEAR Program Features and Course Certification Requirements

CAL POLY HUMBOLDT
University Senate

Resolution on Policy on GEAR Program Features and Course Certification Requirements
22-23/24-ICC – April 9, 2024 – First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the president that the attached Policy on GEAR Program Features and Course Certification Requirements be approved; and be it further

RESOLVED: That the policy be implemented beginning AY 24/25; and be it further

RESOLVED: By the end of AY 24/25, the ICC shall revisit the University Curriculum Committee Memorandum February 26, 1999 (revised April 14, 1999) and, if deemed appropriate, develop a policy outlining the content criteria for Diversity and Common Ground; and be it further

RESOLVED: By the end of AY 24/25, the ICC shall lead a review of the efficacy of the campus practice of allowing only 3 units of American Institutions to double count as GEAR, whereas EO 1100 and many California Community Colleges allow for 6 units to double count; and be it further

RESOLVED: American Institutions courses that automatically double-counted as Area D prior to this policy being passed, shall, at the request of the respective programs, be temporarily certified both as American Institutions and Area D through AY 24/25 to allow time for programs to submit proposals for certification in areas other than American Institutions, if they so choose; and be it further

RESOLVED: As impending changes are made to regulations at the state and system level, the ICC shall lead conversations regarding implications for Cal Poly Humboldt GEAR requirements. Specifically, the revised Cal-GETC is the transfer pathway to a four-year degree for California's community college students – a recent revision (effective Fall 2025) includes a single lower-division GE pattern for transfer to the CSU and UC system. Compared to the current GE requirements at Cal Poly Humboldt, the revised Cal-GETC includes a reduction of three units in lower division Area C (requires six rather than three units), eliminates Area E (three units), and adds one unit to account for the Area B science lab. The net reduction is five units. Amendments to Title V require corresponding changes to the GE requirements at each CSU to which all students (not just transfer students) will be subject. A March 1, 2024 memo from the Chancellor's Office to Cal Poly Humboldt states that "Each CSU campus could make a determination as to how to use the five units that are not included in Cal-GETC or could allow these to be "free elective" units toward the minimum units required for a baccalaureate degree (120 semester units)." And be it further

RESOLVED: The ICC shall revisit this policy in AY 28/29, after three years of implementation.

RATIONALE: The purpose of this policy is to establish guiding principles for the General Education and All University Requirements (GEAR) program at Cal Poly Humboldt, to establish guidelines for what constitutes a GEAR course, and to establish requirements for offering courses in the various GEAR areas.

Cal Poly Humboldt.

Policy on GEAR Program Features and Course Certification Requirements

<div align="right">

Policy Number

Integrated Curriculum Committee

</div>

Applies to: Faculty, students

Supersedes: Senate Resolution 08-08/09-EP, Senate Resolution 02-04/05-EP, Senate Resolution 09-02/03-EP

Purpose of the policy

The purpose of this policy is to establish guidelines for what constitutes a General Education and All University Requirements (GEAR) course at Cal Poly Humboldt, and to establish requirements for offering GEAR courses in the various GEAR areas. In this policy, GEAR courses are defined as all courses certified in any of the GEAR areas. Current GEAR areas are listed in Section II.1 of this policy and in the Cal Poly Humboldt academic catalog.

I. Guiding Principles

1. The California State University (CSU) EO 1100 describes general education as "designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning."

2. Cal Poly Humboldt is committed to providing a rich, cohesive, and thoughtful GEAR experience, one that provides students with a variety of courses that speak to their interests and lived experiences and expand their understanding of the world.

3. All Cal Poly Humboldt students participate in the GEAR program as part of the bachelor's degree; thus the program must serve students across all majors.

4. The GEAR program shall be the primary vehicle for delivering a shared Humboldt-inflected curricular experience for all students, and thus we must work together across departments and programs to ensure its quality and success.

5. We value disciplinary expertise and the diversity of approaches to GEAR areas that stem from various disciplines and perspectives.

6. Some majors have external accreditation requirements that intersect with this policy. Such majors may have a necessarily high number of units that are major-specific and tied to accreditation requirements. Students in these majors may need to take major-specific GEAR courses with more than typical prerequisites or units, may need to meet multiple major/GEAR requirements within a single course, and may need to meet GEAR requirements through completion of the major. The campus bodies responsible for review of GEAR proposals shall provide support for, and fully consider, circumstances related to accreditation while also staying true to the spirit of this policy and remaining in compliance with the applicable CSU executive orders, CSU policies, sections of the California Code of Regulations, and related Cal Poly Humboldt campus policies.

II. Policy Details

1. A GEAR course must meet the guidelines laid out in applicable CSU executive orders, CSU policies, sections of the California Code of Regulations, and Cal Poly Humboldt campus policies, including that it must address the content criteria of the areas in which it is certified. The content criteria are, in the applicable policies and documents, variably referred to as knowledge, skills, experiences, perspectives, competencies, goals, objectives, etc. The content criteria and course number/unit requirements for each GEAR area are currently as follows:

    a. **CSU General Education (GE) Requirements (Table 1a)**: CSU Policy ID 8919100 (EO 1100), pursuant to Education Code 66763, 89032, 66745-66749.7. Title 5, *California Code of Regulations*, sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.3, 40405.4, and 40508. Amendments to Title V, effective Fall 2025, will change these requirements and their designations.

    Table 1a. CSU General Education (GE) Requirements

Current Subject Area Distribution Requirements	Revisions effective Fall 2025. Final number/letter designations TBD
Oral Communication, Area A1	Oral Communication, Area 1C
Written Communication, Area A2	English Composition, Area 1A

Critical Thinking, Area A3	Critical Thinking, Area 1B
Physical Science, Area B1	Physical Science, Area 5A
Life Science, Area B2	Biological Science, Area 5B
Laboratory Activity (in B1/B2), Area B3	Laboratory, Area 5C
Scientific Inquiry and Quantitative Reasoning, Upper Division Area B	Physical or Biological Science, Upper Division Area 5
Mathematics/Quantitative Reasoning, Area B4	Mathematical Concepts and Quantitative Reasoning, Area 2
Arts, Area C1	Arts, Area 3A
Humanities, Area C2	Humanities, Area 3B
Arts and Humanities, Upper Division Area C	Arts or Humanities, Upper Division Area 3
Social Sciences, Area D	Social and Behavioral Sciences, Area 4
Social Sciences, Upper Division Area D	Social and Behavioral Sciences, Upper Division Area 4
Lifelong Learning and Self-Development, Area E	No longer required
Ethnic Studies, Area F	Ethnic Studies, Area 6

b. **American Institutions**: CSU Policy ID 14110255 (formerly EO 1061) pursuant to Section 40404 of Title 5 of the California Code of Regulations.

c. **Diversity and Common Ground**: University Curriculum Committee Memorandum February 26, 1999 (revised April 14, 1999).

d. **GWAR**: Cal Poly Humboldt Graduation Writing Assessment Requirement Policy pursuant to CSU Policy ID 14528485 (EO 0665).

2. The GEAR content criteria shall be clearly identified on a Cal Poly Humboldt GEAR website, currently academicprograms.humboldt.edu/content/ge-all-university-requirements-gear.

3. For a course to be certified in a GEAR area, the associated content criteria shall be addressed in a substantial manner, i.e., as an integral part of the course and/or through substantial dedicated instruction, materials, and assignments.

4. A GEAR course must align with at least one GEAR program learning outcome (PLO) – the PLO shall be one that is matched with one of the GEAR areas for which certification is

sought. The proposers must also develop a student learning outcome (SLO) that conveys the specific and measurable behaviors that students will demonstrate in order to achieve the PLO. Upon request, programs that offer GEAR courses shall participate in the corresponding assessment of GEAR PLOs.

5. A new GEAR course (or new certification for an existing course) must fill a need within, diversify, or otherwise enhance the GEAR curriculum. It is thus incumbent upon a proposal's author to identify how a new course's curriculum is sufficiently distinct from existing courses with apparent overlap.

6. A GEAR course shall typically be 3 units – this ensures that students have ample 3-unit offerings to facilitate completing GEAR requirements and thus the bachelor's degree within 120 units. The following exceptions apply unless disallowed by applicable CSU executive orders, CSU policies, sections of the California Code of Regulations:

   a. A lower-division science laboratory course (currently area B3) may be <u>less than 3 units</u>. Any corresponding non-lab component shall not be less than 3 units if it can be taken without the lab component.

   b. A stand-alone arts course (currently area C) may be <u>less than 3 units</u> if it may be combined with other such courses to meet the GEAR requirement. An example is a 1-unit music ensemble course that students routinely take three times. This exception applies on a limited basis when justified due to the nature of some performance-based arts courses.

   c. A GEAR course that is 3 units may be paired with an optional related non-GEAR course, making the combination of related courses greater than 3 units while only the 3 unit course is certified as GEAR. A hypothetical example is EGPT 302, a 3-unit upper-division GEAR course that non-majors may take as a stand-alone course while Egyptology majors simultaneously enroll in EGPT 302M, a 1-unit non-GEAR course that adds increased depth for majors.

   d. Keeping in mind that high-unit GEAR courses may adversely affect students' graduation timeline, a GEAR course may be <u>more than 3 units</u> only when the additional unit(s) is (are) necessary to accomplish the course learning outcomes and any similar California Community College or CSU courses (to which the course articulates) are typically more than 3 units. Otherwise, a compelling justification must be made as to why an exception should be granted.

7. In line with the principle that the GEAR program, as a whole, shall be accessible to all students regardless of their pre-existing level of knowledge in the GEAR areas, each

GEAR area shall have ample course options that either have either no prerequisites or only prerequisites that are general enough that students across majors have access to them and typically take them. Within this, programs may offer GEAR courses that have prerequisites, including major-specific prerequisites, as long as the respective GEAR areas have enough options that are open to all students.

8. In line with Article 2.2.6.1 of EO 1100, if a student completes a GEAR course that also satisfies requirements for a major, it shall fulfill the GEAR requirement and also fulfill (double count for) the program requirement. This stipulation shall also apply to courses that satisfy requirements for minors and certificates.

9. A program of study (major or minor) may fulfill the requirements of one (and only one) upper-division GEAR area (currently designated B, C, or D) in lieu of taking a specific course. The following stipulations apply:

   a. The program must demonstrate that the content criteria for the GEAR area are met by two or more courses that are required for every option, pathway, concentration, emphasis, etc., of the program.

   b. The program may not exercise this substitution if one of the required program courses is an upper-division GEAR course in the area, as the GEAR area would already be met by that course.

   c. The approved list of majors and the courses that will be used to satisfy the GEAR requirements will be communicated to the Registrar's Office to ensure that the information is entered into the University Catalog and DARS.

   d. If one or more of the associated program requirements is completed with a different course (e.g. transfer course or course substitution) that does not also meet the GEAR requirement, then the student will need to fulfill the GEAR requirement by taking a traditional GEAR course. This information shall be clearly communicated to students in the catalog and in DARS.

   e. Students with multiple majors and/or minors may exercise this substitution in each major and minor if available.

10. A GEAR course may be certified for multiple GEAR areas as long as the course meets the guidelines for those areas as indicated elsewhere in this policy. The following stipulations apply:

   a. If a course meets the content criteria of more than one of the CSU GE requirements (number/letter designated areas – Table 1a), it can gain

certification in multiple areas. Upon successful completion of a course with more than one such certification, a student, in consultation with their advisor, can select which <u>one</u> of the areas the course will satisfy – students cannot double-count a course for more than one CSU GE requirement.

b. American Institutions, DCG, and GWAR are considered overlays. If a course meets the requirements of more than one overlay area, it can gain certification in multiple areas. If an overlay course also meets the criteria of one or more CSU GE requirements (Table 1a), it may also simultaneously be certified as such. Upon successful completion of such a course, a student will have completed each of the overlay areas in which the course is certified, and, if applicable, one of the CSU GE requirement requirements as described in item 10.a. The following limitations apply:

    i.   A course may be certified as DCG domestic or DCG non-domestic, but not both.

    ii.   The present policy <u>removes</u> the Cal Poly Humboldt stipulation (as per Senate Resolution 02-04/05-EP and 09-02/03-EP) that American Institutions may only double-count with the CSU GE requirement for social science (currently Area D). The present policy also <u>removes</u> that such double-counting is automatic. This policy establishes that a course may be certified as American Institutions and any CSU GE requirement *if and only if* the course meets the applicable content criteria. As per clause 3, content criteria must be addressed in a substantial manner, and thus may be challenging to simultaneously meet the requirements of American Institutions and one or more CSU GE requirements; however, programs will not be denied the opportunity to have such a proposal considered, nor will the approval be automatic.

    iii.   For courses certified as American Institutions and a CSU GE requirement, students may double-count only 3 units (one course) as both American Institutions and a CSU GE requirement. If a student completes more than one such course, the additional units may count as American Institutions <u>or</u> a CSU GE requirement, but not both. There is no such limit on American Institutions double-counting as GWAR and DCG.

        1.   The 3-unit limitation on double-counting American Institutions with CSU GE requirements was put in place by Humboldt Senate Resolution 02-04/05-EP and 09-02/03-EP, whereas Article 2.2.6.2

of EO 1100 allows CSU campuses to count up to 6 semester units, which is typically two courses.

c. Upper/lower division GEAR designation shall comply with the course numbering policy. Thus, a course may not be certified as both a lower division and upper division area requirement.

    i. This policy removes the Cal Poly Humboldt practice that if a student completes a course certified in both American Institutions and a CSU GE requirement (Table 1a), the CSU GE requirement will be fulfilled at the lower-division level regardless of whether the course is upper or lower division. An American Institutions course may be either upper division or lower division, and any CSU GE certifications must be at the corresponding level.

11. For a department/program to offer a course in a given GEAR area, potential instructors must be versed in the GEAR content criteria well enough to provide a suitable learning experience for students. The GEAR certification process does not involve the vetting of specific instructors and respectfully recognizes that this is the role of department chairs in the programs that offer the courses. Thus, proposers must explain how their disciplines routinely provide at least a subset of practitioners with the knowledge necessary to teach the area content criteria in a competent manner. The department chairs and associate deans of the respective college, who review proposals before they proceed to the GEAR subcommittee, shall evaluate this aspect before signing off. The full ICC, which includes representation from the associate deans and faculty from all colleges, shall further discuss any cases where requisite expertise is unclear.

12. As is standard procedure for all new course and course change proposals, GEAR related and otherwise, a proposal shall include a communication record. If the communication record is extensive, proposers are encouraged to include a summary/abbreviation of communications rather than detailed back-and-forth conversation, unless otherwise relevant. The following shall be included in the communication record:

a. Consultation with (including responses from) campus and/or community resources necessary to support the course, if applicable. Documentation must provide evidence that any necessary support will be available.

b. Communication with programs for which the course is part of the curriculum: Presently, a list of the pertinent programs can be obtained by running a course impact report in Curriculog. Documentation must include evidence of having informed the impacted programs, at minimum via an email notification to the

department chair(s). Any pertinent responses should be included. Approval directly from impacted programs is not required for approval through the normal curricular processes; however, proposers are encouraged to consider reasonable requested revisions prior to proposal submission.

c. Communication with other programs/departments that offer courses in the proposed area: This is required if a program/department is proposing certification in a GEAR area in which they have not previously offered a course. Documentation must include at minimum an email notification to the department chair(s). Approval from other programs/departments is not required for approval through the normal curricular processes; however, proposers are encouraged to consider reasonable requested revisions prior to proposal submission.

d. Any additional communication/consultation requested by the proposer's department chair, by the dean or associate dean of the proposer's college, or required by applicable CSU executive orders, CSU policies, or Cal Poly Humboldt policies (currently required for Area F).

13. GEAR proposals are reviewed by the GEAR subcommittee prior to full ICC review. Department chairs shall be kept apprised of GEAR certification proposals that have advanced to the GEAR subcommittee for review; for example, they shall be listed on publicly available agenda and/or minutes. Department chairs shall also be informed when proposals are slated for full ICC review prior to committee vote. Proposals advanced from the ICC to the senate shall be included in the senate agenda. During this process, feedback shall be considered, but approval from parties outside the normal curricular process is not required.

14. Additional requirements per GEAR area:

a. Written communication (currently area A2) and Mathematics/Quantitative Reasoning (currently area B4) courses must meet additional requirements outlined in CSU Policy ID 13031315 (EO 1110). Among the requirements are those related to success rates, for which oversight is coordinated by the Office of Academic Programs.

b. Ethnic Studies (currently area F) courses must abide by the Cal Poly Humboldt GEAR Area F Implementation Policy.

c. Courses identified in the catalog as graduate level (500, 600, 700) and undergraduate and graduate co-listed courses (400/500) may not be certified as GE Area A-F (see P14-05).

15. GEAR courses will undergo periodic recertification in alignment with academic program review cycles. Programs will have the entirety of a seven-year review period to complete all GEAR recertifications for that program. The recertification process shall involve reviewing how the course meets the provisions of this policy by completing and submitting a GEAR certification form in Curriculog. The ICC may also undertake periodic review of specific GEAR areas as deemed necessary. The recertification process is described in Appendix A.

16. As per EO 1100, courses certified as a CSU GE requirement (Table 1a) that have not been offered in a five-year period shall have GE certification removed. Cal Poly Humboldt shall apply this stipulation to all GEAR courses, with the specification that recertification will count as "offering" for this purpose. The Office of Academic Programs shall oversee this process and shall ensure that departments are notified of GEAR certifications set to expire with enough leeway to plan a course offering or apply for recertification without lapse.

III. Workflow

- Oversight for the GEAR certification process shall be as described in the: *Faculty Handbook - Integrated Curriculum Committee Bylaws and Rules of Procedure Appendix G*, and the *Faculty Handbook - Integrated Curriculum Committee Workflow Diagram*. Both documents are linked on the University Senate website.
- When the proposal reaches the GEAR subcommittee, the subcommittee shall review the course for compliance with this policy, utilizing the GEAR Certification Form (Appendix B).

Appendices

- Appendix A: GEAR Recertification Process (DRAFT)

- Appendix B: GEAR Certification Form (DRAFT)

Related Policies

- ASA 2017-27 Implementation Guidance for Executive Order (EO) 1110; Assessment of Academic Preparation & Placement in 1st-Year Gen Ed Written Communication & Mathematics/Quantitative Reasoning Courses
- Cal Poly Humboldt Area F Policy

Expiration Date

n/a

History

GEAR Subcommittee of the Integrated Curriculum Committee: 3/26/2024

Integrated Curriculum Committee: 4/2/2024

Reviewed: University Senate: X/X/2024

Reviewed: Provost: X/X/2024

CAL POLY HUMBOLDT
University Senate

Resolution on Updating the Credit/No Credit Grade Mode Deadline

21-23/24-APC — April 9,2024 — First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President / Provost that the deadline for students convert a grade mode from letter grade to CR/NC mode be moved from week eight to week eleven of each semester; and be it further,

RESOLVED: That the date change be implemented beginning AY 24/25.

RATIONALE: Conversion of the grade mode from a letter grade to credit/no-credit can be a mechanism for student retention. It allows students to protect their GPA if they are enrolled in a class they know they will need to repeat. Also, a student may change majors mid-semester and no longer need a class they may be struggling in. However, the conversion to CR/NC may have financial aid and degree completion implications. Changing the deadline to week eleven from week eight will allow students to make the decision after more coursework has been completed and graded. Additionally, the week eleven deadline will align more with the advising that occurs prior to early registration for the upcoming semester. This will allow for advisors to proactively assist students in making an informed decision about converting grade modes.

URPC Open Forum

Fiscal Year 2024-25 Budget Planning Update

URPC Membership

Seat	Name	Affiliation
Co-Chair, Faculty Senator	Jaime Lancaster (Interim, Monty Mola)	School of Business
Co-Chair, Provost & VP, Academic Affairs	Jenn Capps	Office of Academic Affairs
Faculty, CNRS	Amy Sprowles	Department of Biological Sciences
Faculty, CAHSS	Dave Janetta	Department of Art & Film
Faculty, CPS	Ramesh Adhikari	School of Business
Staff Delegate	Steve Margell	IRAR
Staff Delegate	Nate Cacciari-Roy	Office of Academic Affairs
Academic Dean Representative	Jeff Crane	CAHSS
VP of Administration & Finance	Sherie Gordon (Interim, Carla Hoʻā)	Office of Administration & Finance
VP of Enrollment Mgmt & Student Success	Chrissy Holliday	Office of Enrollment Management
VP of University Advancement	Kevin Furtado, designee	Office of University Advancement
Student Delegate	Samuel Parker	Associated Students
Student Delegate	Vicente Zavala	Associated Students

Advisory Roles: University Budget Director, IRAR Director, budget analysts from each division

Cal Poly Humboldt.

URPC Guiding Principles (a refresher)

- **Students First:** We will prioritize the needs of students and their education. We will provide an equitable environment that ensures the well-being, education, graduation, and future success of our diverse student body.

- **Value Personnel:** We will recognize the impacts budget decisions have on personnel. We will strive to minimize the impacts to existing employees and engage in thoughtful, evidence-driven approaches to strategic workforce planning and process realignment.

- **Financial Resiliency:** The budget should be balanced on an annual basis and be sustainable into future years. Recommendations will balance the need for ongoing resources with the flexibility to adapt to changing circumstances, align resources with strategic objectives, and to thrive in the midst of those changes.

- **Campus Engagement:** We will solicit input from the campus community in order to make informed decisions about resource allocations. We will be transparent and timely in communications with the Campus community regarding the issues being considered.

H.

Open Forum Purpose

- Provide **updated** information about the budget

- Recap campus **engagement** on the budget this academic year

- Solicit **feedback** from campus stakeholders on the forthcoming budget recommendation from URPC

- **Communicate** process and next steps

H.

Agenda

- **Budget planning overview / refresher and updates**
  Budget reduction scenarios and budget requests

- **What has been done to-date**
  Campus engagement and division planning

- **Interactive Engagement**
  Opportunity to provide input

- **Wrap-up**
  Next steps and preliminary timeline

H.

Budget Planning Overview
Overview, Reduction Scenarios and Budget Requests

H.

FY2024-25 Budget Planning Parameters

Parameter	Best Case Scenario	Baseline Scenario	Worst Case Scenario
State Funding (one-time year 1)	5% increase	5% increase	0% increase / Reduction
Tuition Rate Increase	6% increase	6% increase	6% increase
Compensation Increases	5% Increase	5% Increase	5% Increase
Enrollment – first-time undergraduate and transfers	10% increase	3% increase	Flat enrollment
Enrollment – continuing undergraduate	2.2% increase	2.2% increase	Flat enrollment
First Year Retention	76.5% retention	76.5% retention	Flat 75.3% retention
Total Enrollment	*4.6%*	*2.6%*	*0%*
State Funding Claw Back (enrollment recalibration)	3% in 24/25, then 0%	3% in 24/25, 5% next 2 years	3% in 24/25, 5% until within threshold

Enrollment Targets

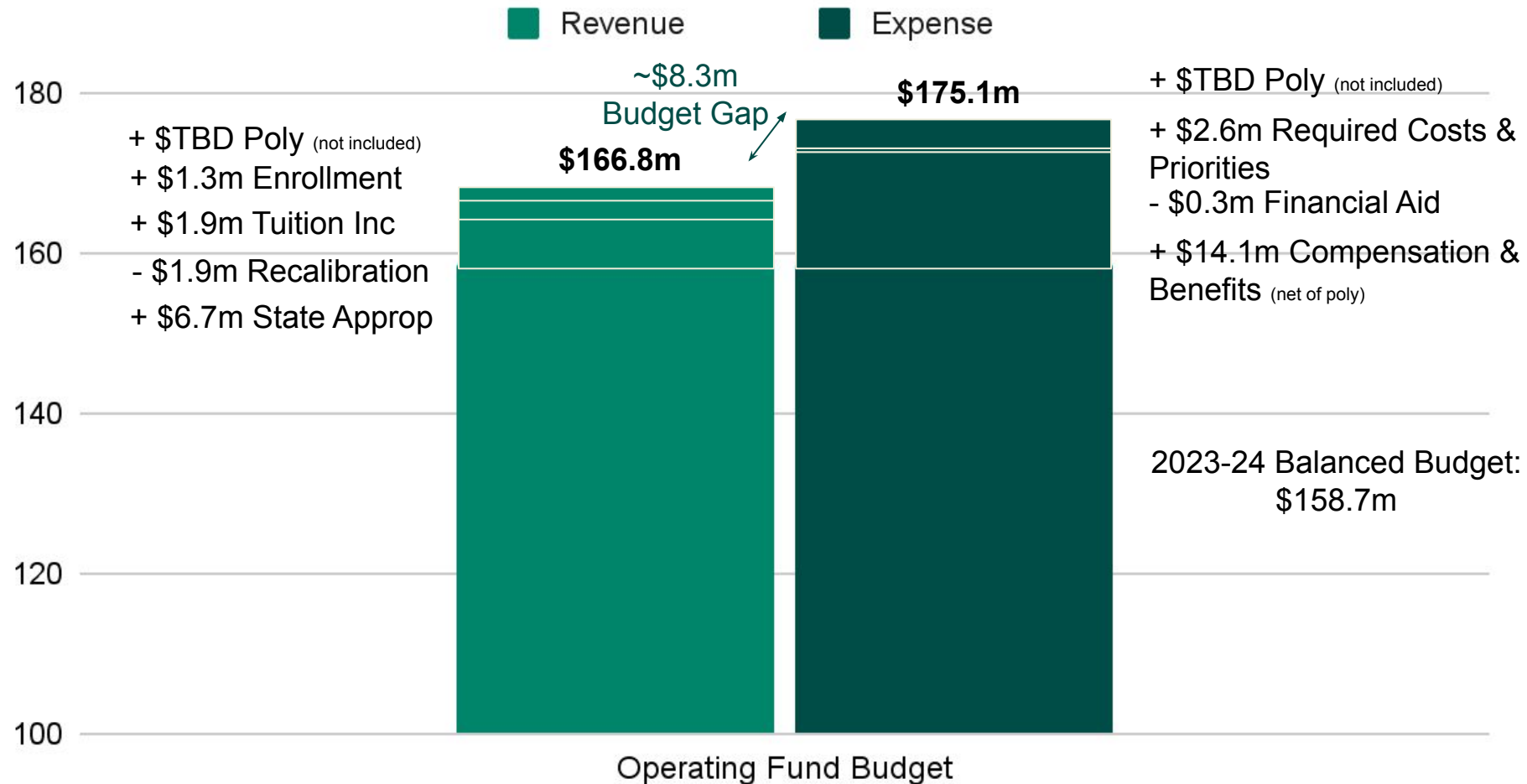|	2024-25	2025-26	2026-27	2027-28	2028-29
EM Target - Fall Headcount (HC)	7,550	8,598	9,864	10,521	11,007
Budget Planning - Baseline, Fall HC	6,131	6,446	6,752	7,022	7,269

CSU Target for 2024-25: 7,375 Annual Resident FTES
To achieve CSU Target, we would need approximately 8,700 Fall HC as conversion rate from fall HC to annual resident FTES is 84%-85%

Enrollment targets vary based on planning strategy:

- ○ Budget Planning tends to be more conservatively based

- ○ Enrollment Management (EM) tends to be more aspirationally based

- ○ Enrollment target for CSU is based on a CSU-wide enrollment target and budget reallocation plan

H.

Overview: Reduction Target Amount: $8.3m

2024-25 Estimated Budget Changes at Baseline

Legend: ■ Revenue ■ Expense

~$8.3m Budget Gap

$166.8m

Left column (Revenue):
+ $TBD Poly (not included)
+ $1.3m Enrollment
+ $1.9m Tuition Inc
- $1.9m Recalibration
+ $6.7m State Approp

Right column (Expense): $175.1m
+ $TBD Poly (not included)
+ $2.6m Required Costs & Priorities
- $0.3m Financial Aid
+ $14.1m Compensation & Benefits (net of poly)

2023-24 Balanced Budget: $158.7m

Operating Fund Budget

Overview: Context Regarding Cost Increases

- Compensation and Benefits Increases
  - Compensation Increases: $13.7 million
  - Health Benefits: $1.3 million
  - *less Poly offset for poly funded position costs: -$1.0 million*

Compensation Increases include negotiated salary increases for 2023-24 and 2024-25. Note: Increases in 2024-25 are contingent on specific funding levels from the State of California that vary by bargaining unit.

H.

Overview: Context Regarding Cost Increases

- Required Costs and Remaining 2023-24 Priorities (bridge funded with one-time in current year)

  - Dept Allocated Fees/Revenue: $236k

  - CO Program Earmarks: $206k

  - University Wide Costs:
    - Utilities (one-time in 2023-24): $700k
    - Insurance (earmark from CO): $500k

  - 2023-24 Campus Priorities
    - Athletics (one-time in 2023-24): $935k

2023-24 Budget Snapshot (URPC Funding Priorities)*

2023-24 Campus Priorities Funded with One-Time	One-Time Allocations	Notes
Required Allocations		
Campus Support for Compensation	5,000,000	Part of 24-25 Base
Title IX & Cozen	250,000	Defer pending CO funding
Campus Priorities - Discretionary		
Safety & Transportation	80,000	Poly funding
Cost Allocation Restoration	83,186	Funded from Summer
SEM Plan	735,596	Summer / Poly funding
Athletics	935,000	included in 24-25
Advancement	30,000	Removed
NEW in Final Budget - Utilities	700,000	*included in 24-25*

*Sources: 2023-24 Response to URPC Recommendation (link)
2023-24 Allocations Summary (link)

Note: 2024-25 Campus Funded Priorities (TBD) - Any budget requests prioritized for investment will increase the budget gap

H.

Overview: Divisional Reduction Planning Scenarios

Budget by Division (excluding Revenue/Restricted)

Division	2023-24 Budget	less Revenue	Net Budget	% of Net Budget
President	1,505,658		1,505,658	1.1%
University Advancement	4,104,795	-721,000	3,383,795	2.5%
Academic Affairs	91,257,633	-4,426,134	86,831,499	63.3%
Administrative Affairs	25,473,848	-4,838,024	20,635,824	15.0%
EMSS	13,866,388	-396,000	13,470,388	9.8%
Athletics & Recreation	3,370,310	-10,000	3,360,310	2.4%
University Wide	19,088,125	-11,045,896	8,042,229	5.9%
Total	158,666,757	-21,437,054	137,229,703	100.0%

Divisional reduction scenario planning -> if the university had to take 3%, 5%, or 8% reductions, what would be the proportional share by division (using % of 2023-24 net budget)?

In February, each division prepared scenarios regarding potential reductions at each target % to understand opportunities and impacts within their division to inform planning

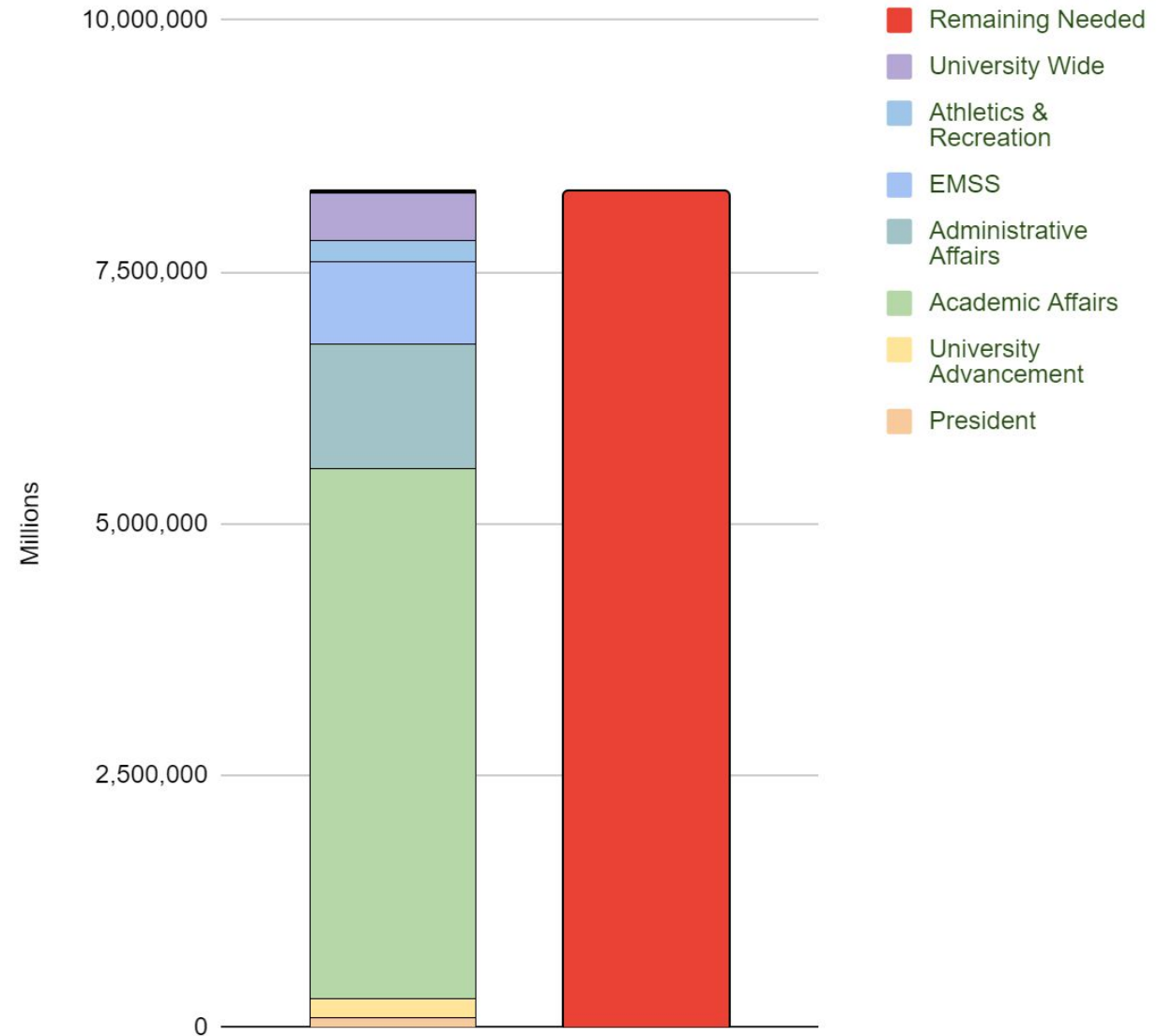|	Reduction Target %		
	3.0%	5.0%	8.0%
Division	Best	Baseline	Worst
President	54,859	98,746	153,605
University Advancement	123,289	221,921	345,210
Academic Affairs	3,163,728	5,694,711	8,858,439
Administrative Affairs	751,872	1,353,369	2,105,241
EMSS	490,797	883,435	1,374,232
Athletics & Recreation	122,434	220,381	342,815
University Wide	293,021	527,437	820,458
Total	5,000,000	9,000,000	14,000,000

H.

Reduction Planning Parameters (a refresher)

- **Approach reductions strategically and not across the board**

- **No division will be exempt**

- **Support units' ability to plan and avoid mid-year reductions unless absolutely necessary**

- **Commitment to transparency and timely communication**

H.

URPC Interactive Reduction % Planning

Division	Across the Board	URPC Proposed	
President	91,066	0	0.00%
University Advancement	204,660	0	0.00%
Academic Affairs	5,251,789	0	0.00%
Administrative Affairs	1,248,107	0	0.00%
EMSS	814,723	0	0.00%
Athletics & Recreation	203,240	0	0.00%
University Wide	486,414	0	0.00%
Remaining Needed		8,300,000	
Total	**8,300,000**	**8,300,000**	

Across the Board vs. URPC Proposed

Legend:
- Remaining Needed
- University Wide
- Athletics & Recreation
- EMSS
- Administrative Affairs
- Academic Affairs
- University Advancement
- President
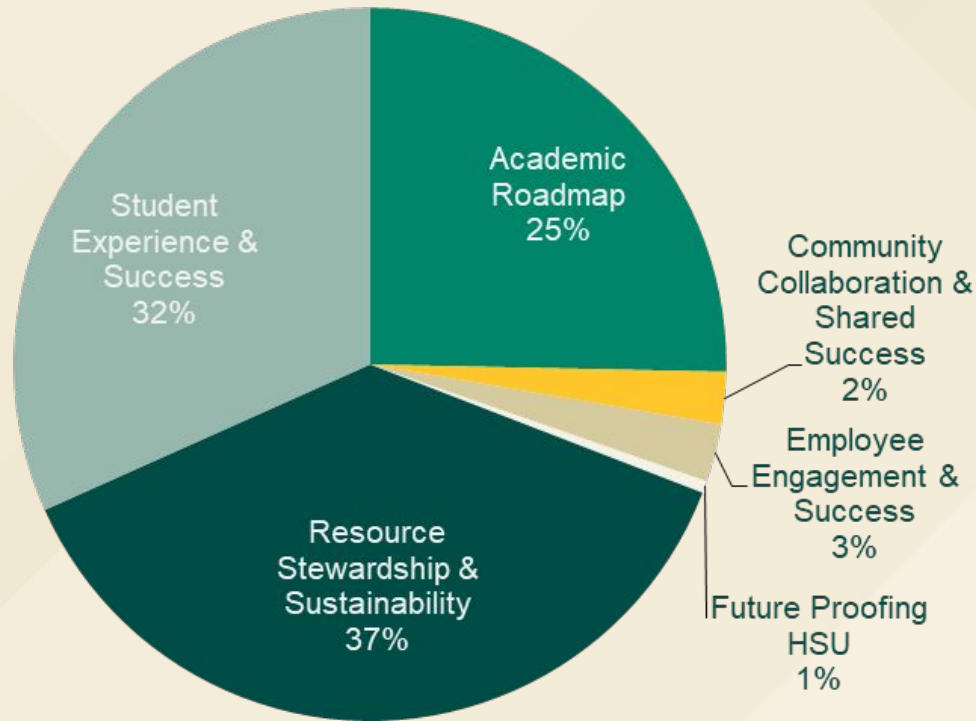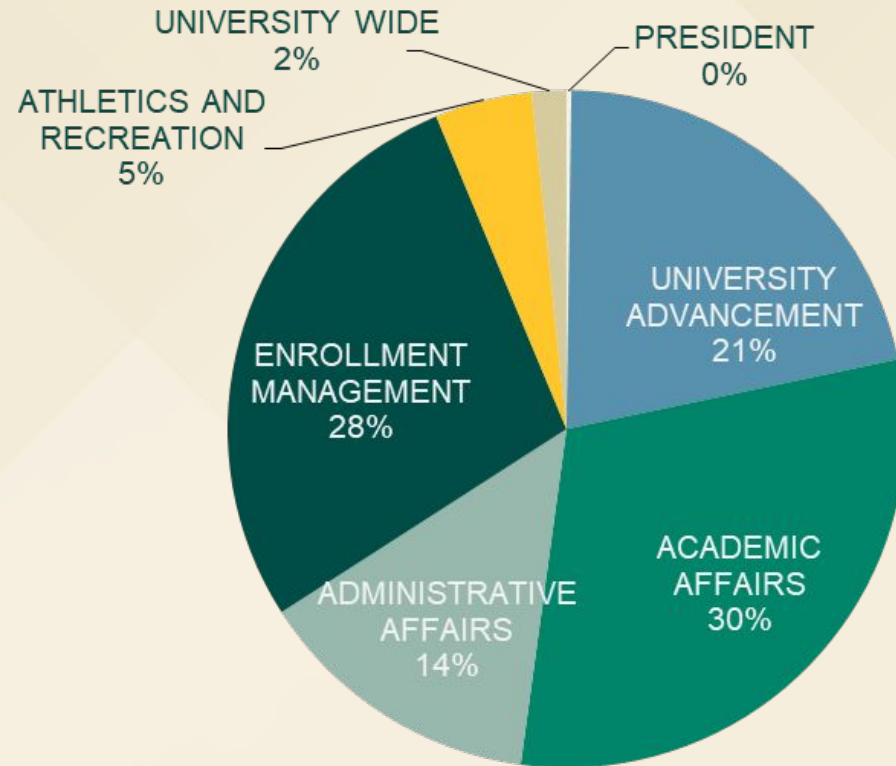
Activities To-date
Campus engagement and Division planning

H.

Campus Engagement

- URPC Guiding Principles and Reduction Planning Parameters developed

- FY 2024-25 budget planning scenarios for 3%, 5%, and 8% reductions developed

- January 29 - message to campus about budget reduction planning

- Meetings with campus groups during month of February
  - *University Senate, Staff Council, Associated Students, Council of Chairs, Academic Affairs leadership, EMSS leadership, Advancement, Athletics, Administrative Affairs, Budget Analysts group, Info Exchange, SAAS*

- Division-level presentations at URPC meetings on March 8, 22, and 29 (available online at: budget.humboldt.edu/urpc)

H.

Division Planning

- *Late January* - Divisions began building reduction planning scenarios, incorporating Guiding Principles

- *Late February* - Divisions completed reduction planning scenarios

- *March* - Division leaders met with President and CFO to review reduction planning scenarios and discuss opportunities and impacts

- March - Each Division leader presented at URPC

H.

Division Presentations - Emerging Themes

- Enrollment growth is an essential part of the university's ability to build financial resilience and flexibility for the future

- Reductions to operating budgets are more prevalent in lesser reduction scenarios

- Previous budget reductions have limited the opportunities for less impactful reductions

- Reductions to level of service and/or longer response time will be inevitable

- Some areas are heavily reliant on one-time funding and are simultaneously navigating existing deficits in other funding sources

H.

Emerging Themes Continued

- Divisions are seeking to avoid layoffs by focusing on the reduction of vacant positions; unique dynamics emerge with respect to administrative, staff and faculty positions

- Some budget reduction measures have already been implemented in divisions in anticipation of reductions

- Determining where and how much to recommend reducing is a complex and challenging task

- Modest or even significant reductions in small divisions have limited impact on the overall reduction target

H.

Interactive Activity
Opportunity for input

❯ Listening and Discussion

In small groups, please discuss the following questions:

- **When making budget reductions decisions:**
  - What is the biggest mistake the university could make?
  - What opportunities might be missed?

- **What advice would you offer to the URPC for this process?**

H.

Wrap-up
Next steps and Preliminary timeline

H.

Next Steps and Wrap-up

- URPC is working on recommendations for reduction % targets by division based on:
    - URPC Guiding Principles
    - Reduction Planning Parameters
    - President's Priorities
    - Division URPC presentations
    - Other relevant context

- URPC recommendation to University Senate

- Budget recommendation to President

- Budget finalized and approved by President

H.