

Cal Poly Humboldt
University Senate Meeting Minutes
21/22:13 04/12/2022

Tuesday, April 12, 2022, 3:00pm, NHE 102, and Virtual Meeting ID: 828 2073 0017

Chair Monty Mola called the meeting to order at 3:02pm on Tuesday, April 12, 2022, via zoom and in Nelson Hall East 102; a quorum was present.

Members Present (via zoom)

Anderson, Bell, Burkhalter, Cannon, Capps, Gonzalez, Graham, A. Thobaben, M. Thobaben, Marcum, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, Ndura, O’Neill, Pachmayer, Schnurer, Teale, Tillinghast, White, Woglom, Wrenn, Wynn

Members Present (in NHE 102)

Aghasaleh, Cano-Sanchez, Moyer, Watson, Woglom

Members Absent

Doyle, Meriwether

Guests (via zoom)

Allan Ford, Amber Blakeslee, Bella Gray, Cyril Oberlander, Jennifer Sanford, Jenni Robison, Kenneth Fulgham, Kim Perris, Lauren Lynch, Mike Le, Patrick Malloy, Peggy Metzger, Simone Aloisio, Sheila Rockar Heppe, Sulaina Banks

Guests Present (in NHE 102)

Morgan King

CFA Interruption Statement

Senator Pachmayer read the attached Interruption Statement from the California Faculty Association

Announcement of Proxies

St. Onge for Meriwether

Approval of and Adoption of Agenda

M/S (O’Neill/McGuire) to approve the agenda

Motion to approve the agenda passed unanimously

Approval of Minutes from the meeting on March 29, 2022

M/S (Wrenn/Miyamoto) to approve the minutes from the March 29, 2022 meeting

Motion to approve the minutes passed unanimously

Reports, Announcements, and Communications of the Chair

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

Academic Policies:

- Written report attached

Appointments and Elections:

- Written report attached

Constitution and Bylaws:

- Written report attached

Integrated Curriculum:

- Written report attached

University Policies:

- Written report attached

University Resources and Planning:

- Written report attached

Labor Council:

Unit 6 and 7 still in bargaining units, Unit 6 is picketing for retroactive work, salary survey has been engaged, and that's meant to come out soon.

Associated Students:

Senator Cano-Sanchez,

Emeritus and Retired Faculty and Staff Association:

- Written report attached

President and President's Administrative Team:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

The attached Consent Calendar from the Integrated Curriculum Committee was approved via general consent.

General Consent Calendar

Senate Meeting Calendar Draft 22-23

Academic Calendar Draft AY 23-24

~~Academic Calendar Draft AY 24-25~~

~~Academic Calendar Draft AY 25-26~~

Senator Cannon pulled the Academic Calendar drafts for Academic Year 2024-2025 and Academic Year 2025-2026; they were moved to the end of the agenda as their own agenda items.

The Senate Meeting Calendar Draft for Academic Year 2022-2023 and the Academic Calendar Draft for Academic Year 2023-2024 were approved via general consent.

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

Climate Analyst Morgan King spoke regarding the Climate Action Plan 2.0 “CAP 2.0,” and read the attached prepared remarks.

Resolution to Revise the University’s Student Grievance Policy (24-21/22-UPC – April 12, 2022 – Second Reading)

Senate vote on the Resolution to Revise the University’s Student Grievance Policy *passed without dissent*

Ayes: Aghasaleh, Anderson, Bell, Burkhalter, Cannon, Gonzalez, Graham, Marcum, McGuire, Miller, Miyamoto, Mola, Moyer, O’Neill, Pachmayer, Schnurer, Teale, A. Thobaben, M. Thobaben, Tillinghast, White, Woglom, Wrenn

Nays: none

Abstentions: Capps, Meriwether, Ndura

Resolution to Revise the University’s Grade Appeal Policy (25-21/22-UPC - April 12, 2022 - Second Reading)

Senate vote on the Resolution to Revise the University’s Grade Appeal Policy *passed without dissent*

Ayes: Aghasaleh, Anderson, Bell, Burkhalter, Cannon, Gonzalez, Graham, Marcum, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, O’Neill, Pachmayer, Schnurer, Teale, A. Thobaben, M. Thobaben, Tillinghast, White, Woglom, Wrenn

Nays: none

Abstentions: Capps, Ndura

Resolution Establishing the Grade Appeal Committee as a Subcommittee of the Student Grievance Committee (26-21/22-UPC - April 12, 2022 - Second Reading)

Senate vote on the Resolution Establishing the Grade Appeal Committee as a Subcommittee of the Student Grievance Committee *passed without dissent*

Ayes: Aghasaleh, Anderson, Bell, Burkhalter, Cannon, Gonzalez, Graham, Marcum, McGuire,

Meriwether, Miller, Miyamoto, Mola, Moyer, O’Neill, Pachmayer, Schnurer, Teale, A. Thobaben, M. Thobaben, Tillinghast, White, Woglom, Wrenn

Nays: none

Abstentions: Capps, Ndura

Resolution on the Faculty Awards Policy (13-21/22-FAC - April 12, 2022 – Second Reading)

Senator Bell spoke in favor of the Resolution

Senator Miller spoke in favor of the Resolution, and read from the below prepared remarks:

“I want to thank everyone for the feedback you’ve given us during this process. Creating equitable systems at Cal Poly Humboldt is a challenging endeavor and will be most successful with input from everyone. I also want to acknowledge the work that the faculty awards committee has done over the years and I know that this committee, like many, has struggled to fill all of the seats and get all of this work done, so I appreciate that and want to be clear that we are not suggesting that the committee isn’t doing their job, but instead we are looking for ways to support them in doing this job and in ensuring that it’s an equitable process.

The Faculty Affairs Committee has had the opportunity to meet with them on a couple of occasions, and heard that they need more support and one suggestion was an easier pathway for people to serve. And that is part of what we’re are doing here: we have changed the requirements to serve on the committee to open it up to more people. We also heard a desire for more information, more feedback from the campus on these nominees. The awards committee does not have the capacity to vet the nominees on their own and this step of collecting feedback can help facilitate that process so that the committee has more information. One member even remarked to us: “the more feedback the better.”

However, collecting feedback comes some challenges. There is a risk of biased feedback affecting the outcome. But it’s important to recognize that with no feedback - with the current system - that same risk of bias exists. If senate chooses to do nothing, there is still an issue of bias that is unaddressed. Bias in the documents the nominee presents, bias in student evaluations, bias of the reviewers. We want to add an equity advocate to help navigate issues of bias throughout the process, including the feedback, student evaluations, and other areas.

I also want to clarify for people who may not be familiar or who may not have understood. The feedback process we are proposing is a process that is entirely familiar to all faculty on campus. As a temporary librarian, every year there were calls for feedback for my performance. As a tenure-track librarian, those calls have continued. So

while this process may be added work, it is in no way new to our campus or to our faculty. We are proposing a system that mirrors the RTP feedback process and provides the same protections and rebuttal opportunities.

ERFSA has weighed in on this and I want to also clarify that we are looking at the Distinguished Faculty Awards, and not the ERFSA Faculty Awards. Nonetheless, ERFSA has shared some feedback that should be addressed. They have raised concerns about bias in the process. But we can't ignore the fact that the current system doesn't address bias, but rather insulates it from scrutiny. There is also a misunderstanding about what an Equity Advocate is. Equity Advocates go through a training process through ODEI and have been established on campus for a few years now. If people want to learn more about that process, I recommend that they attend a training because we need more equity advocates to participate on hiring committees. It is a process similar to the Avoiding Unconscious Bias training that all members of hiring committees participate in. These trainings are offered on an ongoing basis.

Another ERFSA suggestion is that people of lower rank than nominees should not be eligible to serve on the Faculty Awards Committee, however, when we met with the Faculty Awards Committee, not all members shared this same objection, but rather some welcome the opportunity to open up the committee in the hopes of increasing participation.

And I will reiterate what I shared earlier- currently awards can be rescinded by the president. There is no policy stating otherwise. The question is: do we want a transparent process that follows the shared governance structure or do we want to leave it in the shadows?

Lastly, the idea of having a specific award for inclusion and justice is a nice idea, but relegating inclusion and justice to just that award implies that justice and inclusion are something that takes place in specific areas only and does not belong within the greater policies of our institution.

What we are looking at today is an opportunity to introduce transparency and accountability into the awards process. At senate we often talk about the importance of accountability. We passed a resolution calling for accountability for chancellor Castro. We talk about ending systems of oppression and privilege. We talk about the importance of transparency and shared governance - that's why we're here at senate today. Well, now the Faculty Affairs Committee is trying to introduce a single policy that will introduce transparency and accountability into one small area. It's a highly visible area and I know that people are worried about introducing change. But it's time to do the thing we've been talking about. It's time to create a policy that includes accountability and transparency.

When we are crafting policies do we want to err on the side of the oppressor, of the

privileged? Do we want to avoid passing policies that make people accountable because it might feel intimidating? What about the consequence of not having accountability? Who benefits when we create and enable an accountability vacuum? Do we want to create policies to protect the people who are doing harm or do we want to create policies to protect the people who are harmed? Is it better to take the easy way - the perception of a lesser workload - or do we want to hold ourselves to the standards that we set for this university?"

Due to the time certain items, the Senate was unable to vote on the Resolution before adjournment; the Resolution will return for a vote at the upcoming meeting.

TIME CERTAIN: 3:50 PM - Resolution to Revise the Withdrawal Policy (28-21/22-APC - April 12, 2022 – First Reading)

Senator Schnurer introduced the updated withdrawal policy. Asst. Registrar Robison spoke about the Withdrawal Policy.

Senator Marcum commented that it looks great and thanked the committee for their work

Senator Teale asked if there are any financial aid considerations with withdrawal. Robison explained that forgiving the GPA will not have a direct impact on their aid, only their GPA. Senator Teale noted that having WUs count against faculty is not fair, can it be removed from the DFW suite of grades considered non-passing. Senator Schnurer noted that there is an element of WUs being out of the students' and faculty's control—he noted it's a good point to look at disaggregating to understand where the sticking points are.

Senator Aghasaleh asked how this resolution fits within the broader discussion around enrollment and advising areas about incompletes.

TIME CERTAIN: 4:05 PM - Spring Preview - Jason Meriwether, Sulaina Banks, and Allan Ford
Sulaina Banks shared the attached presentation on Spring Preview 2022.

TIME CERTAIN: 4:20 PM - CAPS/Health & Wellness Services - Jennifer Sanford

Dr. Sanford shared the attached presentation on CAPS/Health & Wellness Services.

Academic Calendar Draft AY 24-25

Due to the time certain items, the Senate was unable to begin discussion on this agenda item; this agenda item will return at the upcoming meeting.

Academic Calendar Draft AY 25-26

Due to the time certain items, the Senate was unable to begin discussion on this agenda item; this agenda item will return at the upcoming meeting.

M/S (Bell/Miyamoto) motion to adjourn

Meeting adjourned at 5:00 pm

Meeting Chat Log:

14:58:52 From Loren Cannon (he) to Everyone:

<https://www.calfac.org/resources/interruption-practice-statement/>

15:02:45 From Mary Watson to Everyone:

Updated CFA Interruption Statement: <https://www.calfac.org/resources/interruption-practice-statement/>

15:13:31 From Mary Watson to Everyone:

Agenda and meeting documents: <https://senate.humboldt.edu/university-senate-meeting-agenda-4122022>

15:18:52 From Mary Watson to Everyone:

Apologies George--they're in there, they were just late!

15:25:44 From Mary Watson to Liz Cano Sanchez she/ella  (Direct Message):

Hey there! I just sent you a quick email about the third AS student Senator and cc'd Monty and Jenessa. Thanks for asking! I thought the position was still vacant, since AS usually lets us (me and the Senate) know who has been appointed.

15:27:56 From Chase Marcum | to Mary Watson(Direct Message):

Thanks for clarifying that Mary, we appreciate you and all the work you do here on campus.

15:32:30 From Mary Watson to Chase Marcum |(Direct Message):

Thank YOU, Chase! Sorry for any confusion--it's been a strange year, obviously.

15:35:39 From Loren Cannon (he) to Mary Watson(Direct Message):

Mary, are you aware we can chat each other here?

15:35:55 From Mary Watson to Loren Cannon (he)(Direct Message):

Oh dear. I wasn't! THANK YOU!

15:40:26 From Monty Mola - Physics & Astronomy (he/him) to Mary Watson(Direct

Message):

I vote yes!

15:41:11 From Monty Mola - Physics & Astronomy (he/him) to Mary Watson(Direct Message):

Yes!

15:43:01 From Monty Mola - Physics & Astronomy (he/him) to Mary Watson(Direct Message):

Lost internet. I vote yes.

15:43:07 From Jim/James Graham (he) to Mary Watson(Direct Message):

The "FACULTY AWARDS POLICY" PDF has some issues with the text, is the one in the Reports the same?

15:44:40 From Mary Watson to Jim/James Graham (he)(Direct Message):

Oh dear, I see what you mean--yes, this should be the same one...

15:47:28 From Maxwell Schnurer, Communication to Mary Watson(Direct Message):

I had a internet disruption & didn't get to vote on the 3rd resolution. I vote in favor.

15:48:13 From Mary Watson to Maxwell Schnurer, Communication(Direct Message):

Thank you, Maxwell! Your vote has been recorded.

15:48:30 From Mary Watson to Maxwell Schnurer, Communication(Direct Message):

We also lost Monty for a moment, as well as Dr. Ndura--must be the storms.

15:48:39 From Maxwell Schnurer, Communication to Mary Watson(Direct Message):

I blame capitalism.

15:49:42 From Jim/James Graham (he) to Mary Watson(Direct Message):

Thanks!

15:49:50 From Mary Watson to Maxwell Schnurer, Communication(Direct Message):

I laugh every time you say that, Maxwell XD

15:50:01 From Dr. Elavie Ndura-CDO-Cal Poly Humboldt-she/her to Mary Watson(Direct Message):

Zoom had disconnected me. Sorry.

15:50:25 From Mary Watson to Dr. Elavie Ndura-CDO-Cal Poly Humboldt-she/her(Direct Message):

No worries at all! You weren't the only one. It must be the weather.

16:06:18 From Chase Marcum | to Mary Watson(Direct Message):

100% agreed and no worries we will all comeback stronger and more positive next semester!
Thanks

16:11:18 From Chelsea Teale to Mary Watson(Direct Message):

Hi Mary - I have to leave, and so can't vote in person on the faculty awards resolution, but even if I was here I'd abstain. So at the end of this meeting, if the vote does happen, you can enter me as an abstention (if that's allowed). Thanks!

16:19:00 From Rouhollah Aghasaleh to Mary Watson(Direct Message):

Do we need a resolution to use a more inclusive term instead of "freshman"? Women (and others who don't identify as "men") have been going to college since 1860. I'd be happy to help.

16:19:03 From Rouhollah Aghasaleh to Mary Watson(Direct Message):

:0

16:19:06 From Rouhollah Aghasaleh to Mary Watson(Direct Message):



16:19:18 From Mary Watson to Everyone:

NOTE: Here is the correct version of the Resolution on the Faculty Awards Policy, just shared with myself and Monty:

https://senate.humboldt.edu/sites/default/files/_amended_faculty_awards_resolution_3.pdf

16:20:21 From Mary Watson to Rouhollah Aghasaleh(Direct Message):

Did you want me to send your chat out to the whole meeting, Rouhollah? I'd be happy to do so, if you'd like. If not, I'll just include it in the chat record of the meeting.

16:21:17 From Ramona Bell to Mary Watson(Direct Message):

I would like a copy of Jen's presentation. Thanks!

16:21:57 From Rouhollah Aghasaleh to Mary Watson(Direct Message):

keep it for now!

16:22:08 From Mary Watson to Ramona Bell(Direct Message):

No problem! I was going to ask for it for inclusion in the minutes of the meeting. Did you want it sooner than when the minutes go up in two weeks? If so, that won't be a problem.

16:22:18 From Mary Watson to Rouhollah Aghasaleh(Direct Message):

Will do! Thanks

16:22:53 From Ramona Bell to Mary Watson(Direct Message):

No problem. I'll wait when you include it in the minutes. Thanks.

16:23:03 From Mary Watson to Ramona Bell(Direct Message):

Sounds good!

From Loren Cannon (he) to Me (Direct Message) 04:30 PM

Hi Mary, do you know if this information might be distributed to senators?

Me to Loren Cannon (he) (Direct Message) 04:31 PM

Definitely! I've asked Dr. Sanford to send me a copy of the presentation, for inclusion in the minutes of this meeting.

From Loren Cannon (he) to Me (Direct Message) 04:31 PM

That would be great. Thanks

Me to Loren Cannon (he) (Direct Message) 04:31 PM

No problem!

From Rouhollah Aghasaleh to Me (Direct Message) 04:33 PM

Would you record and share a copy of these slides?

Me to Rouhollah Aghasaleh (Direct Message) 04:34 PM

minutes of this meeting.

CFA Interruption Statement

As part of our continuing commitment to Racial Justice Work, when we experience examples of racial narratives, racism, or whiteness in our meetings, or as we conduct our business, we will speak up. This means we can interrupt the meeting and draw the issue to one another's attention. We will do this kindly, with care and in good faith. Further, as we engage interruptions we will take an intersectional approach, reflecting the fact that white supremacy and racism operate in tandem with interlocking systems of oppression of colonialism, class, cisheteropatriarchy, and ableism. This statement is a reminder that we commit to do this in the service of ending the system of racial oppression.

CAL POLY HUMBOLDT

University Senate Written Reports, April 12, 2022

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Membership: Kathy Thornhill, Matthew Derrick, Kayla Begay, Malluli Cuellar, Morgan Barker, Humnath Panta, Travis Brunner, Kim White and Jenni Robinson

The Committee met on April 4 to work on the revised withdrawal policy.

The withdrawal policy was reviewed for final changes in language and approved to move to the Senate Executive on April 5. The [revised withdrawal policy](#) includes adjusted language for natural disasters, providing more clear language for students who are requesting withdrawals due to catastrophic or serious and compelling circumstances. The policy also adjusts language to be more inclusive and clear while minimizing pejorative language. This policy proposes the creation of a one-time WU grade deletion policy for students who get one or more WU during a semester. We think that this policy would help students avoid academic probation and also help with long-term student success.

We are pleased to note that the amendment for the minors, concentrations and academic credit-granting certificates policy to help clarify the distinctions between minors and ACG certificates when jointly proposed was passed by the senate on March 29 and approved by Provost Capps on March 30, 2022.

Syllabi policy revisions and any necessary changes to the withdrawal policy will continue when APC meets on April 14 at 10am.

Appointments and Elections Committee:

Submitted by Jayne McGuire, AEC Chair

Elected Position Openings:

GENERAL FACULTY / UNIVERSITY SENATE

- General Faculty Secretary / Treasurer, 2 year term

- Tenure Line **CAHSS** Instructional Faculty Delegate, 3 year term
- Lecturer Faculty Delegate (Colleges, Library, Counseling, Coaches), 3 year term
The position is open to Lecturers, Coaches and non-tenure line Counselors and Librarians with a time base of .40 or greater.

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

Faculty serving as UFPC Chair will receive 9 units of Assigned Time in AY 21-22; faculty serving on the UFPC will receive 6 units of Assigned Time per year, workload varies and additional WTU or a stipend may be awarded at the Provost’s discretion; the committee meets MWF 9am to 11am. Please note: faculty participating in the Faculty Early Retirement Program are eligible for nomination with the Provost’s approval.

- Faculty Member (CPS), 2 year term

Please refer to the following page for information regarding the duties of the UFPC:

<http://www2.humboldt.edu/senate/ufpc>

Spring 2022 General Faculty Elections Results

April 4, 2022

Cycle 1: February 21, 2022- February 28, 2022

Faculty Elected Positions:

UNIVERSITY SENATE

General Faculty Representative to the ASCSU (Statewide Senate) 3 year term

Tasha Howe

Tenure Line At-Large Faculty Delegate, 3 year term

Jayne McGuire

Tenure Line Non-Instructional Faculty Delegate, 3 year term

Tim Miller

Tenure Line **CNRS** Instructional Faculty Delegate, 3 year term

Jim Graham

Tenure Line **CPS** Instructional Faculty Delegate, 3 year term

Cesar Abarca

INTEGRATED CURRICULUM COMMITTEE (ICC)

At-large Faculty Representative serving on the ICC’s subcommittee on GEAR

Sarah Jaye Hart - Faculty Member (At-Large), 3 year term

At-large Faculty Representative serving on the ICC’s subcommittee on Course and Degree Changes

Bori Mazzag - Faculty Member (At-Large), 3 year term

CAHSS Faculty Representative serving on the ICC's subcommittee on Course and Degree Changes

Cindy Moyer - Faculty Member (CAHSS), 3 year term

CNRS Faculty Representative serving on the ICC's subcommittee on Course and Degree Changes

Lucy Kerhoulas - Faculty Member (CNRS), 3 year term

PROFESSIONAL LEAVE COMMITTEE

- Tenured Faculty Member (At-Large), 2 year term

Joice Chang

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

- Faculty Member (At-Large), 2 year term

Joshua Meisel

- Faculty Member (CNRS), 2 year term

Tyler Evans

Appointment and Elections Committee Appointed Positions:

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member, CPS 2 year term

Rouhollah Aghasaleh

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

Candidates are appointed in consult with the membership of the UFPC.

- Faculty Member, CPS 3 year term

Kauyumari Sanchez

- Faculty Member, CNRS 3 year term

Paul Bourdeau

DIVERSITY PROGRAM FUNDING COMMITTEE

- Faculty Member, 2 year term

Brandice Gonzalez-Guerra

FACULTY AWARDS COMMITTEE

Two of the three members should be previous recipients of the Outstanding Professor Award.

- Faculty Member, 1 year term

Julia Alderson

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)

Candidates are recommended by the Appointments and Elections Committee in consult with the Senate Executive Committee to the President for final appointment.

- Faculty Member, 2 year term

Mark Rizzardi

PARKING AND TRANSPORTATION COMMITTEE

- Faculty Member (At-Large), 2 year term

Jeffrey Schineller

PLANNING COMMITTEE FOR RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES (PCRSC)

- Faculty Member (University Library), 2 year term

Kimberly Stelter

Constitution and Bylaws Committee:

Submitted by Chelsea Teale, CBC Chair

George Wrenn, Garrett Purchio, and Deirdre Clem

The CBC is introducing some revisions to section 800 of the faculty handbook to reflect a few organizational changes (i.e., University Center and Senate Executive Committee). We did not make changes to the university's name, preferring to do that for the entire handbook next year. We would also like to draw attention to the draft master list of campus committees we put together from various sources. Please contact Chelsea Teale (ct1154) if you notice anything that should be removed or added, if a committee has a different name, etc.

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

Regular meeting times are Tuesdays from 9-11am with the Full ICC and ICC Subcommittee meeting on alternate weeks.

ICC Members:

Ramesh Adhikari, Jill Anderson (ICC/APC Chair), Brad Ballinger, Kayla Begay, Vincent Biondo, Carmen Bustos-Works, Rosamel Benavides-Garb, Christine Cass, Eden Donahue, Bella Gray (Curriculum Coordinator), Lucy Kerhoulas (CDC Chair), Cindy Moyer, Marissa Ramsier, Cutcha Risling-Baldy, Marisol Ruiz-Gonzalez, Maxwell Schnurer (APC Chair), Justus Ortega, Jenni Robinson, Sheila Rocker-Heppe, Lisa Termain (GEAR Chair), Mary Watson (administrative coordinator), Mark Wicklund, George Wrenn, and Rick Zechman

Current Vacancies: Graduate Council representative, Student representatives (2)

Resources available for curricular proposal development and submission: [Asynchronous Curriculog Training](#), [Curriculum Guidelines, Policies and Procedures](#), and [Associated Curricular Forms](#)

Subcommittee Reports

- **Academic Policies Committee (APC)** Committee is working on a withdrawal policy coming to the senate at the next (current) meeting. Continuation of work on the syllabus policy.
- **General Education and All University Requirements (GEAR)** The GEAR committee reviewed the GEAR proposal for the Software Engineering program for ABET accreditation. Continuation of work on recertification process and preparation for next AYs implementation.
- **Course and Degree Change (CDC)** The CDC is reviewing proposals in the Curriculog cue that have come in recently.
- **Academic Programs and Planning Committee (APPC)** The APPC reviewed the e-learning policy and considered revisions based on the last round of full ICC review.

GEAR Recertification. Lisa Tremain presented on the GEAR committee's work and points for further input related to the GEAR recertification process. The discussion included thoughtful input on how to manage the workload of recertification from the side of both the programs recertifying and the GEAR committee in reviewing. The recertification process is important in ensuring that GEAR courses a) align with the GEAR PLOs and b) there is a thoughtful plan in place and signature assignment identified to participate in systematic university assessment of the GEAR program. Therefore, participation in the recertification process is required to maintain a course's GEAR status (as per the GEAR policy passed in 20/21). While the plan at the time was to address the recertification by GEAR area and continue with DCG next AY, the GEAR committee discussed an alternative process connected to program review in their meeting on 4/5 and will bring that to the full ICC for further discussion on the morning of 4/12. Complete details about the process of AY 22/23 will be forthcoming in the next ICC senate report following this discussion.

E-Learning Policy. The committee discussed updates to the e-learning policy. A huge thank you to Julie Alderson and Enoch Hale, who wrote the first draft of the new e-learning policy in the fall and passed it to the ICC for further input and revision. The e-learning policy is intended to include the processes and structure of distance learning courses and programs within

Humboldt's academic plan. Process questions have arisen through the APPC and ICC discussions that committee members would like to see addressed as important components of maintaining functional and equitable distance learning curriculum. These processes include:

- Ability to speak to accreditation needs as they relate to ensuring the students registered are the students doing the work in the class,
- Process for programs to monitor the balance of course modalities to meet WSCUC requirements
- Process or guidelines to help determine class size for online courses
- Clearer identification of course modalities in the schedule
- Data resorts/availability of data around student success rates and other benchmarks
- Noting typical modality/course offering patterns in the catalog

University Policies Committee:

Meeting date: March 25, 2022, 10 p.m., via Zoom

Meeting attendees:

UPC: Troy Lescher, George Wrenn

Faculty Affairs: Debbie Gonzalez, Tim Miller, Elavie Ndura, Marissa O'Neill

The UPC met with members of Faculty Affairs to plan for an anti-bullying resolution.

Individuals have approached Faculty Affairs to express concerns about bullying. The University does not include bullying in any of the Title IX protected categories. Faculty Affairs is working on a definition. Faculty Affairs recommends presenting a joint Sense of Senate resolution that acknowledges the harms of bullying, supports coalition-building, a culture of awareness, bystander advocacy, and accountability, and calls for developing policy regarding bullying to include campus-wide training or coaching to confront bullying in a positive way. ODEI, HR and the Title IX Office would likely collaborate on training. Faculty Affairs will share a working definition and a draft resolution. The two committees will plan to present their work to SenEx by April 19th for a reading at Senate this year.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

The URPC has met on three occasions following submission of our report for the Tuesday, March 29th Senate Meeting. Immediately prior to that meeting, at noon of Tuesday the 28th, the URPC held a Special Session to discuss the Duties and Bylaws of the Committee. During that meeting, participants engaged in an intention-setting discussion during which each of the members were asked to speak

through their understanding of their role in the committee and hopes for what we might achieve together. We briefly discussed the impending annual Budget Recommendation and what we intended to encapsulate in that document.

On Friday, April 1st, during our regularly scheduled meeting (and after approving the attached minutes) we reviewed the Second Quarter Report presented by Executive Director of Finance and Budget Amber Blakeslee and Budget Analyst Patrick Orona. One of the takeaways that the committee discussed at length was that these reports, though robust, well prepared, and informative, are conceptually complex to the point of precluding full comprehension, so we considered how we might translate the series of spreadsheets to more comprehensible narrative overviews in future iterations.

We then began to discuss the “draft budget planning process document” and the “2022-23 URPC Budget Recommendation” in a sort of conflated conversation that took up most of the remainder of the meeting. In brief summary: the committee found that there was still considerable dissensus regarding the purpose, content, and drafting process of the Budget Recommendation, and determined that an additional organizational meeting would be required to work towards a context where we could design and submit a document that is accurate and transparent, that speaks to the concerns and interests of all participants, and that would accomplish the aim of communicating informed budget recommendations to the Senate, Campus Community, and, if passed through the Senate, President Jackson.

Thus, on Friday, April 8th, The URPC convened for another Special Session to discuss the Annual Budget Recommendation. During this session, (after approving the attached minutes from the prior meeting), Interim VP of Administrative Affairs Sherie Gordon outlined the President’s Administrative Team’s intentions and concerns regarding next year’s budget, which will inform the Committee’s Recommendation. We then deliberated on the Recommendation format, took notes on suggested content, and distributed/delegated writing responsibilities for the Recommendation, planning to complete a rough draft by Wednesday, April 13th, a forwardable draft at our regularly scheduled meeting on Friday, April 15th, and work towards the required submission of the Recommendation to Senex on Tuesday, April 19th so that it can run through two readings on the Senate Floor.

If anyone has any questions, concerns, or feedback regarding the Budget, please contact Jim Woglom at jw2311@humboldt.edu. Thank you in advance for your participation in the stewardship of the University’s resources towards the education of our students.

UNIVERSITY RESOURCES & PLANNING COMMITTEE

March 11, 2022

1:30 PM – 3:00 PM

In-person meeting location: CCR

2021-22 URPC:

In-person	Virtual		In-person	Virtual	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Jenn Capps, Co-Chair (non-voting)	<input type="checkbox"/>	<input type="checkbox"/>	Lizbeth Cano Sanchez, Student (voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	James Woglom, Co-Chair (tie break vote)	<input type="checkbox"/>	<input type="checkbox"/>	Vacant, Student (voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jim Graham, Faculty (voting)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Amber Blakeslee, Advisor (non-voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Rouhollah Aghasaleh, Faculty (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Kevin Furtado, Advisor (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Nicole Jean Hill, Faculty (voting)	<input type="checkbox"/>	<input type="checkbox"/>	Jamie Rich, Advisor (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Anthony Baker, Staff (voting)	<input type="checkbox"/>	<input type="checkbox"/>	Simone Aloisio, Advisor (non-voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Arlene Wynn, Staff (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jenessa Lund, Advisor (non-voting)
<input type="checkbox"/>	<input type="checkbox"/>	Shawna Young, Dean (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Michael Le, Advisor (non-voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Shahrooz Roohparvar, VP (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Brigid Wall, Notes (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jason Meriwether, VP (voting) Proxy: Kevin Furtado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Patrick Orona, Notes (non-voting)
<input type="checkbox"/>	<input type="checkbox"/>	Frank Whitlatch, VP (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Patrick Malloy, Support (non-voting)

Meeting Minutes:

1. Approve Minutes from 2/25/22 M/S (Arlene/Rouhollah) – Approved without alterations
2. Check Timeline/Planning Sheets/Bylaws Map (15 minutes) Jim/Provost Capps
 - a. [URPC Duties and Bylaws Map](#)
 - i. [Senate Bylaws](#)
 - ii. [President's Charge for 2021-2022](#)
 - iii. [URPC Timeline](#)
 - iv. [URPC Planning Document](#)
 - b. Robust discussion of committee work and role, bylaws, charge, and work done to date.
 - i. Patrick Malloy will reach out with prospective dates for special session meeting.
3. Enrollment-Based Allocation and Alignment Model (30 minutes) Jim/Provost Capps/Amber
 - a. Robust discussion about allocation model previously used by URPC and considerations for model going forward.
4. Updated [5-Year Budget Planning Spreadsheet](#) (10 minutes) Amber/Provost Capps
 - a. Sustainable Budget Planning Detail for FY22-23 was shared with the committee.
 - i. This is a core starting point document for budget planning that outlines the baseline enrollment scenario, revenue changes, base expenditure changes, and total base budget surplus/ (deficit) for the current fiscal year year and five years into the future.
 - ii. The university is anticipating a balanced budget for FY22-23.
 - b. Discussion around the planning document, TBD allocations/costs, and committee member concerns.

5. Spring Final Census (10 minutes) Mike Le/Amber
 - a. Mike provided a brief overview of the [Spring Semester enrollment data](#) available on the Institutional Research, Analytics, and Reporting [enrollment demographics dashboards](#) highlighting the following:
 - i. 59% of students are female
 - ii. More students are living on campus - 29% up from 12% last spring
 - iii. Fewer First Generation students - 47% down from 50% last spring
 - iv. Fewer URM students - 40% down from 42% last spring
 - v. Full-time Students - 85% down from 86% from last spring & 91% in spring 2020
 - vi. Pell grant recipient - 44% down from 49% from last spring
 - b. Annualizing fall 2021 and spring 2022 enrollment data, we are about 4% above our budget planning enrollment scenario, approximately 200 students, which equates to about \$1.2 million in tuition revenue above budget.
6. Review 2nd Quarter Reports & Projections (20 minutes) Amber/Patrick
 - a. Agenda item shifted to next meeting due to time

HUMBOLDT STATE UNIVERSITY
University Resources & Planning Committee

April 1, 2022
1:00 PM – 2:30 PM

In-person meeting location: CCR (Siemens Hall 222) OR join Zoom meeting:

<https://humboldtstate.zoom.us/j/88207481576?pwd=WitMOG1oa1VOB3RzTStuT3NqT1pCZz09>

Meeting ID: 882 0748 1576

Passcode: R6hnjo

URPC Meeting Agenda

- 1. Approve Minutes from 03/11/22**
- 2. Review 2nd Quarter Reports & Projections (20 minutes) Amber/Patrick**
- 3. Review draft budget planning process document (30 minutes)**
- 4. Discuss 2022-23 URPC Budget Recommendation (remainder)**

Examples:

- [2015-16 Budget Recommendation](#)
- [2014-15 Budget Recommendation](#)
- [2013-14 Budget Recommendation](#)

UNIVERSITY RESOURCES & PLANNING COMMITTEE

April 1, 2022

1:30 PM – 3:00 PM

In-person meeting location: CCR

2021-22 URPC:

In-person	Virtual		In-person	Virtual	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Jenn Capps, Co-Chair (non-voting)	<input type="checkbox"/>	<input type="checkbox"/>	Lizbeth Cano Sanchez, Student (voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	James Woglom, Co-Chair (tie break vote)	<input type="checkbox"/>	<input type="checkbox"/>	Vacant, Student (voting)
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<input type="checkbox"/>	<input checked="" type="checkbox"/>	Shawna Young, Dean (voting)	<input type="checkbox"/>	<input type="checkbox"/>	Michael Le, Advisor (non-voting)
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<input type="checkbox"/>	<input type="checkbox"/>	Frank Whitlatch, VP (voting)	<input type="checkbox"/>	<input type="checkbox"/>	Patrick Malloy, Support (non-voting)

Additional attendees: Lauren Lynch (virtual)

Meeting Minutes:

1. Approve Minutes from 3/11/22 M/S (Kevin/Arlene) – Approved without alterations
2. Review 2nd Quarter Reports & Projections (20 minutes) Amber/Patrick
 - a. 2nd quarter reports [Humboldt Operating Fund Financial Review](#) and [Budgeted All Campus Operating Funds](#) were reviewed with the committee.
 - i. Overall our financial position is improving. In the operating fund, we are projecting an additional \$1.4 million in tuition revenue and a total of approximately \$8.8 million in projected unrestricted one-time funding from fiscal year 2021-22. For all budgeted funds, some areas incorporated the used of reserves to support this year’s operations, planning to utilize approximately \$6 million across all funds but that reliance on reserves has decreased by almost half based on second quarter projections.
3. Review draft budget planning process document (30 minutes)
 - a. See URPC Budget Recommendation agenda item 4 below.
4. Discuss 2022-23 URPC Budget Recommendation (remainder)
 - a. Examples:
 - i. [2015-16 Budget Recommendation](#)
 - ii. [2014-15 Budget Recommendation](#)
 - iii. [2013-14 Budget Recommendation](#)
 - b. Examples of previous budget recommendations were collectively reviewed by the committee, an [outline of the recommendation was developed](#), and a discussion of the

content occurred. Committee members were asked to assign themselves to work identified in the outline by close of business Monday.

- i. A URPC special session meeting for recommendation development is scheduled for April 8th.
- ii. Committee members voiced concern about the recommendation and planning process leading to robust committee discussion.

HUMBOLDT STATE UNIVERSITY
University Resources & Planning Committee
April 8th, 2022
1:00 PM – 2:30 PM

In-person meeting location: CCR (Siemens Hall 222) OR join Zoom meeting:

<https://humboldtstate.zoom.us/j/88207481576?pwd=WitMOG1oa1VOB3RzTStuT3NqT1pCZz09>

Meeting ID: 882 0748 1576

Passcode: R6hnjo

URPC Meeting Agenda

- 1. Intro and Approval of Minutes from 04/01/22 (5 minutes)**
- 2. PAT funding priorities (Jenn and Sherie) (20 minutes)**
- 3. Budget recommendation document drafting (All) (60 minutes)**
 - a. Introductory Narrative (Jim W., Shawna, Arlene)**
 - i. What should we make sure to include?**
 - b. Guiding Measures and Principles (Nicole, Shawna)**
 - i. What should we make sure to include?**
 - c. Polytechnic Investment (Shawna, Amber?, Simone?)**
 - d. URPC Budget Planning Activities (Jim G.)**
 - i. Review of Planning Sheet**
 - ii. What should we be sure to include?**
 - e. Budget Assumptions**
 - i. Reserve Policy (Kevin)**
 - ii. Roll Forward Guidelines (Patrick)**
 - iii. Enrollment (Mike and Amber?)**
 - iv. Governor's Proposal (Amber?)**
 - v. Academic Affairs Year three reductions summary (Simone and Jenn)**
 - f. Writing Craft Team Debrief (Nicole, Anthony, Jim)**
- 4. Wrap up and assign work to complete before next meeting (5 minutes)**

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Overview: This proposal for revision to the Faculty Awards Policy clearly needs additional work and should be rejected or remanded back to the Faculty Awards Committee for work in the next Academic Year. In addition, hearings should be opened for input from members of the General Faculty since these awards are valued by the faculty, and their input should be included.

Red font is from the draft policy; black are my concerns

From the draft Policy

To be nominated for a faculty award is in itself an honor. The Faculty Awards Committee will announce to the University community the list of nominees. Included in the announcement will be directions for the University community to submit feedback within two weeks, to the University Senate office and then given to the Awards Committee. Any such feedback will be shared with the nominee by the Faculty Awards Committee. The nominee will have 10 days to submit rebuttals to submitted letters. After the nomination documents, feedback and rebuttals are all compiled, the packets will be reviewed by the Faculty Awards Committee.

Workload of the Faculty Affairs Committee (FAC)

It is obvious the recommended process will increase the workload of the FAC members, including administrative support staff.

Inherent in the draft policy is the new responsibility of the FAC to be the **gatekeeper** for determining what it means to act in ways that are *harmful and egregious or working in contrary to the purpose & values of Cal Poly Humboldt and a commitment to inclusion and justice*. There are no definitions and key points that explain these values and make this an equitable process, so it becomes arbitrary in both policy and procedure. Without the definitions and key points, a rubric alone will not make the process fairer, nor will it eliminate the gatekeeping role of the FAC.

From the draft Policy

Membership: Four members of the faculty, and one faculty member trained as an equity advocate appointed for two-year staggered terms by the Senate Appointments and Elections Committee, the Provost, Emeritus faculty members are eligible to serve.

The membership criteria should be examined so that unbiased, well qualified faculty serve. Who determines the one faculty member trained as an equity advocate? Will a call be sent out by the Appointments and Election Committee specifically for this position?

If the proposed awards process is based on past or current performance, these seem more like personnel matters, a **de-facto Personnel Committee**. The FAC members are prescribed duties that clearly indicate a faculty personnel process—solicitation of letters from students, staff, administrators, and faculty; therefore, the Faculty Personnel Committee process should be followed. Faculty of lower rank may be reviewing confidential information about faculty of a higher rank, not originally submitted by them and this is concerning. Despite the files being shredded after the FAC's work is done, the removal of past recipients as the core membership so now it could have members that are both lower rank and naïve about the whole process. The RTP process doesn't allow this, why should the faculty awards process allow it?

“From the Faculty Personnel Policies and Procedures for RTP Last Revised: May 2021 Page 14 of 28

Peer Review Committees according to the Faculty Handbook for RTP is below and clearly defines how members are selected.

VIII. PEER REVIEW COMMITTEES

2. Organization

a) Members shall be elected by probationary and tenured faculty unit employees.

15.40 b) Only tenured faculty with full time appointments may serve. At the request of a department, the President may agree to permit faculty participating in the Faculty Early Retirement Programs to run for election for membership on any level peer review committee.

(3) Members must have a higher rank than candidates being considered for promotion.

15.42 (4) Candidates for promotion are ineligible for service on promotion or tenure peer review committees. 15.42”

The tone of the current revisions shows that the Faculty Affairs Committee thought the current process did not adequately “weed out” faculty some considered controversial. It also implies the “right” faculty have not received an award.

For some outstanding faculty the solicitation of “campus-wide” input will be an impetus for their willingness to be nominated or have the files move forward to the next year of consideration if they had been nominated and did not receive an award.

The main concern, however, is that having a public comment period ***opens the process up to abuse***. This could have a chilling effect on faculty’s willingness to be nominated. This perceived threat could prevent fewer outstanding faculty to be willing to be nominated for faculty awards due to the potential perceived “fishing expedition or witch hunt” to find potentially unfair criticism of them due to disgruntled colleagues, students, staff, or administrators.

This puts faculty in a place of extreme vulnerability.

From the Policy

Awards Criteria: The Purpose of Cal Poly Humboldt is to provide the highest quality and affordable education built on the contributions of diverse students, staff and faculty who are committed to a just and sustainable world.

As representatives of Cal Poly Humboldt, nominees for the Excellence in Teaching, Scholar of the Year, Outstanding Service Award, and Outstanding Professor, are expected to, in addition to the criteria below, demonstrate a continuous commitment and contribution to the Purpose, Vision, Core values of Cal Poly Humboldt and a commitment to inclusion and justice.

In the case that University Senate determines that a currently employed awardee acts in ways that are harmful and egregious for the award or working in contrary to the Purpose & values of Cal Poly Humboldt the University Senate may make the recommendation to the President to rescind the award. Faculty members who have their awards rescinded can appeal this decision through the statutory grievance process as outlined in the collective bargaining agreement.

There is no procedural language to indicate the process by which the University Senate decides when to recommend to the President that an awardee should have their award rescinded. What does it mean to demonstrate a continuous commitment and contribution to the Purpose, Vision, Core values of Cal Poly Humboldt and a commitment to inclusion and justice?

I am not familiar with any other Cal Poly Humboldt awards that are conditional. Why should faculty awards be conditional? It is unclear that the conditional aspects added to the awards are in reference to past, present, or future performance. If the concern is future behavior of an awardee, are we going to avoid awarding excellence to someone who was excellent at the time but somehow changed their behavior or cognitive ability? Is this a form of control over awardees who must now stay on some undefined fictional “straight and narrow” path?

What is the Senate process to protect innocent faculty; how is a faculty member's academic freedom & freedom of speech protected?

Goal: If one of the goals of the Faculty Affairs Committee is to award faculty for Outstanding Commitment to Inclusion and Justice, why not have another award category?

All faculty awards could still have nominees include a statement about their demonstrated continuous commitment and contribution to the Purpose, Vision, and Core values of Cal Poly Humboldt and a commitment to inclusion and justice.

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President
Sherie C. Gordon, Chief of Staff
Shahrooz Roothparvar, CFO/VP Administration and Finance
Jason Meriwether, VP Enrollment Management
Jenn Capps, Provost and VPAA
Cooper Jones, Executive Director of Athletics and Recreational Sports
Frank Whitlatch, VP Advancement
Lisa Bond-Maupin, Deputy Chief of Staff (Editor)

People

We are excited to welcome **Adrienne Colegrove-Raymond** to the Office of the President. Adrienne will serve as the Special Assistant to the President for Tribal and Community Engagement. Adrienne is transitioning in as Dr. Bond-Maupin begins a phased approach returning to faculty. Adrienne will continue to provide ITEPP leadership in ITEPP until new leadership is identified. A campus announcement is forthcoming.

The Division of Administrative Affairs has launched the Chief of Police recruitment. Spelman Johnson will be assisting with the recruitment. In addition, the Associate Vice President for Human Resources recruitment has reconvened. We hope to conclude both recruitments at the end of the semester.

Pride

36th Annual Celebrity Dinner & Sports Auction

The **36th Annual Celebrity Dinner & Sports Auction** took place on Saturday, April 9, 2022 at the Sapphire Palace in the Blue Lake Casino & Hotel in Blue Lake, California.

Three-time Olympic gold medalist and two-time FIFA Women's World Cup Champion, Christie Pearce Rampone, served as the event's keynote speaker. All funds raised at the event benefited Cal Poly Humboldt student-athlete scholarships, and is the largest external fundraising event that Lumberjack Athletics hosts each year.

Pearce Rampone played in five FIFA Women's World Cup and four Olympics women's soccer tournaments. She is a 1999 and 2015 FIFA Women's World Cup champion, and a three-time

gold medalist having won championship titles at the 2004 Athens Olympics, 2008 Beijing Olympics and 2012 London Olympics. She also served as an eight-year captain for the US team.

Pearce Rampone also hosted a soccer clinic at College Creek Field on the campus of Cal Poly Humboldt this past Saturday. The clinic saw almost 50 local youth attendees participate.

Campus Culture and Operations

Maintenance: The team continues its work servicing a multitude of work orders, requests and preventive maintenance tasks. Notable completions are the installation of the new “Cal Poly Humboldt” signage. The team has also begun work to install new bottle fillers / draining fountains and exterior LED lighting campus wide.

Operations: The Team has been busy ensuring the campus and our broader FM team are running smoothly. In Custodial, we have had major success with our custodial projects including the use of a new carpet cleaning truck and other new equipment. Grounds and recycling has been busy servicing a noticeable uptick in events on campus. Commencement planning is underway and in full swing for this year's May event. The team is currently soliciting to introduce commercial composting on campus. These digesters aid in our ambitions to become zero waste.

Innovation

Planning, Design, & Construction: The group is busy with a very large project portfolio including small projects across campus and delivery of our cal poly projects identified [here](#). Notably, the Trinity Children's Center and Child Development Lab is under construction. Construction has begun on the Arcata Campus store, planned opening for May 2022. The University has awarded the contract to a design-build team for the Craftsman Student Housing project, set to break ground in 9 Months. We are moving through feasibility studies for the Engineering, Technology and Housing Building; the Microgrind and Sustainability Center; and the Library Circle Housing, Health and Dining Building. These feasibility studies will be completed in the Summer and we will recruit for a design-builder in the Fall.

Sustainability

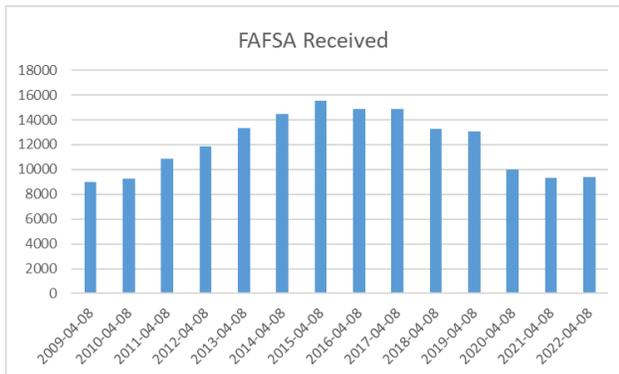
The Board of Trustees passed the new CSU Sustainability Policy during the Board meeting last wednesday on 3/23, the new policy provides for structure, reporting requirements and ambitious goals for the CSU. The [Humboldt Advisory Committee on Sustainability](#) continues to meet throughout the semester. Our update to the Climate Action Plan: following the public comment period in February, a final draft was submitted to the President’s Office for final review. Cal Poly Humboldt faculty and the Sustainability Office have joined the Wiyot Tribe,

Cooperation Humboldt and a growing number of partners to organize the [Decolonizing Economics Conference](#). Earth Week is coming up! This year it will fall from April 18th through the 22nd. Cal Poly Humboldt has traditionally led an [Earth Week Every Week](#) (EWEW) campaign to celebrate with events, activities, and much more. The Sustainability Office was pleased to sponsor registration for all Cal Poly Humboldt students, staff, and faculty at Chico State’s annual This Way to Sustainability Conference held March 24-25. The Office of Sustainability has been working with Schatz Energy Research Center on crafting a Microgrid Comprehensive Plan detailing the future of microgrids on the Humboldt campus including and beyond the current initiative.

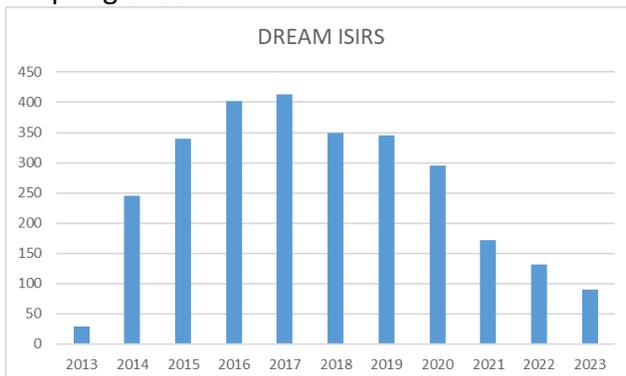
Enrollment Management Updates

Financial Aid Update, April 8, 2022 (re 2022-23 aid year)

FAFSA applications up about 2% from last year, after decline from peak year 2015-16. This is comparable to national trends.



Dream Act applications declining from peak of 2016-17 (also comparable to state trends). We have generally had 60-75 enrolled Dreamers over the last several years. Currently 45 enrolled in Spring 2022.

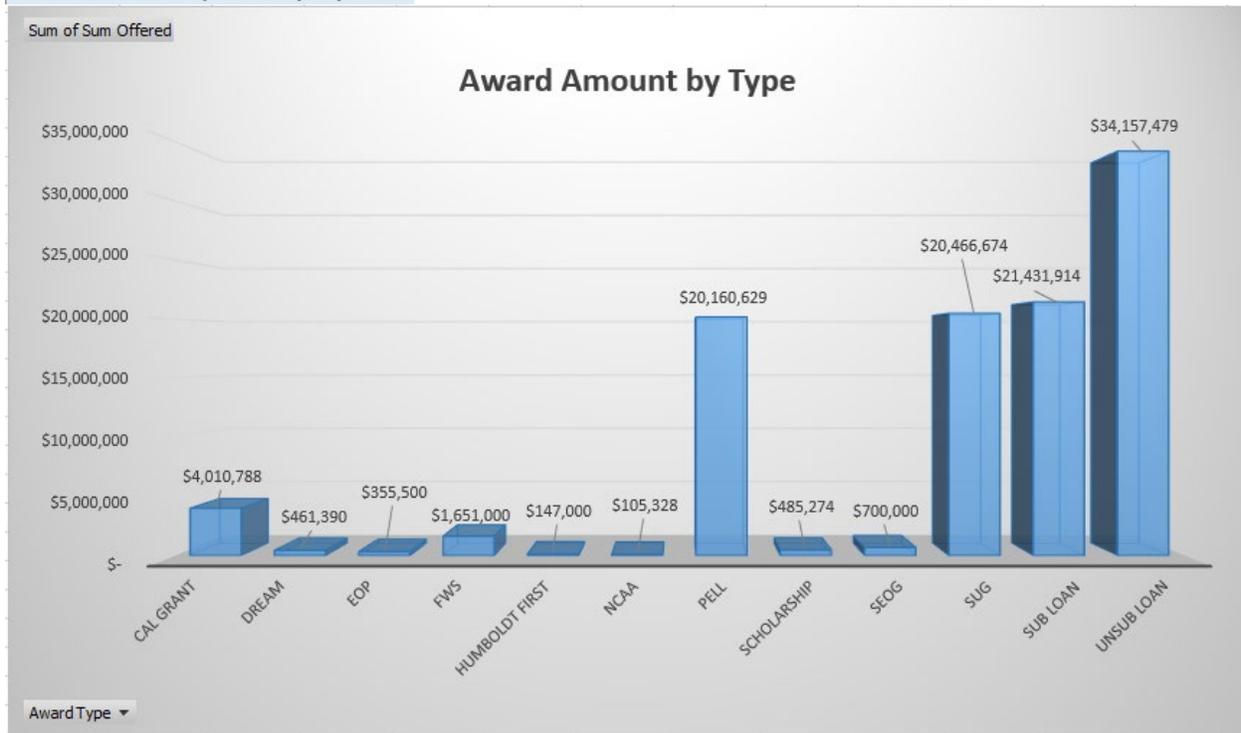


Packaging for 2022-23 began on March 2. To date, we have awarded
 3937 prospective Frosh
 1206 prospective transfers
 2064 continuing undergrads

498 post-bacc
(total 7705)

Sum of aid offered for 2022-23, includes overcommitted funds to students who applied and included Humboldt on FAFSA/CADAA, but will not eventually enroll.

Fund type	Sum of Sum Offered
CAL GRANT	\$ 4,010,788
DREAM	\$ 461,390
EOP	\$ 355,500
FWS	\$ 1,651,000
HUMBOLDT FIRST	\$ 147,000
NCAA	\$ 105,328
PELL	\$ 20,160,629
SCHOLARSHIP	\$ 485,274
SEOG	\$ 700,000
SUG	\$ 20,466,674
SUB LOAN	\$ 21,431,914
UNSUB LOAN	\$ 34,157,479
Grand Total	\$ 104,132,976.00



Preview Day and Preview Plus Numbers

2019 - 353 registered students. 547 total registered students and guests

— 2019 was the last fully in-person spring preview.

2020 - 294 registered students. 780 total; registered students and guests

— Portions of the 2020 spring preview were in-person; however, the pandemic drove a virtual component.

2021 - 608 total registered students and guests

— 2021 was completely virtual. There is no way to separate guests and students because the event was virtual (link was provided to students. Guests attended alongside students).

2022 - 688 registered students. 1636 total registered students and guests
— *2022 is the return to a fully in-person event.*

Open Forum Remarks from Morgan King, Climate Analyst
University Senate Meeting, April 12, 2022

Cal Poly Humboldt Releases the Climate Action Plan 2.0

The **CAP 2.0** is a roadmap to guide the university towards carbon neutrality by 2045, and towards building campus and community resilience to climate change impacts. The plan is now available online (<https://facilitymgmt.humboldt.edu/climate-action-planning>).

The CAP 2.0 describes a path towards a future that is nearly free of fossil fuels, in which all buildings, campus vehicles, and equipment will be powered by carbon free energy, and any remaining greenhouse gas emissions will be mitigated by projects to sequester carbon from the atmosphere. Its implementation will ensure that our campus remains biologically and culturally diverse, engaged and resilient. Enhancements to campus infrastructure, ecosystem services, mobility, emergency operations and social services will ensure we rapidly recover from our disruptive climate-change driven events.

Learn more about the CAP 2.0 by attending the **Climate Action Forum** on Monday, April 18, from 3:00 – 4:30 pm (online). Register for the forum at <https://sites.humboldt.edu/ZYC>.

Integrated Curriculum Committee Consent Calendar
April 12, 2022

[BIOL - 198 - 21-1548](#). Supplemental Instruction (1). C-classification change from C-07 which generates 1.3 WTU per section, to C-78 which will not generate any WTUs. This change will have no impact on the student units or instructional time. The currently generated WTUs are not actually paid to the SI student leaders or the Supplemental Instruction coordinator thus the class schedule entry and maintenance, as well as the University-wide WTU budgeting, will be more accurate if the WTUs are not generated.

[BOT - 198 - 21-1549](#). Supplemental Instruction (1). C-classification change from C-07 which generates 1.3 WTU per section, to C-78 which will not generate any WTUs. This change will have no impact on the student units or instructional time. The currently generated WTUs are not actually paid to the SI student leaders or the Supplemental Instruction coordinator thus the class schedule entry and maintenance, as well as the University-wide WTU budgeting, will be more accurate if the WTUs are not generated.

[ENGR - 434 - 21-1750](#). Air Quality Management (3). Co-listed with [ENGR 534](#). The Engineering department would like to add ENGR 417 as an alternative (to ENGR 416) corequisite to these co-listed courses. ENGR 416 and 417 are different transport courses taken by students in the Mechanical Engineering and Environmental Engineering Majors respectively. Allowing ENGR 417 as an alternative corequisite will allow Mechanical Engineering majors to take this course as a major elective.

Current requisites: CHEM 110, ENGR 416 (C).

Proposed requisites: CHEM 110 and (ENGR 416 (C) or ENGR 417 (C)).

[ENGR - 534 - 21-1750](#). Air Quality Management (3). Co-listed with [ENGR 434](#). This proposal was put on hold until the full Environmental Systems EO 1071 alignment was proposed. In this updated and reactivated proposal, the Engineering department would like to:

1. Make ENGR 416 a corequisite to align requisites for this course with the co-listed ENGR 434.
2. Add ENGR 417 as an alternative (to ENGR 416) corequisite to these co-listed courses. ENGR 416 and 417 are different transport courses taken by students in the Mechanical Engineering and Environmental Engineering Majors respectively. Allowing ENGR 417 as an alternative corequisite will allow Mechanical Engineering majors to take this course as a major elective.

[FIRE - 123 - 21-1497](#). Course Change Proposal changing course title, description, and number. The content of the course remains largely the same and any existing articulation agreements will remain valid. Changing the course title and number to accommodate new

Integrated Curriculum Committee Consent Calendar
April 12, 2022

program changes associated with the Applied Fire Science and Management B.S. program. Additionally, all prerequisites are removed from this course.

Current: FOR 223. Introduction to Wildland Fire (2). An introduction to the elements of wildland fire behavior, fire management and suppression, and fuels management. History and policy development of forest and rangeland fire management.

Proposed: FIRE 123. Fundamentals of Fuel and Fire (2). An introduction to the science, ecology, and management of fuels and fire. Current issues and management options to reduce the negative impacts of wildfire.

[FIRE - 321 - 21-1515](#). "Fire Ecology". Course Change Proposal changing course subject from FOR to FIRE. Course prerequisite of FOR 131 is added to the current prerequisite of Ecology course. List of "ecology equivalent" courses provided in order to enforce them at registration. **Prerequisites:** FOR 131 or ecology equivalent (BIOL 330 or FIRE 321 or RRS 370 or WLDF 431).

[FIRE - 323 - 21-1516](#). Course Change Proposal changing course subject, title, description, and prerequisite. The name change reflects some shifting content and topics and expansion of topics related to fire behavior and effects. Course **prerequisite** changes from FOR 223 (which is becoming FIRE 123) to FIRE 223.

Current: FOR 323. Wildland Fire Behavior & Use. Role of weather, topography, and fuels on fire behavior. Mechanism of ignition and spread of fires. Fire behavior and effects modeling. Objectives, planning, operations, smoke management and post-fire monitoring.

Proposed: FIRE 323. Fire Behavior & Effects. Role of weather, topography, and fuels on fire behavior. Mechanism of ignition and spread of fires. Fire behavior and effects modeling and monitoring.

[FIRE - 324 - 21-1517](#). Changing course prefix, number, title, description, and requisite change. Title change reflects the adjustment of some content to expand on existing topics and more appropriately shifting some content to a new course (FIRE 431). Course **prerequisite** changes from FOR 223 to FIRE 223.

Current: FOR 423. Wildland Fuels Management. Managing wildland fuels in forests and rangelands. Advanced understanding of fuel dynamics, management strategies, and challenges facing fuels managers in fire-prone landscapes. Quantitative analysis of the effects of fuels treatments.

Proposed: FIRE 324. Fuel Inventory and Management. Managing wildland fuels in forests and rangelands. Develop understanding of fuel sampling methods and dynamics, management

Integrated Curriculum Committee Consent Calendar
April 12, 2022

strategies, and challenges facing fuels managers in fire-prone landscapes. Quantitative analysis of the effects of fuels treatments.

[FIRE - 482 - 21-1518](#). Course Change Proposal changing course subject and title from FOR 424. Wildland Fire Internship to FIRE 482 Fire Internship. Course **prerequisites** change from FOR 321 and FOR 323 to FIRE 323 and FIRE 324.

[FOR - 523 - 21-1602](#). Advanced Wildland Fuels Management (3). Course deletion proposal. The course is currently co-listed with FOR 423 which is becoming FIRE 324, which will make the co-listing out of compliance with the co-listing policy. Some of the content of this course is being moved to the FIRE 431/531 co-listing.

[PHIL-198-21-1569](#). Supplemental Instruction in Logic (1). C-classification change from C-07 which generates 1.3 WTU per section, to C-78 which will not generate any WTUs. This change will have no impact on the student units or instructional time. The currently generated WTUs are not actually paid to the SI student leaders or the Supplemental Instruction coordinator thus the class schedule entry and maintenance, as well as the University-wide WTU budgeting, will be more accurate if the WTUs are not generated.

[Recreation Administration Minor - Change Core Requirements - 23-1560](#). The Recreation Administration program would like to update its minor by removing REC 302, REC 320, and REC 420 as required courses and replacing them with a list of possible minor electives (all REC courses). The unit minor count will not change (18 units) but replacing 3 required courses with 3 electives will reflect the current practice and make this flexibility visible to students, thus making the minor more attractive to them.

[SED - 762 - 21-1598](#). Supervised Fieldwork in Student Teaching (1-3). School of Education would like to change the C-classification of this course from S-36 (.33 WTU per student) to S-25 (.5 WTU per student) in order to account for the increased number of contact hours required for the fall semester by the Commission on Teacher Credentialing. This change will allow for the correct compensation of the supervisor. This proposal is being submitted in conjunction with [SED 767](#), which will change SED 767 from S-24 (.67 WTU per student) to S-25 (.5 WTU per student), resulting in a reduction in WTU. Due to both of these proposals, there will be no overall change in the cost to the university.

[SED - 767 - 21-1599](#). Student Teaching Secondary Education (14). School of Education would like to change the C-classification of this course from S-24 (.67 WTU per student) to S-25 (.5 WTU per student) which will allow for the correct compensation of the supervisor during the spring semester. This proposal is being submitted in conjunction with [SED 762](#), which will change SED 762 from S-36 (.33 WTU per student) to S-25 (.5 WTU per student), resulting in an increase in

Integrated Curriculum Committee Consent Calendar
April 12, 2022

WTUs. Due to both of these proposals, there will be no overall change in the cost to the university.

[ZOOL - 198 - 21-1551](#). Supplemental Instruction (1). C-classification change from C-07 which generates 1.3 WTU per section, to C-78 which will not generate any WTUs. This change will have no impact on the student units or instructional time. The currently generated WTUs are not actually paid to the SI student leaders or the Supplemental Instruction coordinator thus the class schedule entry and maintenance, as well as the University-wide WTU budgeting, will be more accurate if the WTUs are not generated.

California State Polytechnic University Humboldt
 University Senate
 Meeting Calendar for AY 2022-2023

2022 Fall Semester

Executive Committee (3-5pm, NHE 106)	University Senate (3-5pm, NHE 102)
August 23, 2022	August 30, 2022
September 6, 2022	September 13, 2022
September 20, 2022	September 27, 2022
October 4, 2022	October 11, 2022
October 18, 2022	October 25, 2022
November 1, 2022	November 8, 2022
November 15, 2022	
<i>Thanksgiving Break (November 21-25)</i>	
	November 29, 2022
December 6, 2022	December 13, 2022 <i>(if needed)</i>
<i>Finals December 12-16</i>	

2023 Spring Semester

Executive Committee (3-5pm, NHE 106)	University Senate (3-5pm, NHE 102)
January 17, 2023	January 24, 2023
January 31, 2023	February 7, 2023
February 14, 2023	February 21, 2023
February 28, 2023	March 7, 2023
<i>Spring Break (March 13-17)</i>	
March 21, 2023	March 28, 2023
April 4, 2023	April 11, 2023
April 18, 2023	April 25, 2023
May 2, 2023 <i>(if needed)</i>	May 9, 2023 <i>(if needed)</i>
<i>Finals May 8-12</i>	

CAL POLY HUMBOLDT

ADMINISTRATIVE MEMO

DRAFT

DATE:

SUBJECT: ACADEMIC CALENDAR 2023-2024

FALL SEMESTER 2023

Fall semester begins	R	August 17, 2023
Fall Welcome	R	August 17, 2023
Professional Development Day	F	August 18, 2023
Meetings, workshops, testing, advising, registration	R - S	August 17-19, 2023
Work Day	S	August 19, 2023
Instruction begins	M	August 21, 2023
<i>Labor Day Holiday</i>	M	September 4, 2023
<i>Veterans Day Holiday</i>	F	November 10, 2023
<i>Fall Break</i>	M - F	November 20-24, 2023
Instruction Ends	F	December 8, 2023
Final examinations	M - F	December 11-15, 2023
Fall Commencement	F	December 15, 2023
Work Day	S	December 16, 2023
Evaluation day	M	December 18, 2023
Grading days	M - W	December 18-20, 2023
Grades due (by 11:59 p.m.)	W	December 20, 2023
Fall semester ends	W	December 20, 2023

SPRING SEMESTER 2024

Spring semester begins	W	January 10, 2024
Spring Welcome / meetings	W	January 10, 2024
Professional Development Day	R	January 11, 2024
Meetings, testing, advising, registration	W - F	January 10-12, 2024
<i>Martin Luther King Holiday</i>	M	January 15, 2024
Instruction begins	T	January 16, 2024
<i>Spring Break</i>	M - F	March 11-15, 2024
<i>Cesar Chavez Holiday</i>	M	April 1, 2024
Instruction Ends	F	May 3, 2024
Final examinations	M - F	May 6-10, 2024
Spring Commencement	S	May 11, 2024
Grading/evaluation days	M - W	May 13-15, 2024
Grades due (by 11:59 p.m.)	W	May 15, 2024
Spring semester and Academic Year ends	W	May 15, 2024

Fall Academic Days = 85 Spring Academic Days = 85
 Fall Instructional Days = 73 Spring Instructional Days = 73
Total Instructional Days = 146
Total Academic Days = 170

Approved by University Senate:
Approved by the CSU:
Approved by President Jackson:

Note: This calendar applies to academic personnel. Non-academic personnel should refer to the HSU "Green & Gold" calendar issued annually by the Payroll Department.

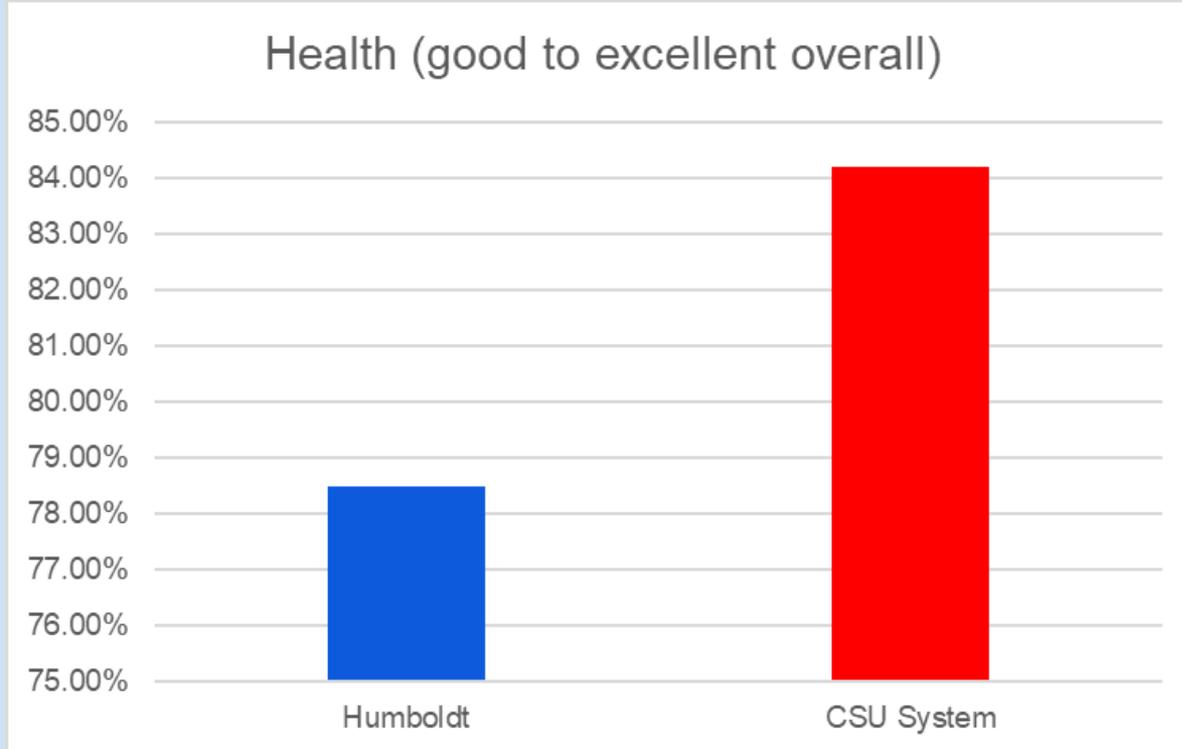
Student Health & Wellbeing

Data Trends & Suggested Directions for Cal Poly Humboldt's Future

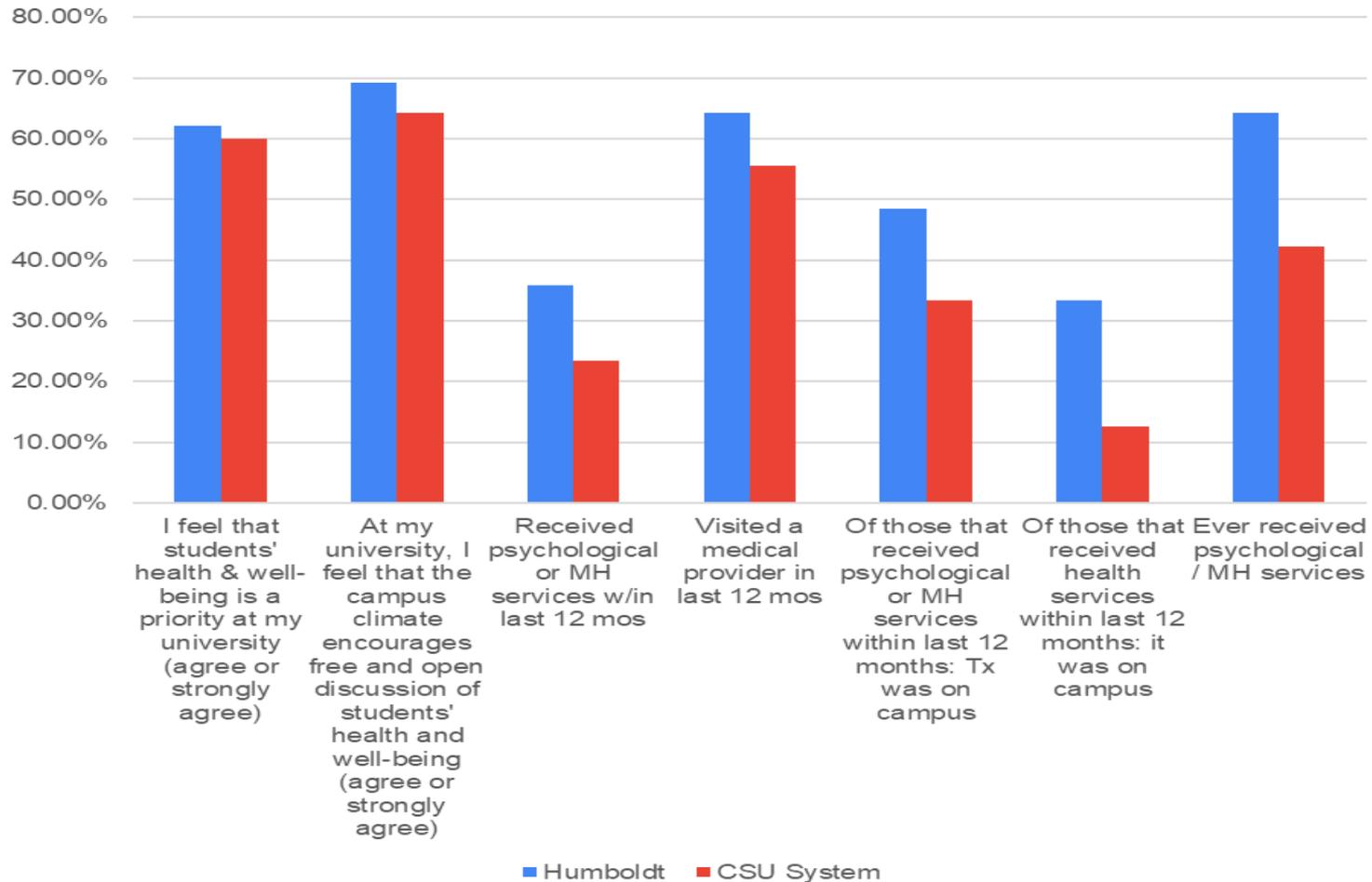
March, 2022
Dr. Jen Sanford

NCHA Spr 2021: health & wellbeing data

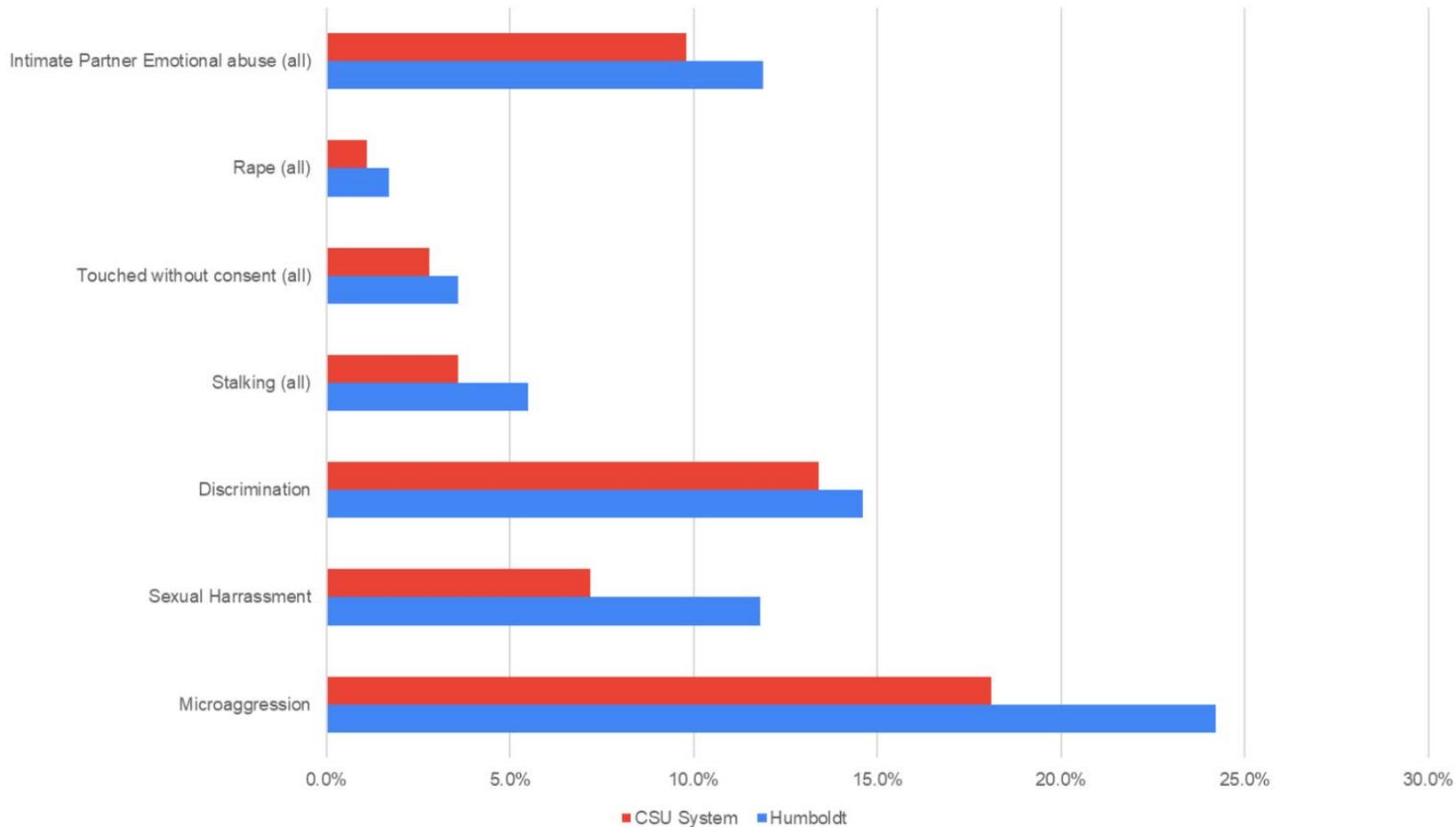
Humboldt n = 779; CSU n = 20,168



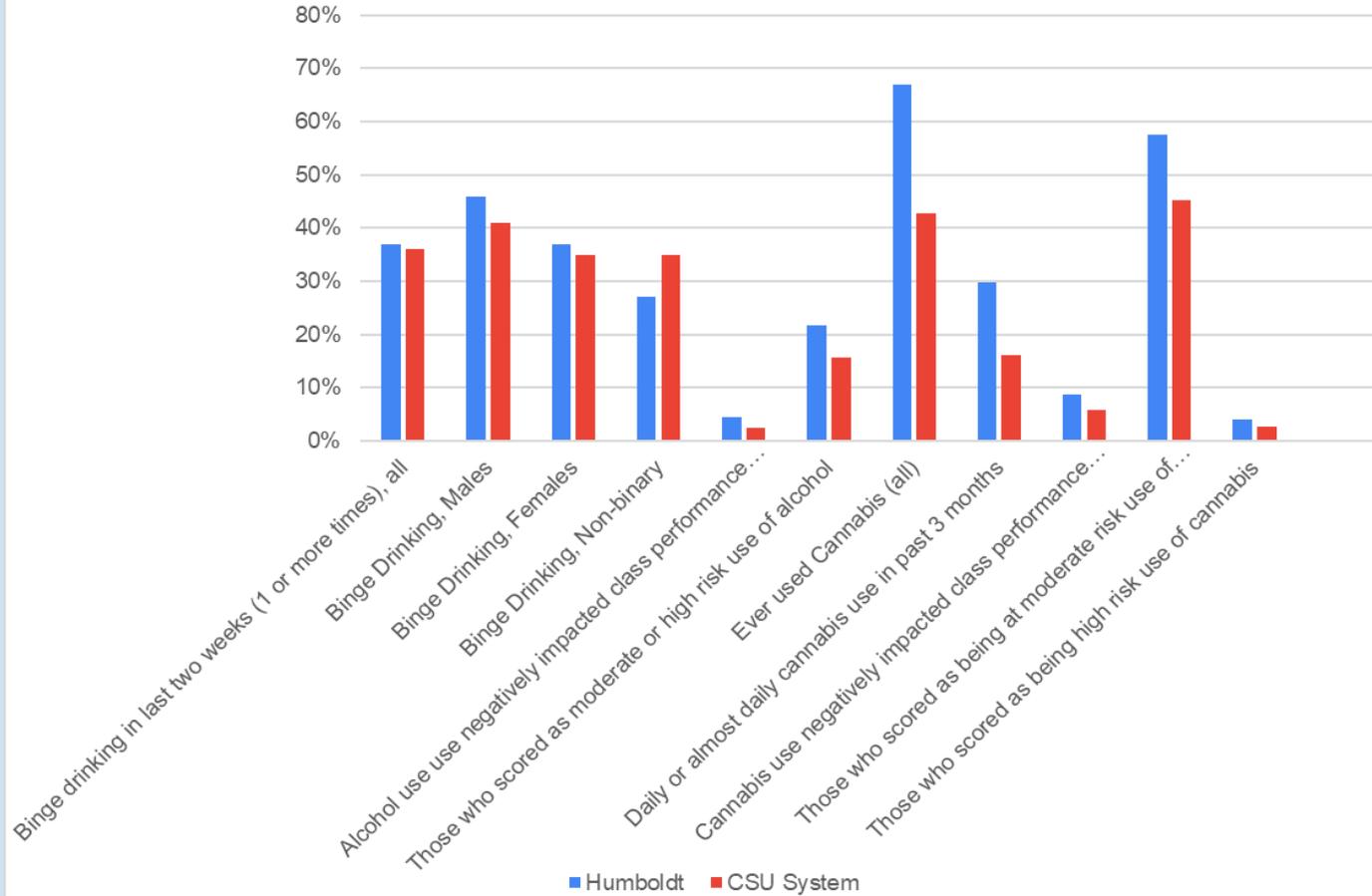
Health Care Service Use



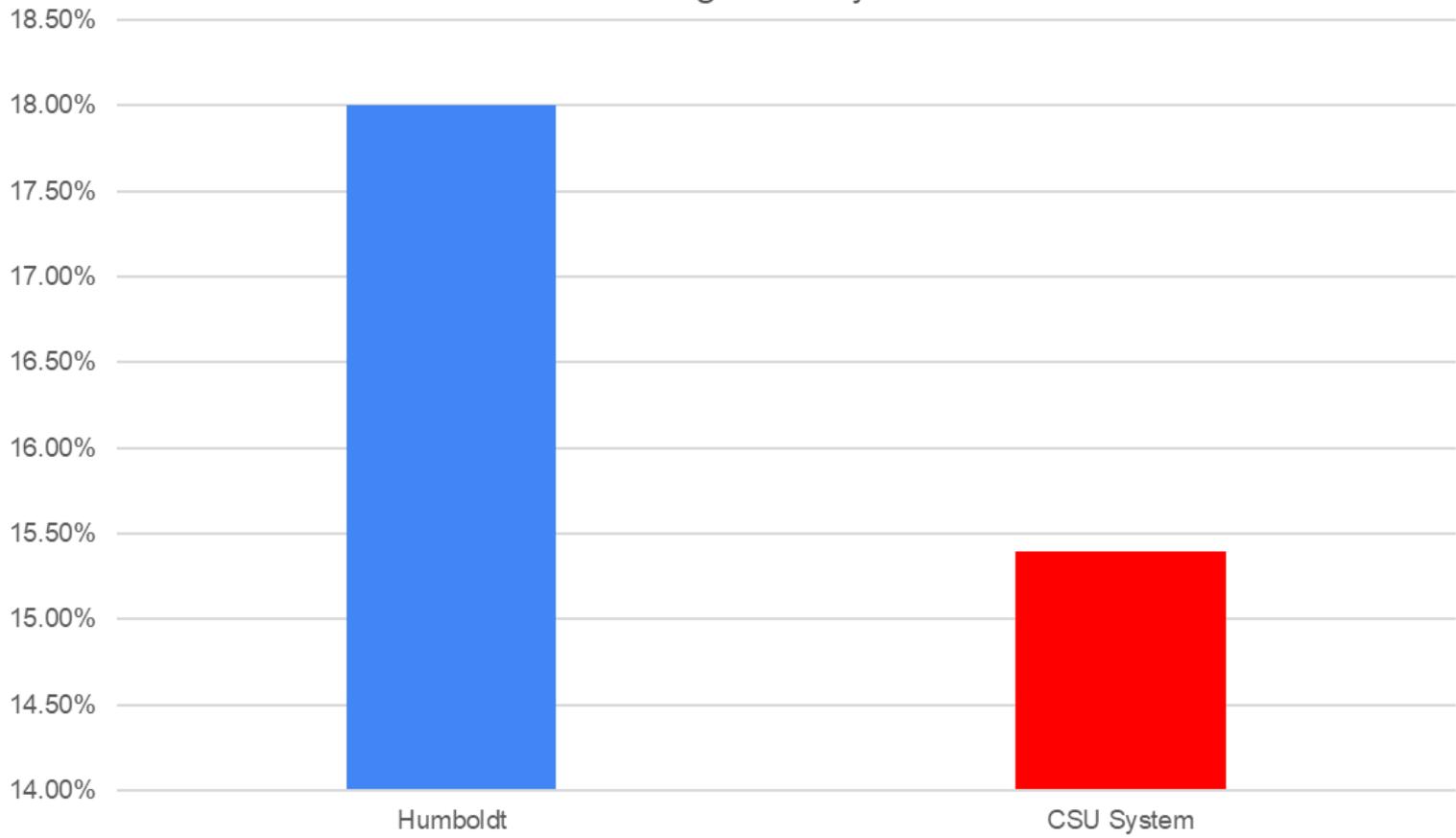
Traumatic Life Events in last 12 months



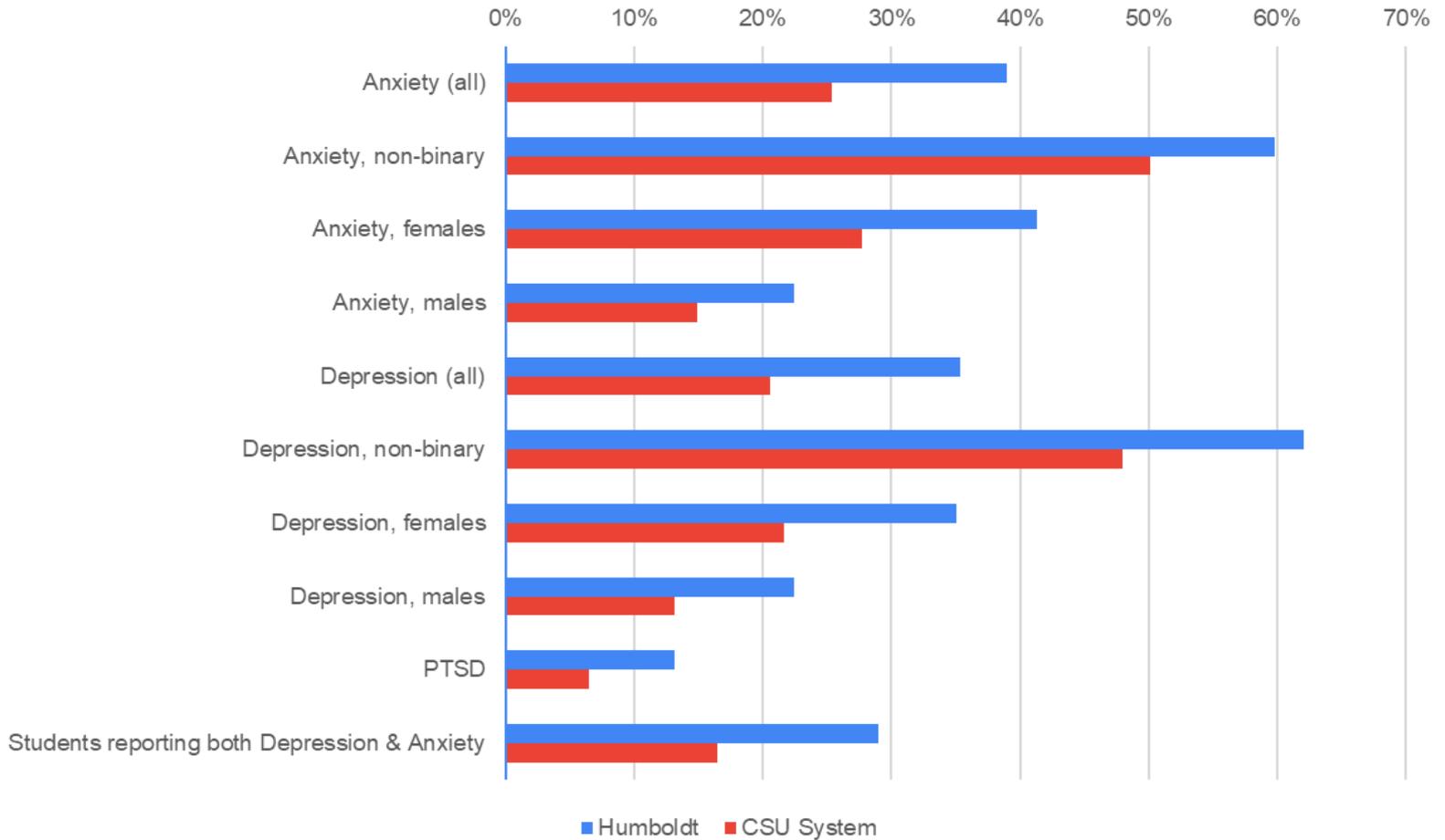
Substance Use



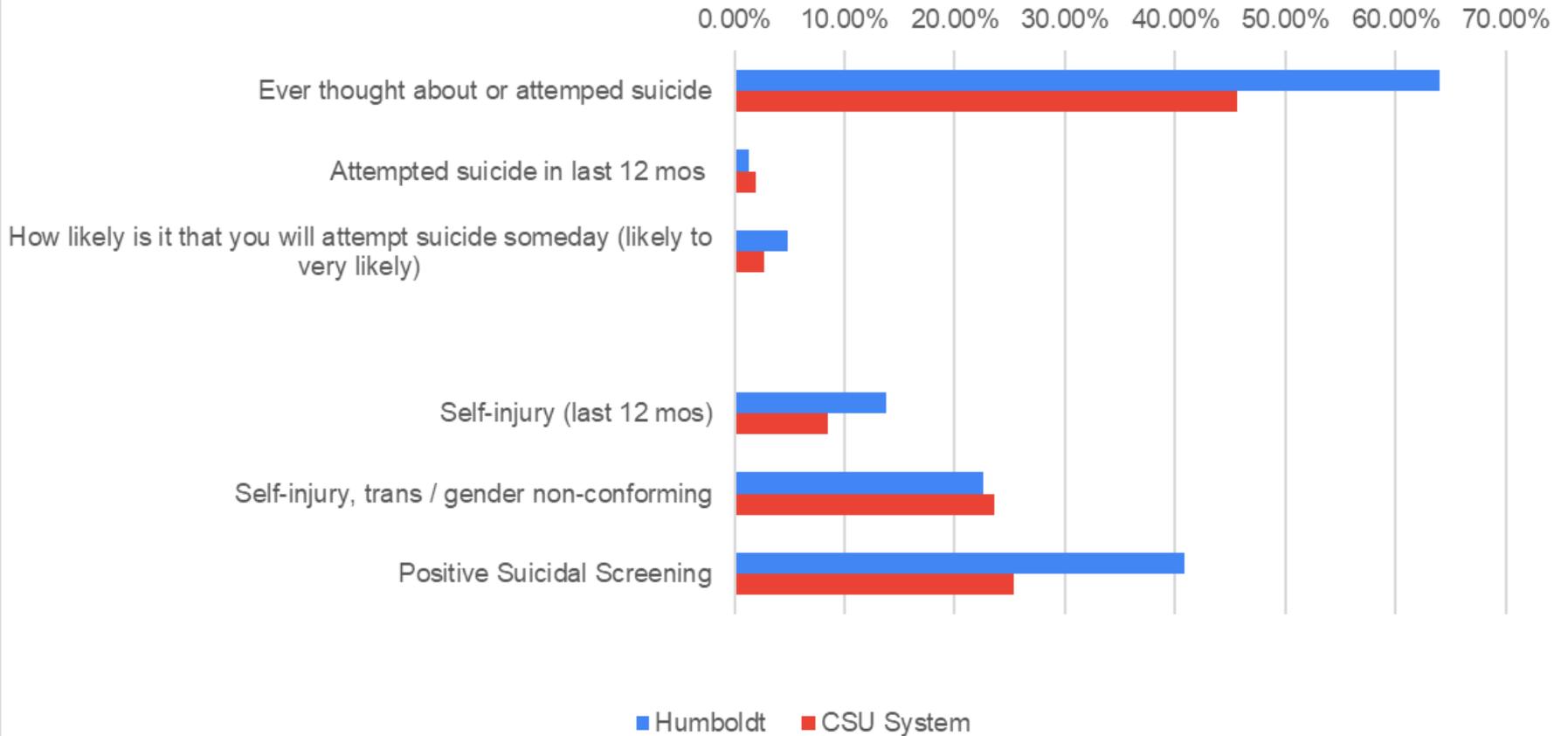
In the last 30 days, hungry but didn't eat because there was not enough money for food



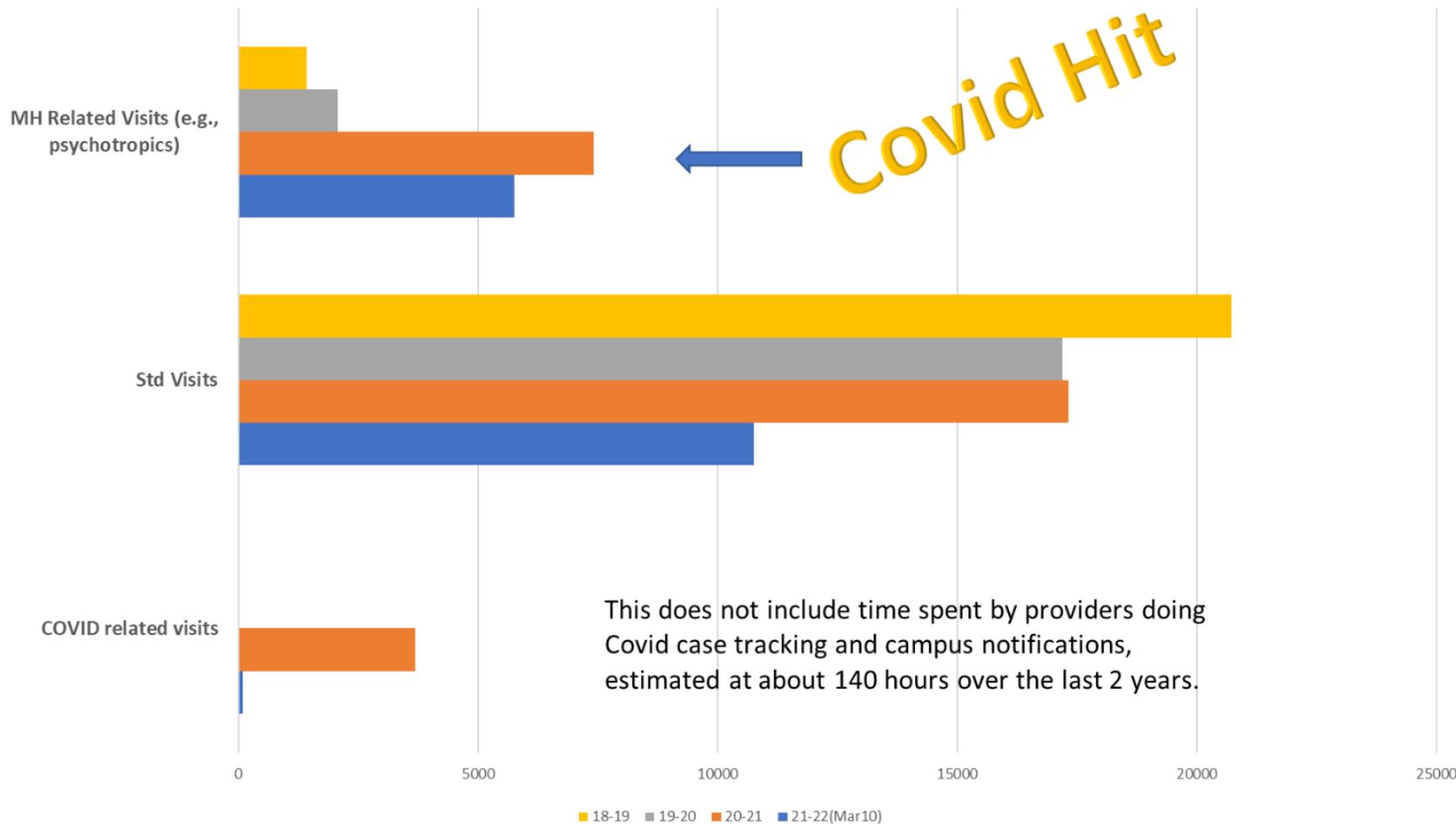
Mental Health Diagnoses



Suicidality & Self-Harm



SHWS Data: Medical Division Visits

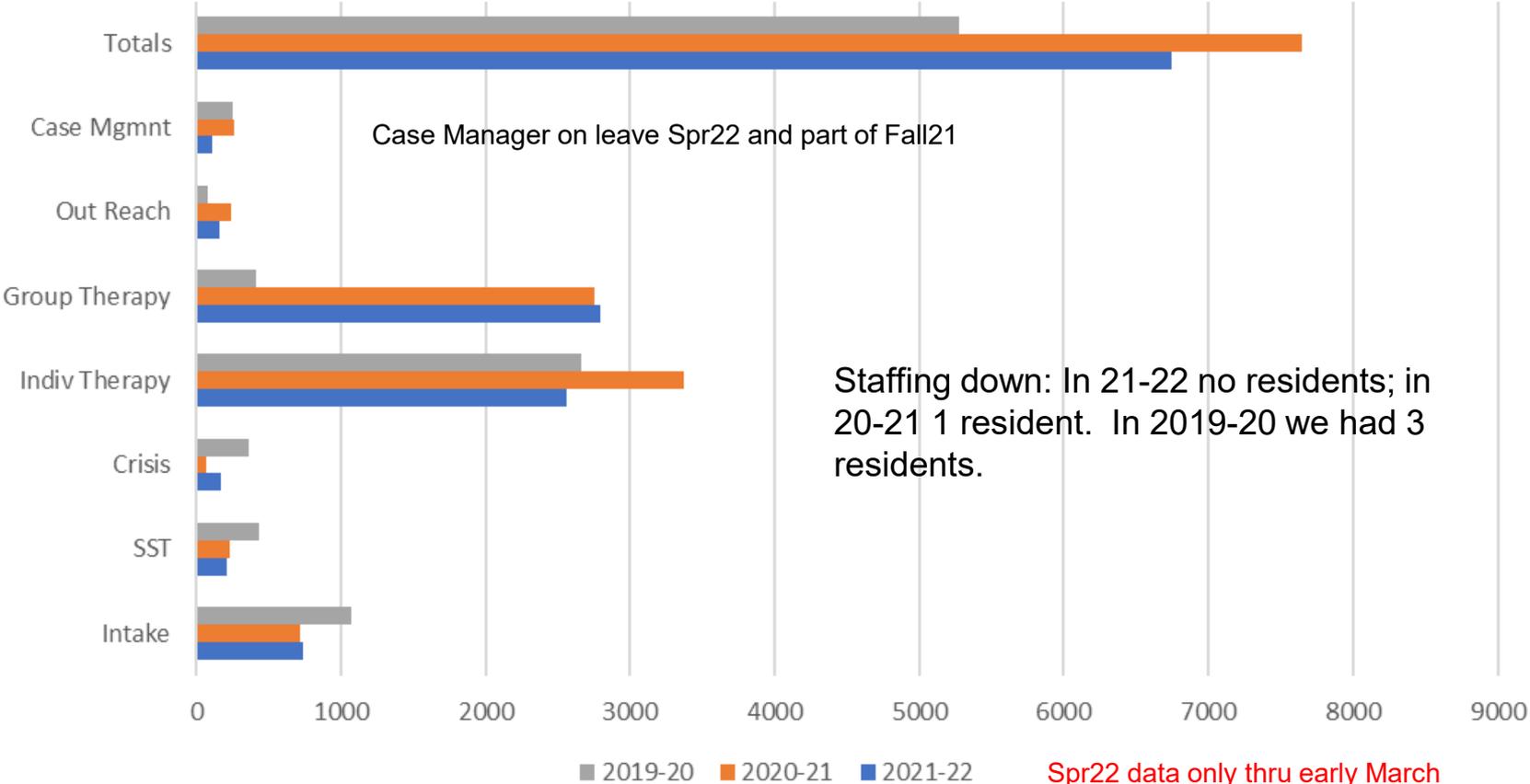


Covid Hit

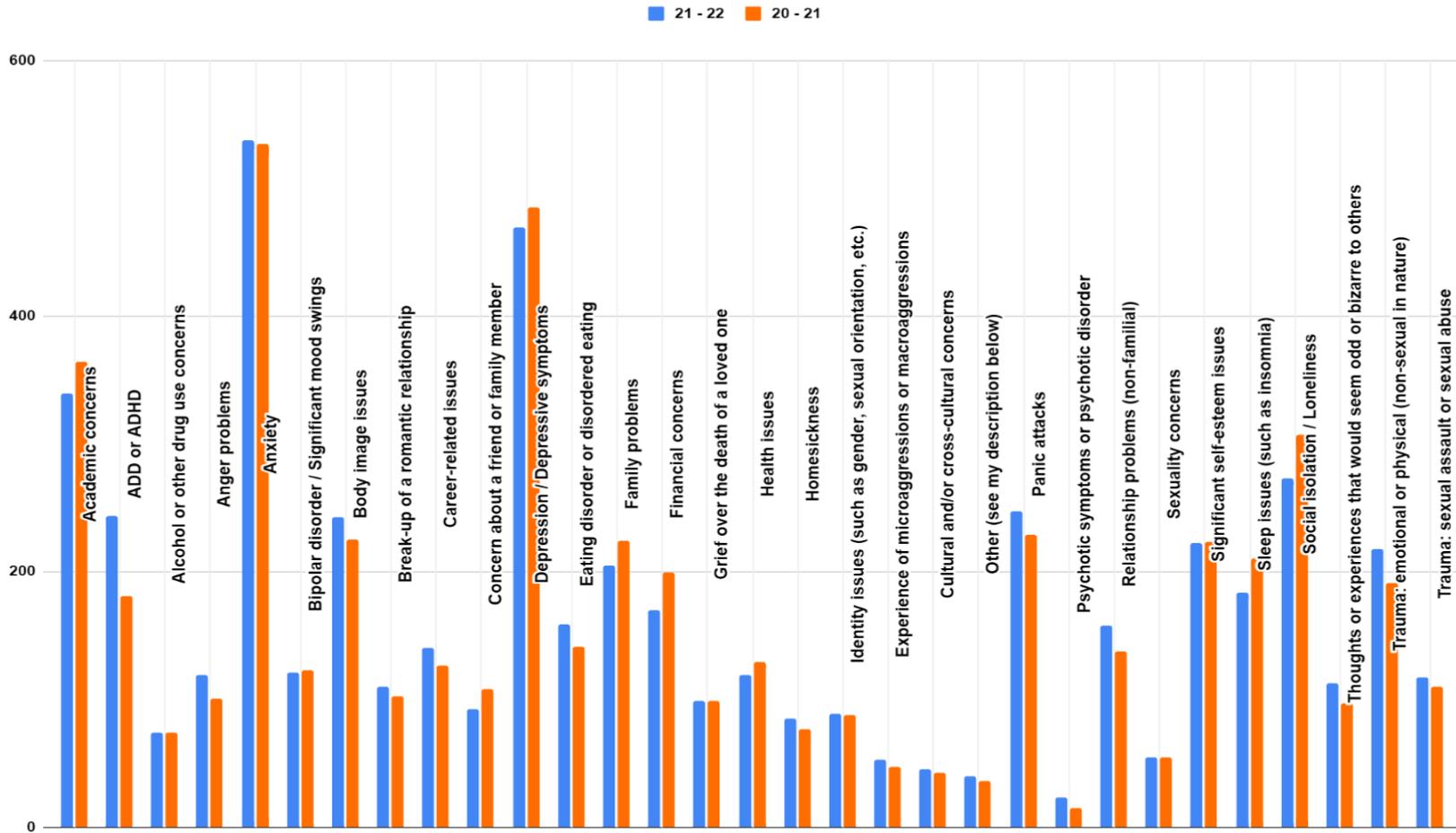


This does not include time spent by providers doing Covid case tracking and campus notifications, estimated at about 140 hours over the last 2 years.

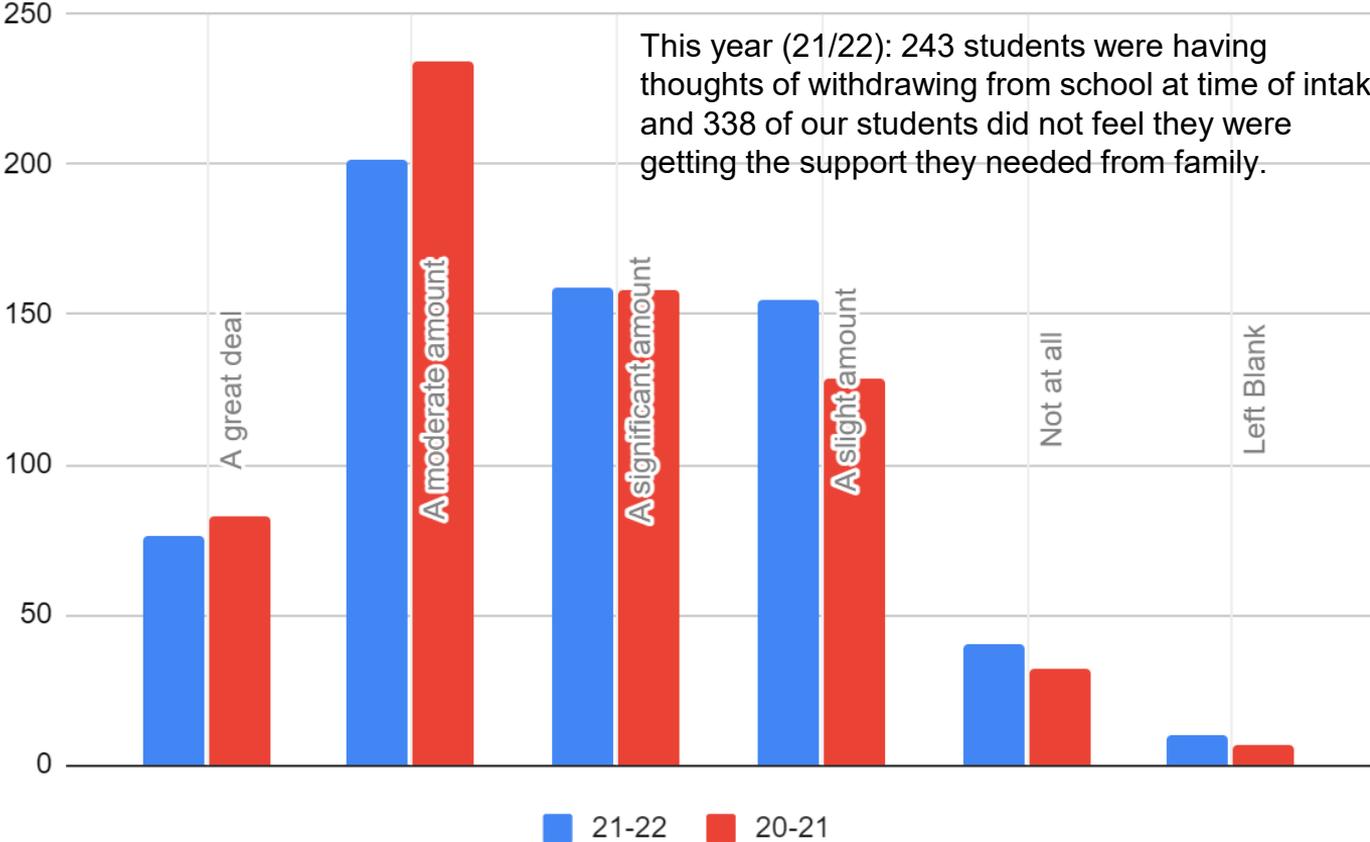
COUNSELING DIVISION, Use Patterns



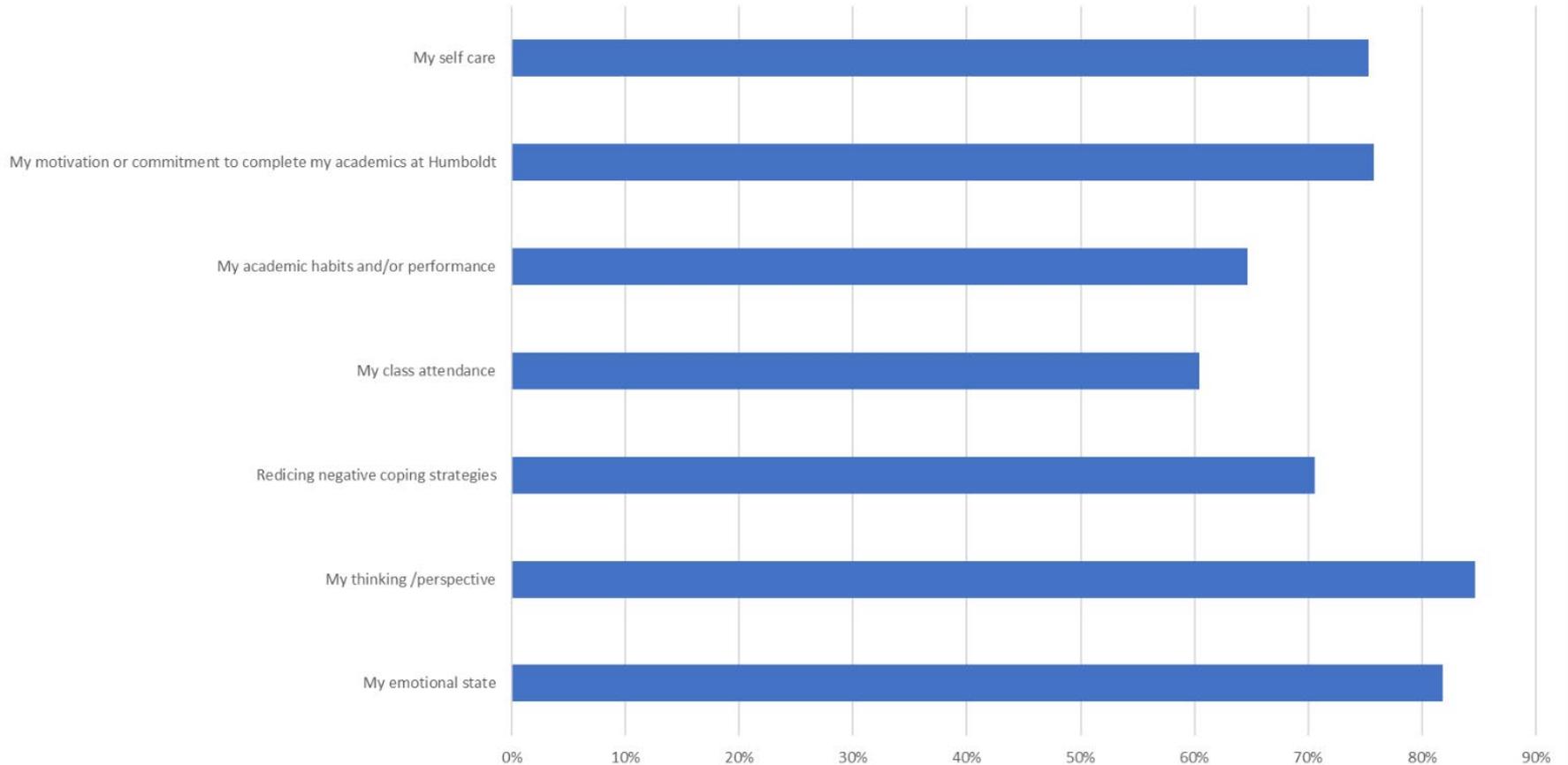
Current Concerns (at CAPS Initial Session)



Extent MH related problems impacting academics



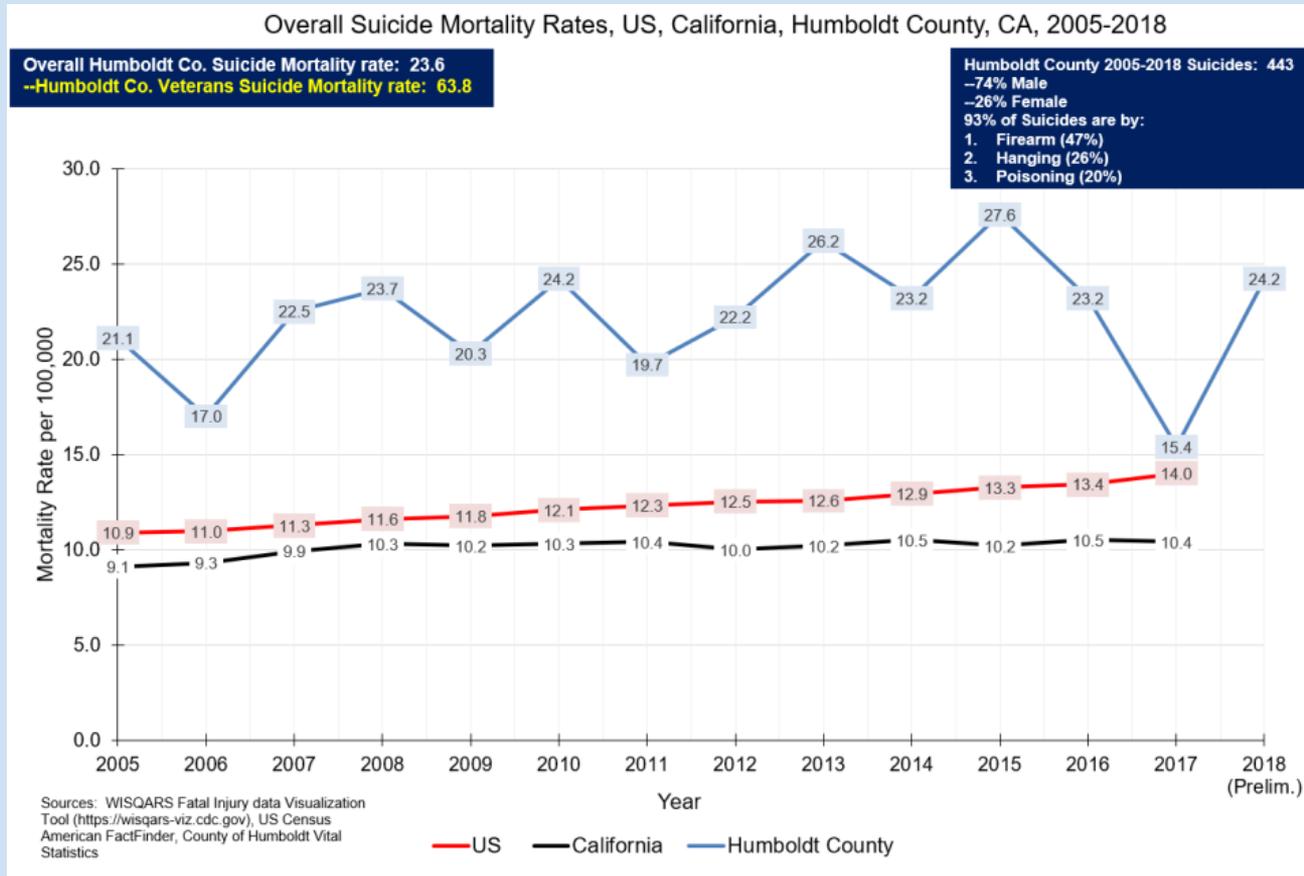
CAPS: Client Reported Learning Outcomes (2020-22);
Percentage that scored item as a 6 or 7 ("absolutely") on 7 pt Likert Scale
"As a result of counseling, I have experienced improvements in..."



Additional items on CAPS Learning Outcome/Satisfaction Survey (2020-22)

- Counseling helped me make a decision about whether I should continue with school right now: 88% scored this as a 6 or 7 on a 7 pt Likert Scale (“absolutely”).
- As a result of counseling, I have better tools or techniques for resolving difficulties and/or coping with distress: 90.4% scored this as a 6 or 7 on a 7 pt Likert Scale (“absolutely”).
- Positive narrative comments were plentiful: Students spoke of feeling heard, cared for, supported, validated, learning new tools and coping mechanisms, reaching new understandings...
- When students were asked what they did not find useful/helpful about counseling, comments were almost always about “limited sessions” and wanting more long-term care. One student phrased it: “I wish it could be more often and that we weren’t capped for our sessions. I really need weekly counseling and I’m worried about getting through the next semester only having check-ins every three weeks.”

Suicide Rates, Humboldt County vs. CA & US



ACE Scores & other markers of trauma in Humboldt County

Adverse Childhood Experiences (ACE) Survey

- Measures abuse, neglect and household dysfunction
- High ACE scores are correlated with risky health behaviors, poor health outcomes, early death

Humboldt + Mendocino combined = highest ACEs scores in all of California. A whopping 30.8% of our residents had experienced 4 or more ACEs (compared to 16.7% in Calif); while 75% had experienced at least one (compared to 61.7% in Calif).

A person with 4 or more ACEs is more likely to have / suffer from / engage in:

- Depression (5.13x)
- Chronic Pulmonary Disease (2.4x)
- Smoking (2.93x)
- Binge Drinking (3.23x)
- Attempted Suicides (12.2x)
- Use of injection drugs (10.3x)
- Alcoholism (7.4 times)
- Stroke (2.4x)
- Cancer, Diabetes, Ischemic Heart Disease, Asthma, Kidney Disease
- Unemployment

2018 Humboldt County Community Health Assessment

- Health outcomes are worse than the state average by most measures, for example:
 - Liver Disease and Cirrhosis (from chronic alcoholism & hepatitis) = 2x state average
 - Lung cancer rates
 - Binge drinking
 - Smoking of tobacco (18.3 vs. 11.6%)
 - COPD deaths (50% more per capita than the state)

This data led the Humboldt Co. Board of Supervisors to allocate tax revenue toward maintaining and improving county mental health services for kids and families. Calif ACEs data led Governor Newsom to allocate 90 million toward trauma screening for those on Medi-Cal & training health providers on doing trauma screenings.

Many organizations and schools are now engaged in trauma-informed approaches to help reduce, and mitigate the effects of, ACEs*

*Note the unofficial ACEs that hit our community hard: COVID-19 pandemic (esp. given that child abuse, neglect, substance abuse and poverty rates are already higher here); racism / bias / microaggressions; poverty...

Goal of Becoming a Trauma-Informed Campus

The Why

- The data from NCHA and SHWS indicates that our students:
 - Struggle in their overall health, mental health, and basic needs (food and shelter)
 - Access counseling and mental health resources through MH and Medical Providers at high rates
- Particularly high ACEs scores in our county and high trauma rates in our students
- Trauma is directly related to unhealthy behavior patterns and poor health outcomes
- Trauma also leads to a greater likelihood of being triggered in the classroom by provocative or sensitive material. When the prefrontal cortex goes offline, learning does not take place.
- Faculty that are trauma informed create better learning environments recognizing the “whole student,” structure material to be less triggering and present sensitive material with informed consent, and better recognize and respond to signs that someone is being triggered

The What

A trauma informed approach is based on 4 assumptions and 6 key principles. The assumptions (4Rs) are at the heart. An organization that is trauma informed:

- 1) Realizes the widespread impact of trauma and understands potential paths for recovery
- 2) Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system
- 3) Responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively
- 4) Resist re-traumatization

(SAMHSA, 2014)

Principles include: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice and choice; cultural, historical and gender issues are considered

The How

- Locate Funding for Program Development
- Hire / Appoint a Program Director / Project Coordinator
 - Work with a Team of University Professionals and Outside Consultants
- Possibly do a Needs Analysis (e.g., campus survey to gauge knowledge and skills)
- Develop and Implement a Program that will:
 - Provide trainings for Faculty, Staff, Students (e.g., at orientations)
 - Create a web-based learning site with recorded material and other resources (for “on demand” learning)
 - Consider special (more extensive) programming in units where there are higher risk students (e.g., veterans, former foster youth, LGBTQI, POC)
 - Create system level strategies that promote a healthy work environment (focused on self-care and resilience; prevention of burn-out, compassion fatigue, vicarious trauma...)
 - Make sure our policies, procedures, and protocols are trauma-informed, particularly with regard to Title IX, UPD investigations, etc. (See Univ of Texas at Austin for a good model)
 - Strengthen & Market our Network of Resources (SHWS, TimelyCare, CARE team, Basic Needs Team, NCAMHP, Open Door, HumCo DHHS, Campus EAP Services,

Example of recent professional development
in trauma informed practices in the realm
of higher education...

Articles, resources:

- [Creating a trauma informed college campus, by](#)

[Rodney Palmer](#)

- [Trauma Informed Practices for Postsecondary](#)

[Education: A Guide](#)



Webinar

Academic advisors, student support professionals and faculty will learn how to respond appropriately to students who have experienced trauma.

A Trauma-Informed Approach to Supporting Students on Campus

March 9th, 2022 | 3:00 p.m. ET - 4:15 p.m. ET | \$395



Research finds when educators have training on trauma and appropriate responses, students experience less anxiety and depression and are more likely to get additional support and persist in school.

[Register Now](#)

Why This Topic Matters

Covid led to increased incidences of trauma, which has caused greater awareness of the impact of trauma on individuals and society--and college students are by no

Humboldt is now a JED Campus!

JED Campuses View our directory of JED Campus schools.

JED CAMPUS School Name California, USA Program Status

 Azusa Pacific University Location: California, USA Program Status: Alumni	 California Institute of Technology Location: California, USA Program Status: Alumni	 California Polytechnic State University, San Luis Obispo Location: California, USA Program Status: Alumni	 California State University, Chico Location: California, USA Program Status: Alumni
 California State University Maritime Academy Location: California, USA Program Status: Active	 Cal Poly Humboldt Location: California, USA Program Status: Alumni	 Cal Poly Pomona Location: California, USA Program Status: Active	 Claremont Graduate University Location: California, USA Program Status: Alumni

This year, we became the third CSU to complete the JED Campus process. Alumni: Cal Poly Humboldt, Cal Poly SLO, Chico
In Process: Cal Poly Pomona, and Maritime

The Jed Foundation (JED) is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults, giving them the skills and support they need to thrive today...and tomorrow.

JED is a leader in university mental health and wellbeing.

As a JED Campus, & in light of mental health trends at Humboldt, what are the next steps beyond becoming a trauma informed campus?

- Broaden and strengthen the Humboldt Support Team (committee/task force focused on campus wide strategy and planning related to emotional health and/or substance abuse prevention)
- Consider:
 - Hiring a health educator focused on substance abuse
 - Broadening the HST and campus efforts to include more campus focus on substance issues
- The HST should write a strategic plan for emotional health and substance abuse programming consistent with the CampusMHAP guide.
- Strategic Plan should be accessible to the whole campus community AND should be integrated with our institutions larger strategic plan

- Expand Mental Health Care & Related Resources, particularly in the next few years in the aftermath of the pandemic.
 - Expand services into evenings, weekends, holidays, and breaks
 - **Provide a greater diversity of clinicians to better meet the needs of ALL of our students**
 - Increase access to “on demand” services so students can get help quickly when they need it
 - Make sure that mental health care is available for students living out of state and attending school remotely
 - Provide more psychiatric services
 - Expand our short-term therapy model (e.g., increase session limits)
 - Offer a hybrid of in-person services and telehealth services
 - Make sure the campus is invested in the wellbeing of our community of students, staff and faculty– we need to listen to each other, know/watch for warning signs, make the right referrals, bolster compassion / help build resilience & self-care...
 - Short and long-term solutions for our campus include:
 - TimelyCare (pandemic funding); Expansion of SHWS